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

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Welcome from the Vice Chancellor

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 arts 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 crossroads 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 eighth remarkable year.

Alfred H. Bloom

NYU Abu Dhabi Mission Statement

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 global 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.
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 2017-18**

### ORIENTATION
- **August 23-25 (Weds-Fri)**: Arrival window for new students
- **August 25-September 3 (Fri-Sun)**: First Year Marhaba (Student Orientation)
- **August 31 (Thursday)**: Arafat Day (no formal Marhaba programming)
- **August 31-September 3 (Thurs-Sun)**: Eid Al-Adha/Arrival window for returning students

### FALL SEMESTER I
- **September 4 (Monday)**: Classes begin
- **September 10 (Sunday)**: Add/Drop deadline for 7-week courses
- **September 17 (Sunday)**: Add/Drop deadline for 14-week courses
- **September 21 (Thursday)**: No classes: Al-Hijra/Islamic New Year
- **October 4 (Wednesday)**: Withdrawal and change of grading basis deadline for 7-week courses
- **October 22 (Sunday)**: Last day of classes for 7-week courses
- **October 23-24 (Mon-Tues)**: No classes or midterms: Final exams for 7-week courses
- **October 25-28 (Weds-Sat)**: Fall break

### FALL SEMESTER II
- **October 29 (Sunday)**: Classes resume
- **November 4 (Saturday)**: Add/Drop deadline for 7-week courses
- **November 9 (Thursday)**: Withdrawal and change of grading basis deadline for 14-week courses
- **November 25 (Saturday)**: Legislative Day (classes meet on a Thursday schedule)
- **November 27 (Monday)**: Withdrawal and change of grading basis deadline for 7-week courses
- **November 30 (Thursday)**: No classes: Martyr’s Day/Prophet’s Birthday holiday
- **December 1-2 (Fri-Sat)**: Last day of classes
- **December 14 (Thursday)**: Legislative Day (all classes meet)
- **December 17-21 (Sun-Thurs)**: Final Exams
- **December 22 (Friday)**: Winter break begins
- **December 21-22 (Thurs-Fri)**: Departure window

### WINTER BREAK
- **December 22, 2017-January 3, 2018**: Winter Break

### JANUARY TERM IN ABU DHABI
- **January 2-3 (Tues-Weds)**: Arrival window for all students
- **January 4 (Thursday)**: Classes begin
- **January 6 (Saturday)**: Legislative Day (all classes meet)
- **January 13 (Saturday)**: Legislative Day (all classes meet)
- **January 18 (Thursday)**: Last day of classes
- **January 18-19 (Thurs-Fri)**: Departure window

### JANUARY TERM IN NEW YORK AND WASHINGTON D.C.
- **January 2 (Tuesday)**: Arrival day
- **January 3 (Wednesday)**: Classes begin
- **January 6 (Saturday)**: Legislative Day (all classes meet)
- **January 15 (Monday)**: No Classes: Martin Luther King Day
- **January 19 (Friday)**: Last day of classes
- **January 19-20 (Fri-Sat)**: Departure window

### JANUARY TERM IN NYU GLOBAL SITES
- **January 3 (Wednesday)**: Arrival day
- **January 4 (Thursday)**: Classes begin
- **January 6 (Saturday)**: Legislative Day (all classes meet)
- **January 19 (Friday)**: Last day of classes
- **January 19-20 (Fri-Sat)**: Departure window

### SPRING SEMESTER I
- **January 19-21 (Fri-Sun)**: Arrival window
- **January 22 (Monday)**: Classes begin
- **January 28 (Sunday)**: Add/Drop deadline for 7-week courses
- **February 4 (Sunday)**: Add/Drop deadline for 14-week courses
- **February 21 (Wednesday)**: Withdrawal and change of grading basis deadline for 7-week courses
- **March 11 (Sunday)**: Last day of classes for 7-week courses
- **March 12-13 (Mon-Tues)**: No classes or mid-terms: Final exams for 7-week courses

### SPRING BREAK
- **March 14-19 (Weds-Mon)**: No classes

### SPRING SEMESTER II
- **March 20 (Tuesday)**: Classes begin
- **March 27 (Tuesday)**: Add/Drop deadline for 7-week courses
- **April 3 (Tuesday)**: Withdrawal and change of grading basis deadline for 14-week courses
- **April 13 (Friday)**: Isra & Mi’raj Holiday
- **April 19 (Thursday)**: Withdrawal and change of grading basis deadline for 7-week courses
- **May 7 (Monday)**: Last day of classes
- **May 9-14 (Weds, Thurs, Sat, Sun, Mon)**: Final Exams
- **May 15 (Tuesday)**: Beginning of Ramadan
- **May 20 (Sunday)**: Commencement (subject to change)

### SUMMER TERM
- **May 20 (Sunday)**: Arrival day
- **May 21 (Monday)**: Classes begin
- **May 23 (Wednesday)**: Add/Drop deadline
- **June 3 (Saturday)**: Withdrawal and change of grading basis deadline
- **June 13 (Wednesday)**: Last day of classes
- **June 14 (Thursday)**: Final Exams
- **June 14-15 (Thurs-Fri)**: 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 accreditation agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. NYU Abu Dhabi is approved 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.

In addition to the above, the five engineering majors offered by NYU Abu Dhabi have programmatic accreditation. General Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering are accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

**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 general 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 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 that they have indicated is their primary major and 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 two-credit or half courses. Most of the half courses last only seven weeks, but 14-week half courses do exist as do intensive 7-week full, four-credit 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 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 their 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 that 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 strongly advised 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 the following 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 count toward major, minor, or Core requirements.

**Capstone Projects:** Every NYUAD student will complete a Capstone Project in their major field. This may be either an individual or team project. The Capstone Project is a demanding, year-long endeavor aiming at a significant piece of research or creative work; an historical narrative, musical composition, performance, invention, documented experiment, scholarly thesis, or other form appropriate to the student’s goals. Unlike other courses in which faculty establish the structure and set assignments, the Capstone Project puts the student in charge. The fundamental challenge is to enter unmapped terrain and to extend oneself in making knowledge, reframing conventional approaches to an issue or creating something new.

No matter what form the Capstone 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 conflicts, students complete their two remaining January terms 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 seven-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 seven-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 term “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 global network 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, NYU Abu Dhabi encourages prospective students to contact their regional Admissions Outreach Officer as a local source of information and for

**Recommended High School Preparation:**

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

Please note that NYU Abu Dhabi’s placement (AP), International Baccalaureate (IB), and/or A-Level coursework for students attending schools that offer such courses. Students who attend schools that do not offer such coursework, however, should not be discouraged from applying for admission. Most successful applicants will have completed courses in the following areas (providing their schools offer such courses):

- **Recommended High School Preparation:**
  - **English—four years of English with a heavy emphasis on writing**
  - **Math—three to four years**
  - **History/Social Studies—three to four years**
  - **Science—three to four years**
  - **Foreign Language—three to four years**

Please note that NYU Abu Dhabi’s language of instruction is English, therefore it is required that all applicants have a high level of fluency in both written and spoken English.
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: For an application 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 2017–18 admissions cycle.

Cost of Attendance AY 2017–2018

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<tbody>
<tr>
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1 Initial financial support awards are based on prior, estimated costs of attendance.

2 Students 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 NYUAD’s 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 NYUAD’s 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.
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.
CORE CURRICULUM 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 offer multidisciplinary, global 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 difference, 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. Numerous Colloquia are offered every semester. The courses specified below are offered periodically, typically each year in the semester indicated.

CCOL-UH 1000 Mortal and Immortal Questions
Formerly CCOL-AD 1
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum

Dignity, a concept elaborated for its emancipatory potential, has come to serve varied ends. Beginning with contemporary evocations of the notion of dignity within international institutions (the International Criminal Court) and of indigenous peoples (stem-cell research and end-of-life care), and socio-economics (the indignants Movement and the Vatican’s “Dignity of Labor”), this class traces 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. A series of historical investigations into philosophical definitions, visual and literary expressions, key official documents, and personal narratives will ask the class to ask whether the contemporary period may recover or conserve the liberating potential of dignity in our evolving world system.

CCOL-UH 1001 Dignity and Indignity
(Formerly CCOL-AD 2)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum

Dignity, a concept elaborated for its emancipatory potential, has come to serve varied ends. Beginning with contemporary evocations of the notion of dignity within international institutions (the International Criminal Court) and of indigenous peoples (stem-cell research and end-of-life care), and socio-economics (the indignants Movement and the Vatican’s “Dignity of Labor”), this class traces 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. A series of historical investigations into philosophical definitions, visual and literary expressions, key official documents, and personal narratives will ask the class to ask whether the contemporary period may recover or conserve the liberating potential of dignity in our evolving world system.

CCOL-UH 1002 Indigeneity
(Formerly CCOL-AD 3)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum

Indigeneity is the, afterlife not only structure traditional religious beliefs and practices, but they also subtly inform politics, scientific research, and societies more widely. How societies make meaning of war, treat animals, distribute funds for scientific research or medical treatment, give legal expression to various moral mandates, etc.—all are rooted in their attitudes and beliefs about death and the afterlife. This colloquium takes up a range of literary, political, and philosophical works from different cultures and periods that have framed in memorable, and global stewardship of the cultural treasures and images.

Students will be urged to confront such questions from a variety of moral, scientific, and cultural perspectives and to explore the role that death plays in the their own lives and in those of other peoples and societies.

CCOL-UH 1003X Faith in Science, Reason in Revelation
(Formerly CCOL-AD 4X)
Offered fall, spring
Prerequisite: Must be an NYUAD student taking the new core curriculum

We live simultaneously in an age of science and an era of great religious faith, when reason and revelation are often depicted as being in inherent and eternal tension. In this course we will trace the history of the interaction of religion and science in Christendom and Islamdom from the Middle Ages to the present day. As a colloquium within NYU Abu Dhabi’s Core Curriculum, the course addresses the following Global Challenges: Humanism (by paying close attention to how humans in two religious traditions have defined and narrated the relationship between rational and religious beliefs about death and the afterlife and by attending to a nineteen-century narrative of a timeless conflict between science and religion has distorted our understanding of the past and continues to undermine contemporary debates on their compatibility.

CCOL-UH 1004 Migration: 20th- and 21st-Century Stories and Images
(Formerly CCOL-AD 5)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum

With visual images, like those of master photographer Sebastião Salgado; Edward Said’s Reflections on Exile and Other Essays; filmmaker Sarah Gavron’s adaptation of Monica Ali’s novel Brick Lane; and the stories of Ghassan Kanafani, such as the brilliant “Returning to Haifa,” artists have been attempting to tell the stories of contemporary migration: the forces that lead to emigration and exile, the immigrant experience, and the pain of trying to go home again. This course will be an exploration of visual art, film, theater, literature and essays that attempt to illuminate the immigrant journey, and will give students the opportunity to tell their own stories of migration using a variety of media.

CCOL-UH 1005 Wellness, Illness, and Everything in Between
(Formerly CCOL-AD 6)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum

Please Check One That Best Describes Your Current Status:
- Healthy
- Healing

Can this survey be answered accurately? This course focuses on how these states are defined personally, culturally, biologically, and clinically.

Laying a foundation in the biological basis of illness and wellness, this course will also consider cultural and social issues that impact disease susceptibility, treatment, and care. Students will explore how data are 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 primary case studies which will be studied in depth from scientific and cultural perspectives. 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 will acquire an informed perspective on the scientific, medical, and cultural issues surrounding wellness and illness and the methods and medical procedures that aim to heal the sick and “above all, do no harm.”

CCOL-UH 1006X Conserving Our Global Heritage through Science
(Formerly CCOL-AD 7)
Offered fall, spring
Prerequisite: Must be an NYUAD student taking the new core curriculum

What is “global heritage”? Is it simply our collective legacy as human societies—how we want to be remembered by future generations—or must we consider the extent to which identity, the ownership of culture, and conflicts between local and global stewardship of the cultural treasures and images?

With time, negligence, and even military conflict working to erase the past, we must ask: Can a better understanding of our shared heritage assist us in addressing cultural differences in the present day? And how can scientists help us understand the historic record and work to preserve it? This class examines ways in which scientific methods can help define “global heritage” and protect it for the future. Students will explore the history and the science behind the creation of paintings, frescoes, parchments, sculptures, ancient mummies, historical buildings, musical instruments, and other artifacts. They will also examine the methods we can use to differentiate between an authentic object and a fake and ask how some objects come to be valued more than others: distinctions that can lead, and have led, to cultural conflict in recent years.

CCOL-UH 1007 What Do Leaders Do?
(Formerly CCOL-AD 8)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum

Are social outcomes primarily shaped by prominent individuals or deterministic structural forces? Some claim leadership is a mere label used to justify social change stemming from structural forces of...
nature and culture. Others assert history can be found in the biographies of a few prominent men and women. In this course we examine this old and unsettled debate. Considering political, social, artistic and business perspectives, we dissect the concept of leadership. Students will learn to elaborate on the interplay between culture and leadership and to which extent societies create their own leaders. The course draws on the classic work of classic and modern thinkers. We will also explore the role of prominent individuals, such as Mandela, Mother Teresa, Jobs, Soros, Churchill, Thatcher, Sheik Zayed, among many others. We will develop a conceptual framework to link leadership with some of the most pressing global challenges, such as inequality, sustainability, peace, and understanding humanity.

CCOL-UH 1008

Reading the Earth
(Formerly CCOL-AD 9)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum

This course introduces students to a wide variety of cultural perspectives on the ways that nature is conceived in human agency, social organization, and political behavior. As we become increasingly caught up in a new and ever-changing dynamic of climate change that is transforming cultures and societies globally, understanding our relation to nature becomes a pressing global challenge. How are we to confront the environmental changes caused by industrialization and urbanization? How have our views of nature and of ourselves been transformed by urbanization and technological change? Does the global character of production inevitably lead to the dilution of individual and local identities together with previous conceptions of nature? Constructed around a series of discrete problems that will be contextualized historically and culturally, the course also strives for a unifying, global perspective on the environmental crisis and will address a range of today’s most pressing eco-critical dilemmas and challenges.

CCOL-UH 1009

Subjectivity
(Formerly CCOL-AD 10)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum

Human beings are tool-makers, and perhaps also from other animals, in the way we encounter the world—always from a first-personal perspective, an awareness of oneself in the world and not merely an acknowledgment of the world. But what exactly is this peculiarly distinctive way of experiencing the world? What is the essence of our subjectivity? Can it be explained by neuroscience, locating some particular function of the brain or “neural correlate”? Has it been better represented in the humanities, in explorations of “the human condition”? Or perhaps the philosophers, who in every age and culture have reflected on the question of human self-awareness and other single topic, have had something valuable to say? We will study important ancient thinkers from Buddha to Hikmat, Christian and Jaina intellectual cultures, looking critically at their appeal to metaphors of light, of mirrors, and of interior spaces; at expressions of contemporary subjectivity in modern and postmodern thought, 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-UH 1010

Future of Medicine
(Formerly CCOL-AD 11)
Offered spring
Prerequisite: Must be an NYUAD student taking the new core curriculum

One of the biggest challenges in medicine is to prevent disease and ensure personalized treatment. This is now becoming possible thanks to implementing of high-resolution DNA sequencing technology to decipher our individual information. These developments are already impacting global health but they raise global challenges such as equality. How will these new technologies blend into health care systems and societies? What regulations are needed to ensure that personalized medicine reaches all layers of society? How do we prevent discrimination based on our genes? Through an inquiry-based approach we will explore the dilemmas facing the new core curriculum.

CCOL-UH 1012

Water: Rights and Resources
(Formerly CCOL-AD 30)
Offered continuously
Prerequisite: Must be an NYUAD student taking the new core curriculum

From space, there is no view of Earth without blue—water—is everywhere. From the ground however, there are many places—and many times—where there isn’t enough to go around. Water is critical to our bodies, to the growth of our food, and to flushing away the wastes of human, economic, and industrial development. However, as the number of human feet on the planet increases and their economic footprints grow, the sliver of Earth’s surface covered by water—and the distinction between water as a human need and right, and water as a scarce and precious resource, is blurred. To understand how to manage water in a way that is sustainable and effective, and the needs of those who use it (managing for equity), it is important to understand the myriad modes and scales through which water shapes the world we live in.

CCOL-UH 1013

Colonialism and Postcolonialism
(Formerly CCOL-AD 13)
Offered spring
Prerequisite: Must be an NYUAD student taking the new core curriculum

Under the sun, much of the world has lived under colonial rule. Major colonial powers shaped social, religious, and institutional life in countries that they controlled. This course explores the legacies of colonial rule. In this course we encounter the markedly different perspectives of the colonizers and the colonized and ask whether these can be reconciled both historically and in the context of the more contemporary postcolonial 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 postcolonial context and ask whether former colonizers might have contemporary obligations toward their former subjects. This is a multidisciplinary course drawing on sources from the social sciences, history, and literature.

CCOL-UH 1014

Justice in Theory and Practice
(Formerly CCOL-AD 14)
Offered spring
Prerequisite: Must be an NYUAD student taking the new core curriculum

This course engages with historical and contemporary thinking about a global challenge: justice. Its scope is both global and firmly grounded in the context of the more contemporary postcolonial 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 postcolonial context and ask whether former colonizers might have contemporary obligations toward their former subjects. This is a multidisciplinary course drawing on sources from the social sciences, history, and literature.

CCOL-UH 1015Q

Labor
(Formerly CCOL-AD 15Q)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum

How has labor—and our attitude towards it—evolved from subsistence farming and slavery? What happened in the industrial revolution and what further changes have been brought about in the 20th century age of digital and information technology, and religions played in attitudes toward labor? How does education affect work/life satisfaction, wages, and mobility? Why do so many people choose not to work at all, “retire,” and at the same time, why in happiness surveys is job less often ranked similar in severity to the death of a close relative or divorce? These are some of the questions we will address in this class as we study how the roles of and attitudes toward labor have changed.

CCOL-UH 1016Q

Cooperation
(Formerly CCOL-AD 16Q)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum

How can we best address global challenges such as promoting peace and environmental sustainability? Hardly a week goes by without a major news story concerning the need for cooperation either between countries, political parties, organizations or individuals. This course explores the topic of cooperation using the new core curriculum.

CCOL-UH 1017

Reennaming Nature
(Formerly CCOL-AD 17)
Offered occasionally
Prerequisite: Must be an NYUAD student taking the new core curriculum

For the first time in human history, the weather is about us. Growing scientific evidence of catastrophic—and anthropogenic—climate change brings new urgency to an old question: how do humans conceive of our relationship to “nature”? This course explores how imaginative writers have situated the human in relation to Earth’s many languages, plants, climates, species. How have they depicted meaningful encounters between humans and the other animals? What have they suggested about humans’ responsibilities to the countless other living beings with whom we share
And how have biodiversity loss, language death, and human-induced extinctions on its biosphere. The fifth, caused by a meteor collision, occurred 65 million years ago. Just recently, experts recommended that scientists recognize and declare a new geological epoch, the Anthropocene, to mark the massive impact of human activities (and human-induced extinctions) on its biosphere. But how might we make sense of this era’s accelerating rate of species death? Is there a connection between the extinction of a species and the loss of the ecological languages, and lifeways? And how have biodiversity loss, language death, the vanishing of “savage races” and aboriginal populations, genocide, and the specter of self-extinction shaped our understanding of what it means to be human? This course examines the human encounter with biotic, cultural, and metaphorical extinctions through a variety of genres, from Darwin’s reflections aboard the Beagle to the preservation of ishi (“the last wild Indian”) and from flood narratives to apocalyptic fantasies.

**CCOL-UH 1020**, Offered spring Prerequisite: Must be an NYUAD student taking the new core curriculum Water

Water is the subject of existence. Across time and place it has sustained society, nourished crops, made war, diffused networks of trade and cultural exchange, delimited political jurisdictions, and powered marine life. Whether transient, in motion, or in modes of manipulation, water has also inspired many worlds of artistic practice. This course uses examples from the visual and performing arts to probe the slippery and unknowable aspects of water, the technologies deployed to shape such representations, and the larger role in illuminating big questions about the human condition.

**CCOL-UH 1021**, Offered fall Prerequisite: Must be an NYUAD student taking the new core curriculum The Desert

The desert has been imagined as a barrier, a dry ocean, a bridge, and a hyphen between various ecological zones. How do we speak about the desert? Drifting, parched tides of sand and vast, empty landscapes have made it seem uninhabitable and a metaphor for exile, difficult journeys, spiritual reflection, and death. This course seeks to illuminate evidence-based medicine (EBM) and to deliver public health via randomized control trials (RCTs), particular attention is paid to assessing these approaches from the vantage of their “target populations.”

**CCOL-UH 1019**, Offered fall Prerequisite: Must be an NYUAD student taking the new core curriculum Evidence

Evidence suggests that our planet is currently experiencing the onset of a sixth mass extinction. (The fifth, caused by a meteor collision, occurred 65 million years ago.) Just recently, experts recommended that scientists recognize and declare a new geological epoch, the Anthropocene, to mark the massive impact of human activities (and human-induced extinctions) on its biosphere. But how might we make sense of this era’s accelerating rate of species death? Is there a connection between the extinction of a species and the loss of the ecological languages, and lifeways? And how have biodiversity loss, language death, the vanishing of “savage races” and aboriginal populations, genocide, and the specter of self-extinction shaped our understanding of what it means to be human? This course examines the human encounter with biotic, cultural, and metaphorical extinctions through a variety of genres, from Darwin’s reflections aboard the Beagle to the preservation of ishi (“the last wild Indian”) and from flood narratives to apocalyptic fantasies.

**CCOL-UH 1020Q**, Offered spring Prerequisite: Must be an NYUAD student taking the new core curriculum Ethics and Politics of Public Health

This course presents a flood of findings and recommendations about public health based on epidemiological studies, some of it contradictory to the published findings. Then, many of these findings place policies in a more powerful, and even volatile, opposition from citizen-groups. This course will explore a complex question: How do historically powerful and enduring cultural institutions shape our understanding of public health? How do the roles of paternalism, racism, sexism, capitalism, ethnocentricity and “causation-ism” contribute to volatile reactions to epidemiological findings and subsequent policy decisions designed to address health problems in different countries? Concepts from the fields of ethics, medical history, epidemiology, epistemology, and art will be central to readings, films, and discussions focused on addressing this core question.

**CCOL-UH 1023**, Offered occasionally Prerequisite: Must be an NYUAD student taking the new core curriculum The Commandments

Laws are necessary to insure the safety and wellbeing groups. Some laws seem to be universal across time and culture. Hammurabi’s Code, 1760 BCE, is one of our oldest written records of nearly three hundred secure human laws. The Ten Commandments set both religious and ethical standards that are foundational to Islam, Judaism, and Christianity. What do other religions have to say about how we regulate our lives? How do other societies challenge, structure, and enforce moral standards, separate and apart from religious dogma? What place does a personal moral code have in the shadow of society’s laws? Are all laws just? What role do the arts play in contesting, interpreting, and reimagining law? Using the complex of Warsaw in 1980s Poland as the setting for ten short films—each based on one of the Commandments—writer/director Krzysztof Kieslowski explores ethics and morality while leaving the viewer to draw conclusions about what constitutes right and wrong. Placing Kieslowski’s films in dialogue with literary and religious texts, ethical principles and precepts, and social, philosophical, and theological criticism, the course asks what it means to obey the law.

**CCOL-UH 1024Q**, Offered spring Prerequisite: Must be an NYUAD student taking the new core curriculum Life in the Universe

How did life form on Earth? How likely is it that life formed elsewhere in the universe? If it did, how can we find these beings? Was the formation of life on our planet unique, or were there other possible worlds? These questions require understanding the basics of biology, chemistry, and physics and has strong bearing on our understanding of the human condition and the sustainability of life on our planet. During this semester, students will discuss current models for how the necessary ingredients for life formed in the universe, the observational and experimental evidence for these theories, attempts by scientists and science fiction writers to imagine life in other parts of the universe, and the many questions which remain.

**CCOL-UH 1025**, Offered occasionally Prerequisite: Must be an NYUAD student taking the new core curriculum Privacy in a Digital Society

When looking at paintings of Rubens, pictures of fashion models, prehistoric Venus figurines or Greek sculptures, it is obvious that the appreciation for the human body has changed drastically through space and time. This course will explore how our understanding of human perception can generate inter-individual and cultural tensions and affect public policy, for example in the context of health care policy and equal opportunity in the work place. This course will examine how our understanding of human physiology, genetics, and development, as well as methods of investigations of human anatomy, have been influenced by different religions, and by the work of scientists and philosophers. Finally, the course will examine deviations from the typical body plan and the causes for these deviations (the abnormal body). This topic will be explored through scientific and non-scientific literature, art, politics, and movies.

**CCOL-UH 1027**, Offered fall Prerequisite: Must be an NYUAD student taking the new core curriculum Privacy in a Digital Society

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 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
Nature and Human Nature (Formerly CORES-AD 74)

Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum

The notion of “following nature” as a guide to human thinking and action. Should we abandon opposing conceptions of the relationship between humanity and our natural environment? If we are shown to be nothing but animals of a particular sort, then what does that spell for our self-definition? Should we admire or deplore human beings? What does our place in the natural order confer upon us some special duties with regard to the rest of nature? Can we use the notion of “natural” to operate behind these discussions, anyway? Is the notion of “human nature” even coherent, or particularly helpful? Students will examine psychology, medicine, and developmental sciences to explore these topics from the point of view of philosophy, literature, and science. Classical texts and cutting-edge research will deepen an understanding of the problem faced by us all—of what it means to act naturally, and whether we should.

CCOL-UH 1032
Crosstalk and Communication: From Bacteria to Humans

Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum

No organism on Earth lives in isolation! This simple fact underscores the importance of interactions between species. But how do organisms interact? What are the different languages of communication? What languages do they use? This course explores Earth and how modern challenges, such as global warming, influence such communication. Topics to discuss include the role of microbial communication between bacteria in causing infectious diseases and whether the overuse of antibiotics is sustainable; how communication between ocean algae and marine plants might help fight recurrent “red tides”; the breakdown of coral-algae symbiosis and implications for coastal fisheries; disruption of the language bees use to maintain colonies and the rise of colony collapse disorder that threatens pollination globally; the potential use of plant language to combat bug infestation in war, students will study how language is used in propaganda, censorship, detention, internment, torture, heroism, sacrifice, bravery, justice, history, memory, and death and with reference to work by Howard Zinn, Sun Tzu, Clausewitz, Tolstoy, Shostakovich, Britten, Picasso, Dinh, Mishima, Wiesel, Tarkovsky, Kubrick, and John Lennon, among others.

CCOL-UH 1033X
Between Islamism and Islamophobia: Muslim Popular Culture (Formerly AHC-AD140X)

Offered spring
Prerequisite: Must be an NYUAD student taking the new core curriculum

The contest is sometimes framed in terms of secular liberalism of thought and behavior, at others, in support of stricter religious orthodoxy even as the laws and forms deployed are those of pop culture viz. “Islamic” fashion, music, comic books, film, theater, etc. This course will explore such tensions in our context by using and synthesizing materials from many disciplines—is to think through the ongoing battle for hearts and minds of Muslim youth around the world. This battle can be summed up through the competing ideologies at one extreme and Islamophobia at the other. How do we steer a course between this contemporary Scylla and Charybdis? Herein lies the task.

CCOL-UH 1034
Gender

Offered spring
Prerequisite: Must be an NYUAD student taking the new core curriculum

What is gender? What does it mean to be male or female across time and space? How can thinking about gender inform the analysis of texts, societies, and politics? This class will explore these questions by drawing on a wide range of sources from religion, science, Islamic and Jewish law, art, psychoanalysis, and gender studies, philosophy, literature and culture including Marquis de Sade, Freud, Virginia Woolf, Anton Chekhov, and the feminist revolutionary Alexandra Kollontai. Using these intellectual and artistic landscapes, and literature, the class will conclude by drawing on examples from contemporary advertising and media to discuss the relationships between gender and power, violence, the economy, and humor.

CCOL-UH 1035
Inequality (formerly CORES-AD 59W)

Offered spring
Prerequisite: Must be an NYUAD student taking the new core curriculum

Inequality is a fundamental issue with which every human society, past and present, has had to deal. We seek in this course to explore why inequality occurs and why it matters, questions which have taken on critical importance in this time of deepening global inequalities. The course will approach these questions by considering inequality in comparative and historical perspective so that students will gain an appreciation of everyday social behavior and contexts. The class will conclude with a discussion of the relationship between inequality and government. How does
governmental action influence inequality, and why? Does the presence of inequality influence what type of government is possible? To answer these questions the course draws on sources from a range of academic disciplines including political science, history, economics, philosophy, and literature. However, no prior expertise in any of these areas will be required. By the end of the course students will be in a better position to formulate their own normative opinions about inequality when also understanding how it functions in practice.

CCOL-UH 1036 Postcolonial Memory: Representing Cultures of Displacement
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
“We are here because you were there” has become a common slogan for postcolonial diasporas in the metropolitan “centers” of the West. With the growing numbers of immigrants and refugees from the Middle East/North Africa in cities such as London, Paris, Berlin, Barcelona, New York, Los Angeles, Montreal, Mexico City, Buenos Aires, and São Paulo, the construction of “us” versus “them” can no longer correspond to one geography, simplistically imagined as “over there.” This seminar will study questions of displacement as represented, mediated, and narrated in a wide variety of texts. It will focus especially on memoirs, whether in written or audiovisual form, which confront exclusionary and essentialist discourses with a rich cultural production that foregrounds a complex understanding of such issues as “home,” “homeland,” “exile,” “hybridity,” and “minorities.”

CCOL-UH 1038 Prejudice
(Formerly CORES-AD 4W)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
“Prejudice is a burden that confuses the past, threatens the future and renders the present inaccessible”—Maya Angelou. Every society in the world struggles with intergroup prejudice to some degree. This colloquium explores the antecedents and consequences of (and potential remedies for) intergroup prejudice through the lens of multiple disciplines, including history, social science, literature, and the arts. It considers the perspectives of the perpetrators, targets, and observers of prejudice and discrimination and explores the following topics: the origins of prejudice, the different forms of prejudicial expression and their justifications, the conditions under which prejudice is exacerbated (or reduced), and the differential ways explicit and implicit prejudice manifests in individuals and institutions. We also discuss the burden of living in prejudicial societies, the social and psychological obstacles involved in acknowledging and confronting prejudice, and the costs associated with overcoming these obstacles.

CCOL-UH 1039 Animals: Subjects and Actors
Offered spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
Humans, across culture and time, have turned to animals to address fundamental questions in biology. Select species coined model organisms have been widely used to study development, behavior, evolution, disease, and recently to demystify cognition and perception. By anthropomorphizing non-human species, we create frameworks for understanding and relating to them. Animal research has also been essential to addressing the global challenges to preserve declining and endangered species. This course tackles a number of biological paradigms where the animal has been a central figure. What determines which animals we use as subjects in research? What are the ethical and moral implications of animal-based experiments? How have advances in animal-based research discoveries been communicated in the scientific community and popular media? And how might we tackle environmental and conservation issues through a non-human lens? As a final project, students will choose an animal and explore its representation in scientific and artistic practices. Creating short films about these subjects, they will provide unique perspectives and an opportunity to speak back to us.

CCOL-UH 1040 Disability
(Formerly CORES-AD 4W)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
This course considers disability as a cultural concept—not simply a medical condition or personal misfortune—that describes how human variation matters in the world. How has disability been understood over time and across cultures? How have disabled bodies been represented and classified? How does disability intersect with other identity formations such as race, class, and gender? Ultimately, we will ask: what new forms of representation might bodily difference produce, and what might the concept of disability teach us about all bodies? Alongside texts that may describe disability as defective or tragic, we will trace other literary possibilities for bodies and minds that resist normative structures, from Marx’s theorization of access, cure, and care to fictions that reclaim disability as enlivening identity.

COMPETENCIES

ARTS, DESIGN, AND TECHNOLOGY

Arts, Design, and Technology courses teach students to think critically and work creatively 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.

CAdT-UH 1000 Multidisciplinary Artistic Collaborations
(Formerly CAdT-AD 1)
Offered spring
Crosslisted with Film and New Media, Interactive Media, Music
This course poses questions about the advantages/disadvantages/challenges of multidisciplinary collaboration in the production of new knowledge. Focusing on paradigmatic artistic collaborations in the 20th and 21st centuries we will analyze the impact of digital technologies in promoting an intricate crossover between different domains. We will consider ways in which these approaches were the key to solving certain complex problems, such as the development of computational technologies like GUI-based operating systems. Students will also develop collaborative projects involving sound, movement, digital video, lighting, interaction techniques, robotics, and telematics, which will be presented publicly at the end of the semester.

CAdT-UH 1001 Manus et Machina
(Formerly COREA-AD 16)
Offered fall
Crosslisted with Core: Art, Technology and Invention; Design, Media, Culture and Technology
From cave paintings to live video streams on smartwatches, this course will explore the development, reaction, and impact of some of humankind’s most transformative inventions—its forms of communication. How have these inventions, such as writing, printing, photography, the telegraph, television, radio, and the internet, influenced human behavior throughout the course of history? What role do they play in shaping our lives today? Toward the end of the course, students will speculate on the future of communication technologies in a connected world by prototyping their own inventions and experiences. Readings and discussion will cover communication theory, technical processes, and creative applications. Writing assignments will be paired with practical assignments where students will be challenged to bring their analysis and ideas to life. We will also utilize the web as a test bed for experimenting and experimenting with various forms of communication both old and new, ranging from the printing press to the 3D printer and everything in between.
Rhythm
(Formerly COREA-AD 23G)
Offered fall
Crosslisted with Core: Art, Technology and Invention
Rhythmology is the study of patterns of events in time and space, and is a prominent feature of life. This interdisciplinary course examines what rhythm is and how it manifests itself in a variety of domains (across cultures and throughout history), to such areas as mathematics, computer science, music theory, music technology, biology, psychology, linguistics, sociology, and anthropology. The course will pay special attention to kinetic objects and the built environment, we will probe historical and contemporary conceptions of ownership and ecology, transience and permanence, home and homelessness, and citizenship and belonging. 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. PLEASE NOTE: This course is open to NYU Abu Dhabi students only.

Wood
(Formerly COREA-AD 51)
Offered summer
Crosslisted with Core: Art, Technology and Invention, Design
Wood is inseparably linked to human history and culture. From mankind’s earliest use of sticks for shelter, warmth, and gathering food, the increasingly complex ways that we have used and understood this material reflect the history of civilization itself. What can wood can teach us about ecology, human history, ingenuity, and culture? How far does our relationship with wood go? How does wood’s role across several diverse cultures, this class will consider our ever evolving relationship to wood through its use in architecture, art, and design. We will study the work of artists and designers including Richard Deacon, Giuseppe Penone, and Ai Weiwei, and will also examine the lore and mythology of wood through literary works like the Epic of Gilgamesh and the Enchanted Forests of the Brothers Grimm. The class will include a practical studio component in which students learn historic and contemporary woodworking techniques, respond to carpentry design briefs, 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.

Touch
(Formerly COREA-AD 57G)
Offered occasionally
Crosslisted with Core: Art, Technology and Invention
It is usually thought that the effects of significant loss of vision or hearing by closing our eyes or by wearing earplugs. What about a significant loss of the sense of touch? The answer might not come readily to the mind. The course brings together insights into the perceptual, psychological, and metaphorical ways in which we experience touch. Why do we laugh, and what does it mean? How does laughter function within us as a community? What evokes laughter that transcends culture? How do retinal cells detect and respond to signals in the external environment? What cues activate the phototransduction cascade? And what is the neural circuitry behind the release of dopamine in the brain? In a final project, students are asked to “record” data and present it as a visual narrative.

Words
(Formerly COREI-AD 58)
Offered fall
Crosslisted with Core: Science, Society and History
Words, words, words. Words are the basic units of language, but how do they help us communicate our thoughts? How are they internally constructed? And how do they come together to form complex meanings? How are words from different languages similar, and how are they different? Do words reflect or shape our thought? Do they expand or constrain our imagination? This interdisciplinary course explores what words are and how we think of them. The course brings together insights from a variety of disciplines: linguistics, philosophy, psychology, sociology, computer science, history, literature, religion and visual arts to help answer these questions. Students will read materials from a variety of books and articles and discuss them in class, and they will engage in solving and creating language puzzles. Students will learn how to analyze words in terms of their form, function and meaning in context. Term projects can range from collection and analysis of linguistic data to multidisciplinary artistic creations.

Laughter
(Formerly COREP-AD 44)
Offered fall
Crosslisted with Core: Cultural Exploration and Analysis, Core: Pathways of World Literature
Laughter is an essential part of the human experience. Why do we laugh, and what does it mean? How do we laugh? How do we make others laugh? How does laughter transcend culture, and what is culturally specific? In this
course students will confront laughter and its capacity to disarm, connect, heal, teach, debunk, humiliate, reform, confront, expose, progress, politicize, humanize, and empower. The course readings will include literature, visual art, theater, film, television, animation, new media, psychology, and biology. Students will encounter such artists, writers and thinkers as Narsreddin Hoça, Aristophanes, Jean-Pierre Jeunet, Margaret Cho, Jim Henson, Frida Kahlo, Oscar Wilde, Jane Austen, Shakespeare, R. Crumb, Chihuly, Joss Whedon, Tina Fey, and Takashi Murakami.

CADT-UH 1016

Explorative Stories
(Formerly COREA-AD 671)
Offered January
Crosslisted with Core: Art, Technology and Invention; Design
Invention; Interactive Media
The fundamental building blocks of good storytelling have remained consistent throughout history. What constantly changes though are the technologies, including tools, mediums and platforms, through which stories are Communicated. In this class, we will utilize today’s dominant media: internet, 3D printing, virtual reality, television, and the web, to create and share stories that are engaging, interactive, and “explorable.” Combining traditional writing skills with modern digital media and other multimedia tools, students will learn how to write, design, and code their own 21st-century digital stories. These stories may take a variety of forms including creative fiction, journalistic non-fiction, personal narratives, or experimental accounts. The work will be inspired and influenced by our time in Shanghai, but will address a global audience. The goal will be for each student to iteratively produce their own compelling exploratory piece that lives on the web and can be shared universally. Some web development or coding experience is preferable but not required.

CADT-UH 1019

Digital Curation
(Formerly CADT-AD 2)
Offered fall
Crosslisted with Core: Art, Technology and Invention
This course explores what it means to be a curator of content online: What is an author? a collection? What are ways we made collections before the digital age? Who is our audience? It looks critically at curator forms of curation, historical examples, and those found in social media (Snapchat, Tumblr, playlists). It examines trends in digitization and open cultural data, exploring what makes a digital collection unique. It will also examine curation as a web-based collection. It surveys a variety of open-content management systems used in the museum and academic sector. Students will use, and critique, a common technology for academic curation—omeka.org and neatline.org—and will reflect on digital citizenship through their own social media practices. Students are encouraged to be creative, co-creating new content, remixing, and building upon the “vast and growing digital creative commons.” The course is useful for any student interested in information sciences, content creation, and cultural data sector (galleries, libraries, archives and museums) but is open to all. Student work consists of open, reflective blog writing about curation as we build web-based exhibits in student web hosting.

CADT-UH 1021

Art of Narrative Science
Offered fall
Crosslisted with Literature and Creative Writing, Core: Art, Technology and Invention
Are art and science really in conflict with each other, as is often thought? Is science dispensing mystery and consigning us to a world of dreary reductionism? This course answers such questions with a resounding no. There is, in fact, neither conflict nor antagonism between the realms of art and science. Indeed, the two complement and complete one another in ways that only art and science. Indeed, the two complement and complete one another in ways that only art and science. Indeed, the two complement and complete one another in ways that only art and science. Indeed, the two complement and complete one another in ways that only art and science. Indeed, the two complement and complete one another in ways that only art and science. Indeed, the two complement and complete one another in ways that only art and science. Indeed, the two complement and complete one another in ways that only art and science. Indeed, the two complement and complete one another in ways that only art and science. Indeed, the two complement and complete one another in ways that only
This seminar concerns the phenomenon of vision. The sense of vision is closely related to processes of understanding, thought, and linguistic interpretation. Seeing is an activity in which the eye and the brain work together, and hence it raises questions about theories of consciousness. Students will approach these questions on the basis of texts, cinematic materials, and experimental exercises. Texts include "classical" treatments by authors such as Charles Baudelaire and Maurice Merleau-Ponty but also more recent theoretical approaches by Serge Daney, for example. We will study more closely the connection of image and language using the example of Hollis Frampton's film Nostalgia, which suggests that vision must be seen as having an aspect of imagining. What we see and how we see are determined by memories and expectations. Our vision can be connected to imaginations—that is, an extension of what has actually been seen—but this is just the flip-side of the fact that our vision operates very selectively. From these issues follows the question of how each of our visual perceptions relates to the visual perception of others.

Cultural Exploration and Analysis
Cultural Exploration and Analysis courses pursue studies of cultural, political, social, and economic issues that condition and delimit the power of human beings as members of the human community. This semester, we will engage with a number of different cultural issues, including gender and representation, embodiment and embodiment, and the role of the artist in contemporary society. We will examine both the experiences and responses of men and women to a range of cultural phenomena, including art, cinema, reproductive technologies, and social activism. We will also consider the ways in which these phenomena are shaped and perceived by a range of cultural voices, including artists, writers, filmmakers, and thinkers. These voices will help us to understand how cultural phenomena are constructed and how they are experienced by different cultural groups.

Course Description
This course explores the complexity, strangeness, socio-historical resonance, and expressive power of the human voice, as well as a number of the factors that condition and delimit that power. We begin by discussing the voice's relationship to the body (both in terms of anatomy and contemporary discourse on "embodiment") and to a number of technologies, from amplification to autotune. In the second half of the course, we focus on the salience of voice within the experimental music scene in New York. Perhaps most importantly, we present the course as an experimental vocal collective, composing and performing together throughout the semester. 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 the discomfort and anxiety around ideas of the individual as remarkable, distinct from the collective, and particularly entitled to tell their story. We will reflect on texts across eras, cultures, ethnicities, and genders that raise questions about the self and the collective, writing and memory, and about writing the remarkable as well as the everyday.

Course Requirements
- Students will be required to read and discuss a variety of texts across eras, cultures, and perspectives. These texts will include both classical and contemporary works, as well as non-fiction and fiction. Students will also be required to write a short essay on a topic of their choice, and to participate in group discussions.
- Students will also be required to attend three in-class discussions, and to present a final project, which may take the form of a written essay, a multimedia presentation, or an oral presentation.

Course Assessment
- Course participation: 20%
- Weekly writing assignments: 30%
- Final project: 30%
- In-class presentations: 20%
This course examines the role of technologies in the ways these stories are told. The second section concerns physical objects, and their collection, classification, organization, and display. Finally, we discuss the work of modern and contemporary artists who incorporate concepts of assemblage and curation. In response to the readings and materials covered in class, students will conceive, create, describe and display a collection of their own making.

This course asks how objects from the past obtain meaning long after they were made, and how they have new and emergent roles in our world today. How do we select, order, preserve and display those who created them? And, what kind of tools do we have developed to do so? Crosslisted with Core: Art, Technology and Invention. Underlying performances of all kinds—theatre, dance, music, the performances of everyday life, sports, and popular entertainments—are ritual and play. What motivates human beings to form collections? How do they reflect philosophical ideas? In which ways do they express and give rise to competing worldviews or beliefs? This course is designed to encourage engagement with a range of major historical material from myths and religions to rock music and cyber culture.

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less strictly beholden to Enlightenment reason. Cultural difference piqued the interest of the translators who brought the Nights to Europe and pioneered translations of the Levant, Egypt, and Arabia. Their writings would serve as points of departure for seminal works on the engagement with cultural difference and its representation, Appiah’s Cosmopolitanism and Said’s Orientalism.

CCEA-UH 1010 Imagined Cities
(Formerly COREP-AD 10)
Offered fall and spring
Crosslisted with Core: Pathways of World Literature
This course examines the ways in which writers have responded to the social complexity of urban life and the difficult task of finding points of connection within the diversity of the city. How do writers narrate both the order and the disorder of urban space? What intellectual frameworks do they call upon to find meaning in unfamiliar settings? How do these assumptions shape what is seen and unseen within the city? And most importantly, what do these city texts reveal about the potential for building new forms of belonging and community within the urban environment? Readings will include philosophical works from ancient Greece, travel accounts of the medieval and early modern world, and fiction from writers such as Zola, Woolf, Mahfouz, Conrad, and Pamuk.

CCEA-UH 1011 Law and the Imagination
(Formerly COREP-AD 13)
Offered spring
Crosslisted with Core: Pathways of World Literature, Legal Studies, Literature and Creative Writing
There is no life without law. Nature has its laws. Religions have theirs, societies theirs, families theirs. Business has its rules and contracts. How do people understand the laws that are as much a part of life as the weather? Literature—the work of the imagination—guides our great journey towards understanding. Writers dramatize the relations among the laws and engage creative and critical writing to 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.

CCEA-UH 1012 Doubles and Masks
(Formerly COREP-AD 23)
Offered spring
Crosslisted with Core: Pathways of World Literature, Literature and Creative Writing
Theater is part of the more significant activities of human beings is that of giving shape to fears and desires through art. All cultures participate in this form of emotional exteriorization, including creating "doubles" and "masks" through myths, literature, and other media. Concentrating on doubles and masks in several different cultures, we will chart the changing and impact of the archetypal mask and the cinematic doubling of the commedia dell‘arte in French and British theatre; the obsessive concern with the grotesque (the monstrous mask) in French realism and Romanticism; and the cultural forms. We build a repertory of approaches to interpreting and uncovering the many layers of masking and doubling by reading in anthropology, psychoanalysis, aesthetics, and literary theory.

CCEA-UH 1013 Contagion
(Formerly COREP-AD 24W)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
How do we respond to news that some among us are ill, and that the illness is, perhaps, contagious? Are the healthy ethically obliged to tend to the sick? What are the relationships between contagious disease and verbal communication: rumors, medical information, stories about the dying and the dead? How has illness literally and metaphorically participated in the reimagining of community, kinship, and sexuality in different times and places? This course examines the intersections of contagious disorder and storytelling in a range of cultures, settings, and forms, from ancient Greece to contemporary South Africa, from the Black Death, influenza, and AIDS to the proliferation of zombies and vampires in global popular culture today.

CCEA-UH 1014 Money and the Good Life
(Formerly COREP-AD 38)
Offered spring
Crosslisted with Core: Pathways of World Literature, Literature and Creative Writing
This course examines a variety of cultural conceptions of money and wealth, and the ethical questions that money or wealth allows a writer to probe. Is the value of men measured by the value of their money, or are there other criteria for wealth? Is someone’s wealth possible without someone else’s poverty? How is human ambition rewarded or punished in the “pecuniary culture”? The course looks for answers to these and other questions in key works of literature, sociology, economics, and other fields. Read class texts ranging from philosophers Plato, Sumi, and Aristotle’s “A Dose of What the Doctor Never Orders,” and William Shakespeare’s The Merchant of Venice, to Honoré de Balzac’s Père Goriot, Daniel Defoe’s Robinson Crusoe, and F. Scott Fitzgerald’s Great Gatsby. Readings are supplemented by excerpts from works by Ibn Khalidin, Adam Smith, Thorstein Veblen, Max Weber, and Alfred Hirshman.

CCEA-UH 1015 Gender and Representation
(Formerly COREP-AD 55)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
This course understands gender as a social construction imposed upon beings less strictly defined than self-identifying men and women. It explores the grotesque (the monstrous mask) and the real zombification, carnival figures, and ghostly doubles in Latin American, North American, and African cultural forms. We build a repertory of approaches to interpreting and uncovering the many layers of masking and doubling by reading in anthropology, psychoanalysis, aesthetics, and literary theory.

CCEA-UH 1016 Crime
(Formerly COREP-AD 56)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
Is a fascination with crime universal or does it vary over time and across cultures? Why do humans feel compelled to tell, retell, edit, and contest stories about their darkest doings? What is more revealing of a society’s values, the stories of its exemplary leaders, saints, and heroes, or the stories of its criminals and outcasts? What does the way a society judges and treats its criminals tell us about that society? For example, what does the death sentence passed on Socrates tell us about classical Athens? How does Plato create a foundational myth of Western philosophy out of this criminal sentence? The intersections of literature, film, and policing have shaped the emergence and development of key concepts such as identity, identification, subject, writing, evidence, authorship, and authority. We will investigate these terms together with the ways crime and the criminal have been defined through time and in different cultures, using the lenses of literature, film, philosophy, and visual art—that suggest alternatives to a binary logic of gender and instead articulate different visions of gender justice.

CCEA-UH 1017 On Violence
(Formerly COREP-AD 60)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
On Violence
The ethics of violence, its articulation and representation as a social problem and as social necessity; from the epic, to the novel, to contemporary poetry, literature has attempted to reckon with the question of violence. This includes violence in the form of cultural forms. We build a repertory of approaches to interpreting and uncovering the many layers of masking and doubling by reading in anthropology, psychoanalysis, aesthetics, and literary theory.

CCEA-UH 1018 Imagination, Inspiration, and Prophecy
(Formerly COREP-AD 66)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
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 in the prophetic figure of the writer. From Homer to Malcolm X, Nietzsche to Muhammad (PBUH), the figure of the prophet remains a symbol of authority, a chosen bearer of truth. This course explores the writer/prophet figure from the Odyssey to the Bible and to the Qur’an 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 revealers of “truth,” and their role as social and political critics today. It focuses on how writers look back at a time gone from inside the present to peer into the future through different genres from epic to poetry to prophetic utterances. Texts include selections from the Qur’an, William Blake, Karl Marx, Gibran Khalil Gibran, Franz Kafka, and others. Short historical, critical, and theoretical readings will serve to supplement and provide context for primary texts.
Bilder" in some of Berlin's most prominent museums: the "Gemäldegalerie" (Old Master paintings), the Bodemuseum (Sculpture), the Kunsthistorisches Museum (Applied Arts), and the Museum for Prehistory and Early History.

CCEA-UH 1019
Novels That Changed the World
(Formerly COREA-AD 67)
Offered occasionally
Crosslisted with: Core: Art, Technology and Invention

Bild in Berlin
(Formerly COREA-AD 66J)
Offered occasionally, 2017–18

Jazz in New York
(Formerly COREA-AD 69J)
Offered occasionally in January

Crosslisted with Core: Art, Technology and Invention, Music

Art and Agency, "Bild in Berlin"

Offered occasionally

Theories about art that currently dominate the academic discourse on art and art history in, and around, Berlin, bring this concept to bear on three artists or movements. This seminar examines such novels as Rizal's "Noli Me Trocare," Stowe's "Uncle Tom's Cabin," and Achebe's "Things Fall Apart." Rushdie's "Midnight's Children," Multitulli's "Max Havelaar," and more. Through such readings students will better understand their world through the stories that move people to action.

CCEA-UH 1020J
Art and Agency, "Bild in Berlin"
(Formerly COREA-AD 66J)
Offered occasionally, 2017–18

Crosslisted with: Core: Art, Technology and Invention

Art and Agency, "Bild in Berlin"

Offered occasionally in January

Crosslisted with Core: Art, Technology and Invention

The course centers on the concept of "Art and Agency," coined by anthropologist Alfred Gell. The concept regards the idea that artworks carry an agency factor that effects human beings—their mood of thoughts, their emotions, their actions, their aesthetic experience. This concept has impacted the way theorists and historians think about and analyze works of art. The course, offered at NYU's site in Berlin, brings this concept to bear on three theories about art that currently dominate the academic discourse on art and art history in, and beyond, Germany. Each of these theories, which in part respond to one another, originate with a Berlin-based university professor. During morning sessions these "Bild"-theories ("Image"-theories) will be discussed, also in the presence of some of their authors. The afternoon sessions will be devoted to in-situ analyses of individual "Bilder" in some of Berlin's most prominent museums: the "Gemäldegalerie" (Old Master paintings), the Bodemuseum (Sculpture), the Kunsthistorisches Museum (Applied Arts), and the Museum for Prehistory and Early History.

CCEA-UH 1022J
Fascism, Antisemitism and Culture
(Formerly COREA-AD 70J)
Offered occasionally in January

Crosslisted with Core: Art, Technology and Invention

The terms "fascism" and "culture" resonate in common parable as opposites. We think immediately of sterile, bunker-like architecture, book burning, and reactionary archaisms. Much fascist culture certainly entailed these. Yet we ignore the centrality and complexity of culture to fascist ideas—in the early twentieth century and beyond. At one own peril. This course examines that centrality through particular case studies: Mussolini's Italy, Nazi Germany, Popular Front and Vichy France, and international anti-fascist activity. Through the lens of particular cases we will tackle various questions: May we speak of a general fascist theory of culture and representation? How did fascist governments use aesthetics to respond to modernity, their Berlin create a modernism of their own? Was the concept of an avant-garde imanical to fascist culture, or useful to it? To what extent was there a movement of international anti-fascist resistance, its place in art, architecture, or literature? May we even speak of a clean, absolute break between aesthetics of fascism and that of anti-fascism? Did fascism die with World War Two? If not, how (and where) does it live on?

CCEA-UH 1023
Dis/Abilities in Musical Contexts
(Formerly COREA-AD 71)
Offered occasionally

Crosslisted with Core: Art, Technology and Invention

In this course we attempt to answer the following question: What meanings do we make of human disabilities? More specifically, the idea of "dis/Abilities" in musical contexts provides a way of framing this societally far-reaching question. Our focus here is not just on musicians with disabilities. Rather, we are interested in a wide spectrum of human musical capabilities. Some scholars argue that our relationship to music is necessarily embodied. In other words, we bring a unique set of physical, sensory, cognitive, and affective capacities into any musical situation. In this way, "the body" becomes an important consideration in our inquiry. In Western culture, people have a tendency to view musical ability on a continuum of "musical prodigy" to "tone deaf." Of course, this bell-curve kind of thinking has its critics. Further into the semester, there will be a unit on Deaf musicians. Students will be exposed to a cultural view of music that remains largely out of sight of the hearing world.

CCEA-UH 1024J
Prague, Capital of Europe
(Formerly COREA-AD 1J)
Offered occasionally in January

Crosslisted with Core: Art, Technology and Invention

Prague should have been destroyed during the Second World War, like other major cities in Europe, but somehow it wasn't. The remarkable survival of this exquisite city allows us to explore Central European history and culture in the context of a completely preserved urban core dating back to the Middle Ages. Drawing upon primary source readings, cartography, musical performances, art and architecture, the course illuminates the way crosscurrents of European culture became focused in Prague between 1400 and the present. In addition to academic encounters with such figures as Mucha, Kafka, Mozart, and Kundera, the course includes walking tours around Prague, trips to museums and concerts, excursions outside the city, and interactions with leading local performers and thinkers. This course is open to NYUAD students only.

CCEA-UH 1027
Catastrophen
(Formerly COREA-AD 12)
Offered occasionally

Crosslisted with Core: Art, Technology and Invention

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

CCEA-UH 1028
Maps
(Formerly COREA-AD 3W)
Offered occasionally

Crosslisted with Core: Art, Technology and Invention

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

CCEA-UH 1029
Conviction and Doubt
(Formerly COREA-AD 24)
Offered occasionally

Crosslisted with Core: Art, Technology and Invention

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

CCEA-UH 1030
Idea of the Exotic
(Formerly COREA-AD 25)
Offered occasionally

Crosslisted with Core: Art, Technology and Invention

Desert Odysseys, Dark Continents, Virgin Lands, Harem Fantasies: this interdisciplinary course explores the role of visual culture in shaping our outlook of "other" geographies and cultures.

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

CCEA-UH 1034
Death: Myths, Histories, Metamorphoses
(Formerly COREA-AD 36W)
Offered occasionally
Crosslisted with Core: Art, Technology and Invention
Death is a universal fact of human life, powerfully defining the exigencies of our experience. From ancient times until the present, artistic works have registered changing attitudes towards death in the stories they tell. In this seminar, we examine artistic responses to mortality across a wide range of historical and cultural contexts—including in the myths of Orpheus and Osiris, the Epic of Gilgamesh, and the text of the Ramayana; the poetry of Darwish, Neruda, and Rilke; stones by Tolstoy, Mishima, and Benjamin; and music of Dowland, Wagner, and Adams. Selected films and plays, including the Noh Drama of Japan, are also considered. Students develop a collaborative or individual artistic project and related critical paper demonstrating their engagement with the topic.

CCEA-UH 1035
Staging the Self
(Formerly COREA-AD 37W)
Offered occasionally
Crosslisted with Core: Art, Technology and Invention
This course examines the representation of personal experience in its biographical and autobiographical forms. The course explores how we represent ourselves. We pay particular attention to the ways in which personhood is aesthetically, psychologically, and politically theorized in different contexts. What does an individual’s experience represent in specific art works? How is the relationship of individual experience to collective experience reconstructed in different art forms? Can individual experience portend collective resistance? We will explore these questions by examining art that represents the human condition. What is our obligation as an artist’s oeuvre in relation to her or his personal life? In what ways do individual art works bestow human experience with specific epistemologies and with social and historical realities? Texts for the course include works by Irving Goffman, Errol Morris, Erik Erikson, Joseph Roach, Freddie Rokem, Deidre Heddon, and selected plays, films, and museum displays.

CCEA-UH 1037
Listening
(Formerly COREA-AD 47W)
Offered occasionally
Crosslisted with Core: Art, Technology and Invention
This course explores ways of listening, and of being a listener, in human experience, with attention to the role of the ear in the construction of societies, communities, and societies of different times and places. Reading on texts include debates in listening to subject in Western philosophy and media studies; the role of the “ethnographic ear” in cultural anthropology and ethnomusicology; theories and methods of “soundspace research” and “acoustemology”; and aurality as an aspect of culture, explored through case studies ranging from the development of sound reproduction technologies, to deaf culture, to the ethics of sounding and listening in religious practice. Course readings, drawn from a wide range of disciplines, include foundational texts in the emerging interdisciplinary field of “sound studies.” In addition to engaging critically with a range of ideas and debates through discussion, presentations, and writing, students will try their ears at specialized modes of sound collection developed by sound-oriented researchers and artists.

CCEA-UH 1039
Iconoclasm
(Formerly COREA-AD 55)
Offered occasionally
Crosslisted with Art and Art History; Core: Art, Technology and Invention
It is often said that as long as there has been art, there has been iconoclasm, literally from the Greek breaking (klain) of images (ikon). What does it mean to annihilate an image? What motivates the violent destruction of artworks, and what does this applied criticism, perhaps counter-intuitively, tell us about the fundamental impulse to create? Throughout history and across many societies—from biblical sources to Bamiyan buddhas, the Reformation to the Danish cartoon controversy—to another person’s words and thoughts? This course uses novels, poems, plays, and films to explore the cosmopolitan impulses behind the literary imagination.

CCEA-UH 1043
Technophilia and Its Discontents
(Formerly COREP-AD 17)
Offered occasionally
Crosslisted with Core: Pathways of World Literature, Core: Science, Society and History
Why must Luke Skywalker turn off his computer at the climactic moment of George Lucas’s iconic film Star Wars (1977)? The film started a revolution in cinematic special-effects, but underlying its narrative logic is a deeply rooted anxiety about the risks of the technologies of science fiction. Is it a fact that once an innovation is firmly established, it is impossible to control? We will explore the sociopolitical contexts of the technological development in order to understand how it shapes the way in which we understand and relate to the world around us. The course will examine the role of technology in shaping social and political life, and the ways in which technological developments have been used to justify social and political changes. The course will also consider how representations of technology reveal underlying assumptions about the nature of human beings and the role of technology in society.

CCEA-UH 1041
Journeys
(Formerly COREP-AD 3W)
Offered occasionally
Crosslisted with Core: Pathways of World Literature, Literature and Graphic Writing
This course is fueled by two related questions: how have cultural ideas of “childhood” changed over time, and how have and ancient tales of myth and magic found expression in cultures around the world? Almost since the beginning of written history, childhood has been a subject of fascination and fear; some traditions that include mythical or magical tales; very often these tales include the exploits of a youthful protagonist. What can these tales, and their evolution—and transmission—over time and place, reveal to us about our own cultural preoccupations, as well as the cultures where these tales were originally produced? Through an examination of materials including graphic novels, fairy tales, movies, and fiction, we will consider how representations of childhood reveal ideas about power, politics, and the relationship between the self and society. Readings may include excerpts from The Arabian Nights; Grimm’s fairy tales; various Harry Potter novels; films from Miyazaki, Disney, and Pixar, among others.

CCEA-UH 1045
Stigma
(Formerly COREP-AD 32)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
We will explore how stigma is constructed, enforced, and experienced, as well as the ways in which stigma affects feelings of self-worth and mediates engagement with others. Sociologist Erving Goffman observed that stigma creates “spoiled identities.” Using ideas offered in Goffman’s seminal text on stigma, and anthropologist Mary Douglas’s work on pollution and taboo, our readings will focus on authors who deconstruct the idea of stigma, and who write in order to challenge, revise, and repair the personal and social damage stigmatizing categories and behaviors inflict.
CCEA-UH 1046 Rogue Fictions: Tales of Tricksters, Outlaws, and Outsiders (Formerly COREP-AD 36W)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
From mythological figures such as Coyote in North America, Hermes of Greek myth, and Eshu in West Africa, to modern icons of global pop culture like Charlie Chaplin, Bugs Bunny, and Bart Simpson, humans have fascinated with trickster characters who transgress boundaries, break rules, and unsettle fixed truths. Seemingly heedless of cultural norms, these characters in their many guises point to the important role of play and disruption in the making of culture. In this course, students consider rogue, outlaws, and outsiders of various types from around the world—heroes, villains, novels, dramas, songs, and films. Building a repertoire of trickster characters, types, and tropes, students examine how these characters’ dynamic roles relate to central problems of art, creativity, and life.

CCEA-UH 1047 Utopias and Dystopias (Formerly COREP-AD 51)
Offered fall
Crosslisted with Core: Pathways of World Literature, Literature and Creative Writing
Simpson, humans have long been fascinated with their many different guises point to the important role of play and disruption in the making of culture. In this course, students consider rogue, outlaws, and outsiders of various types from around the world—heroes, villains, novels, dramas, songs, and films. Building a repertoire of trickster characters, types, and tropes, students examine how these characters’ dynamic roles relate to central problems of art, creativity, and life.

CCEA-UH 1048 Pilgrimage and Enlightenment (Formerly COREP-AD 54)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
For much of human history, the West meant India, the source of Buddhism, and a destination for pilgrims in search of enlightenment. This course examines the relationship between pilgrimage and enlightenment. Is pilgrimage a metaphor of a life well lived, or must it be a literal journey in search of a higher state of being? Is the sign of difficulty. The seminar takes this history of pilgrimage an individual affair, and when are more communal aspects essential to the journey? We begin our journey in India with Ashvagosha’s Life of the Buddha, and then follow a trail of religious and cultural memory—including sutras, mandalas, and records of individual pilgrimages—that culminates in the Chinese literary masterpiece, Journey to the West. The course then turns to “non-Eastern” adaptations of religious traditions, including Herman Melville’s Moby-Dick, Mark Twain’s The Innocents Abroad, and William Steig’s fable, The Tripmaster Monkey, and such films as The Lost Empire, before closing with comparisons of Buddhist pilgrimage with the Hajj, as well as “Western” journeys to Asia in search of spiritual alternatives to material civilization.

CCEA-UH 1049 Knowledge and Doubt (Formerly COREP-AD 43W)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
We will explore the existential relation of knowledge and doubt in a wide variety of texts in different genres, historical periods, and cultural contexts. Some of our questions will be about sources of knowledge and evidence. How should we think about the nature of our capacities for knowing things. Questions include: what sources of knowledge can we trust, if any? Are there ways to achieve knowledge by transcending our normal sensory and rational capacities? Might we be systematically deceived about the world and, if so, could we still find happiness in such a condition? Is our knowledge inevitably dependent on others or are our best sources of knowledge found within? How can our knowledge be distorted by strong emotions such as hate or bias? Reading will be from Mo-Tzu, Sophocles, Nagarjuna, Ibn Tufayl, Dante, Montaigne, Cervantes, Descartes, Hume, Rousseau, and Prout.

CCEA-UH 1050 Optimism and Skepticism (Formerly COREP-AD 57)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
Is this the best of all possible worlds? Is this world knowable? The concept of “optimism” arose in the West at the intersection of these two questions. The European Enlightenment, what possesses humans to confess our secrets, and why do readers and spectators care? Furthermore, how does secular confession operate in a globalized world? Do confessions of personal sins and public actions that might have been committed under a Christian definition of confession and drawing on student-generated material, we will examine confession from an intercultural point of view and determine what we can learn about a culture by the kind of secrets it keeps and the nature of its confessional practices. Students should expect to read Hannah Arendt, Chikamatsu Mono’emon, Rustom Barucha, Joan Sigmund Freud, Allen Ginsberg, Koffi Kwahule, Jean Racine, and Jean-Jacques Rousseau.

CCEA-UH 1051 Cultural Memory and Resistance (Formerly COREP-AD 61)
Offered fall
Crosslisted with Core: Pathways of World Literature
As the Atlantic slave trade forcibly dispersed Africans throughout Europe and the Americas over centuries, cultural memory became the key component of survival for those who journeyed through the Middle Passage. How did languages incorporate modes of expression—creole, patois—that connected with scarce-remembered cosmologies and ways of being to allow for resistance to systems of oppression? And how was the traditional music of African peoples reconstructed with new instruments and inflections before closing with comparisons of Buddhist pilgrimage with the Hajj, as well as “Western” journeys to Asia in search of spiritual alternatives to material civilization.

CCEA-UH 1052 Confession (Formerly COREP-AD 63W)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
Confession is a cultural practice that grew out of religious and cultural memory became the key component of survival for those who journeyed through the Middle Passage. How did languages incorporate modes of expression—creole, patois—that connected with scarce-remembered cosmologies and ways of being to allow for resistance to systems of oppression? And how was the traditional music of African peoples reconstructed with new instruments and inflections before closing with comparisons of Buddhist pilgrimage with the Hajj, as well as “Western” journeys to Asia in search of spiritual alternatives to material civilization.

CCEA-UH 1053 The Hero (Formerly COREP-AD 64W)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
What does it mean to be a hero? Can one still be “heroic” in times marked by intense and jarring forms of violence? How does heroism travel across diverse places and beyond the frontline to intersect with mundane questions of survival as well as more severe issues of race, class, and gender difference? And were they used in a literal sense or so persistently appealing to us today? In this course, we will examine the concept of the hero in world literature from ancient epic to postmodern fiction and d film. We will investigate how the ideals of heroism, types of heroes/heroines and antiheroes, as well as modes of heroic action change through time, across literary genres and cultural traditions.

CCEA-UH 1055 Global Shakespeare (Formerly LITCW-AD 135)
Offered fall
Crosslisted with Core: Pathways of World Literature, Literature and Creative Writing, Theater
To what extent can “Shakespeare” serve as the focal point for a cultural heritage that is itself an institutional answer to the questions posed by the question of “utopia” and, more particularly, the ways in which utopias always seem to fall short of their ideal? We will consider the ways in which these failed utopias, we will consider the ways in which these texts explore the increasingly fraught relationship between humanity and technology, and between the common and the individual. Drawing on written and cinematic texts from around the world, we will consider whether any attempt at utopia is doomed, given the human proclivity for violence and destruction. We will consider why, in recent years, dystopian worlds have become the mainstay of pop culture, from novels to video games and movies. The course may include contemporary work by Hiroyuki Miyazaki, Chan Kooncheng, and Vladimir Sorokin, as well as such classics as Thomas More’s Utopia, Charlotte Perkins Gilman’s Herland, and Fritz Lang’s Metropolis.

CCEA-UH 1056 Pilgrimage and Enlightenment (Formerly COREP-AD 54)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
For much of human history, the West meant India, the source of Buddhism, and a destination for pilgrims in search of enlightenment. This course examines the relationship between pilgrimage and enlightenment. Is pilgrimage a metaphor of a life well lived, or must it be a literal journey in search of a higher state of being? Is the sign of difficulty. The seminar takes this history of pilgrimage an individual affair, and when are more communal aspects essential to the journey? We begin our journey in India with Ashvagosha’s Life of the Buddha, and then follow a trail of religious and cultural memory—including sutras, mandalas, and records of individual pilgrimages—that culminates in the Chinese literary masterpiece, Journey to the West. The course then circles back to the Middle East to take advantage of Th. Em. Homérin’s new translations of F. ishán Al- Badíyúa, one of the most highly respected women who wrote in Arabic prior to the modern period,” and track optimism’s role in Islamic legal theory. Haunting all of these questions will be the issue of whether NYUAD is itself an act of “epistemological optimism,” and thus an institutional answer to the questions posed at the start of our journey.

CCEA-UH 1057 Confession (Formerly COREP-AD 63W)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
Confession is a cultural practice that grew out of religious and cultural memory became the key component of survival for those who journeyed through the Middle Passage. How did languages incorporate modes of expression—creole, patois—that connected with scarce-remembered cosmologies and ways of being to allow for resistance to systems of oppression? And how was the traditional music of African peoples reconstructed with new instruments and inflections before closing with comparisons of Buddhist pilgrimage with the Hajj, as well as “Western” journeys to Asia in search of spiritual alternatives to material civilization.

CCEA-UH 1058 The Hero (Formerly COREP-AD 64W)
Offered occasionally
Crosslisted with Core: Pathways of World Literature
What does it mean to be a hero? Can one still be “heroic” in times marked by intense and jarring forms of violence? How does heroism travel across diverse places and beyond the frontline to intersect with mundane questions of survival as well as more severe issues of race, class, and gender difference? And were they used in a literal sense or so persistently appealing to us today? In this course, we will examine the concept of the hero in world literature from ancient epic to postmodern fiction and d film. We will investigate how the ideals of heroism, types of heroes/heroines and antiheroes, as well as modes of heroic action change through time, across literary genres and cultural traditions.

CCEA-UH 1059 Global Shakespeare (Formerly LITCW-AD 135)
Offered fall
Crosslisted with Core: Pathways of World Literature, Literature and Creative Writing, Theater
To what extent can “Shakespeare” serve as the focal point for a cultural heritage that is itself an institutional answer to the questions posed by the question of “utopia” and, more particularly, the ways in which utopias always seem to fall short of their ideal? We will consider the ways in which these failed utopias, we will consider the ways in which these texts explore the increasingly fraught relationship between humanity and technology, and between the common and the individual. Drawing on written and cinematic texts from around the world, we will consider whether any attempt at utopia is doomed, given the human proclivity for violence and destruction. We will consider why, in recent years, dystopian worlds have become the mainstay of pop culture, from novels to video games and movies. The course may include contemporary work by Hiroyuki Miyazaki, Chan Kooncheng, and Vladimir Sorokin, as well as such classics as Thomas More’s Utopia, Charlotte Perkins Gilman’s Herland, and Fritz Lang’s Metropolis.
Our Monsters, Ourselves

(Formerly COREP-AD 12)
Offered occasionally
Crosslisted with Core: Pathways of World Literature, Literature and Creative Writing
Drawing from literature of the past 200 years, this course considers basic questions: What does it mean to be human—and who do we include in our definitions of “human”? What is the relationship of people to their landscape and environment? What is the relationship of technology to cultural production? And do gender and sexuality define or liberate us? And, ultimately, does the artist have an obligation to address any of these issues in his/her work? As a guide to our explorations, we look at the ways in which monsters and the monstrous illuminate particular cultural moments and reflect on whether the monsters of two centuries ago shed light on our own cultural preoccupations.

CCEA-UH 1059X

Postcolonial Turn
(Formerly LITCW-AD 107X)
Offered occasionally
Crosslisted with Core: Pathways of World Literature, Literature and Creative Writing
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 study works by Caribbean, Latin American, South Asian, and African texts, including travelogues, whose maps envision fantasies of the other; adaptations and translations of novels, in which mimicry and magical realism reveal how “the Empire writes back”; and memoirs and short stories, whose fragmentary and experimental forms express how memories of violence, displacement, and exile shape individuals today.

CCEA-UH 1060

Photography and Narrative
(Formerly LITCW-AD 146)
Offered occasionally
Crosslisted with Art and Art History, Core: Art, Technology and Invention, Literature and Creative Writing
This course explores photography’s relationship to language and narrative by examining photography’s rich interactions with literature and film. How do images supplement, replace, challenge, or exceed language in narrative works? Can images create alternative forms of narrative? What kind of narratives do photographs generate in fiction? What is the relationship of photography and memory in works of autobiograph or of photography and witnessing in social documentary? In what form are such dialogues present in films? We look at a variety of works from around the world which are entirely or almost entirely visual; works in which images and text are combined in creative partnership; and works which are about photography but in which no images are actually reproduced.

CCEA-UH 1061

Memory
Offered fall
Crosslisted with Art and Art History, Core: Art, Technology, and Invention
What is memory? Do we believe it is a constant and unaltered entity, or does it continually evolve and change? Is memory a private and personal phenomenon, or is it collective? How do we remember things as they really were or as they appear to be? How do we remember, or everything we can forget? How can we know memories from dreams or fantasies? Do memories from our past influence our present? What is the relationship of memory to other modes of expression—photography, film, music, literature? In this course students will study memory in works of autobiography or documentary? In what form are such dialogues present in the Arab world, specifically, Lebanon, Iraq, Syria, Palestine, Saudi Arabia, and Egypt? Our course will also build comparisons with films from Iran, Brazil, Mexico, Russia, Denmark, UK, USA, Spain, India and elsewhere.

CCEA-UH 1062

Everything is a Remix
Offered fall
Crosslisted with Film and New Media
Is anything original? Before “remixes” had that name, they went by many others, including “travesty,” “GTI,” “pastiche,” “burlesque,” adaptation, collage, “detournement,” refashioning, intertextuality, internationalization, and transnationalism. Is the collection of “remixes” a recent phenomenon that evokes studio production and internet culture, or does it have a longer history? In this course we will explore how the remix, a term that evokes studio production and internet culture, has been used to reframe the global spread of Shakespeare’s plays and explore the role of remixes in the global spread of culture.

CCEA-UH 1063

Literary Translation
(Formerly LITCW-AD 118)
Offered fall
Crosslisted with Literature and Creative Writing
This course explores the craft of the market and the construction of literary translation. Why do some translators aim for fidelity and others for estrangement? What is the relationship of translation to the original work? What is the relationship of translation to the reader? What is the relationship of translation to culture?

CCEA-UH 1064

Crisis and Creativity
(Formerly COREP-AD 68)
Offered occasionally
Crosslisted with Core: Pathways of World Literature, Literature and Creative Writing
How is creativity shaped by place and how can it flourish under crisis? A number of cataclysmic events have affected the Arab world in recent years, yet filmmakers have persisted in their desire to tell their stories, against the odds, in creative acts that attest to their imagination, courage and resilience. While news reports tend to present crisis in abstract, humanitarian or Orientalist terms, how do filmmakers build new perceptions, rather than merely confirming existing ones? This course reflects on these questions, together with the often-fraught relationship between art and politics. Starting with a critical interrogation of the terms “crisis” and “creativity,” we will explore various creative strategies for depicting crisis in contemporary cinema. Although our main reference-point will be films from and about the Arab world, specifically, Lebanon, Iraq, Syria, Palestine, Saudi Arabia, and Egypt. Our course will also build comparisons with films from Iran, Brazil, Mexico, Russia, Denmark, UK, USA, Spain, India and elsewhere.

CCEA-UH 1065

Nationalism and the Popular: European Romanticism and the Arab Renaissance
Offered spring
This class asks if there is a relation between the rise of nationalism and the concurrent development of new entertainment forms. We contrast two movements: European Romanticism and the Arab Renaissance. Read broadly as intellectual movements that embraced new political and aesthetic theories, Romanticism and the Arab Renaissance were a drive to (1) reimagine the relation between the nation and state and (2) explore new artistic genres and mediums. We begin with the rise of nationalism in romantic-era philosophy and political theory, putting these ideas in conversation with romantic drama and the novel. We then take up the Arab Renaissance, specifically focusing on how Syrian writers used romantic-era texts and romanticism. Equally important is their use of new media forms— theatre, novels, and newspapers—in imagining an Arab nation. We will conclude with a brief examination of the rise and fall of Arab Nationalism under Nasser, and how theatre and film, popular music participated in this trajectory. Authors examined will include Alain Goffinet, Herder, Friedrich Schiller, Victor Hugo, Alexander Dumas, Jurj Zaidan, Sati’ al-Husri, Farah Antun, and Antun Sadaah.

CCEA-UH 1066

Unknown World
(Formerly COREP-AD 59)
Offered occasionally
For most of human history, anything beyond one’s place of residence was unknown and mysterious, perhaps frightening and perilous, or perhaps hardly noticed at all. How did we discover, experience, and express what they found to exist beyond the limits of their first-hand experiences? We will read various pieces of literature, and some scholarship about that literature, we will perspect the world not books of travel, conquest, adventure, exploration, mystery, and wonder. How do the authors represent the unknown and describe places they have never seen? What do
they attempt to “do” with the unknown, or to make the unknown do? We will engage with texts such as: Amin, Indika; Tactix, Germania; The Journey of Theophanes; Al-Biruni, Indica; Marco Polo, Description of the World; Ibn Battuta, The Journey; The Legend of Prester John; Alvisie Cadamosto, Navigationi; The Four Voyages of Christopher Columbus; Hakluyt, Divers Voyages; The Journals of Lewis and Clark.

CCEA-UH 1067J Urban Space/Public Place: Art & Architecture in Berlin
Offered occasionally in January
Crosslisted with Core: Art, Technology and Invention
Berlin is a city in transformation. This seminar focuses on relationships between art and architecture in public places that make such transformations visible. Students will explore how relationships of art and architecture are influenced by larger political, social, and cultural contexts. How is historical time inscribed in public places, and how do we relate today to these sites? These questions will be taken up in various places in Berlin, old and new and in the former east and west. Sites encompass “historical” ones like the New National Gallery from Mies van der Rohe, which is connected to a sculpture garden, and the Hansaviertel, a post-War dwelling district, but also more recent ones like the Elliptical Pavilion and the Café Bravo from the American artist Dan Graham. Exploring the connection between the planning and use of space the course asks what happens if the space gets used for a purpose other than what it was planned for.

CCEA-UH 1068J City of Encounters: Literatures of Indigeneity, Migration and Settlement
Offered January
Known for its beaches, sports grounds and stunning harbor views, Sydney is also Australia’s preeminent literary and cultural city. Additionally, it is the country’s first settler city, a site of continuous indigenisation, as well as port-of-entry for myriad can consist of microbes that are essential to a healthy life, as well as microbes that cause infectious diseases in plants and animals, which may also contribute to many chronic diseases and conditions, such as cancer and environment-related diseases. These microbes are tiny organisms that are found on every imaginable surface and habitat. This complex "microbial" environment is comprised of diverse microbial communities that are essential to our health, as well as pathogens that cause diseases. To understand the delicate and complex microbial communities, scientists have looked at their DNA for clues and answers to their questions, developing tools to help with diagnostic tests, and the development of treatments and prevention methods. This information also comes with various social, ethical, and public health implications that determine how we use our knowledge of these microbes. This course will introduce students to these issues by first learning the fundamentals of the biological molecules that comprise the cell, including spin-off technologies. Data & Discovery Core courses develop the ability to use experimental and quantitative methods to understand the world—data science in educational reform.
“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 how are facts that are determined by scientific measurement different from those recorded during an interrogation? Does the word “fact” carry the same meaning in the legal system as it does to you? How about its meaning to an experienced 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. We explore the underlying scientific principles and discuss how forensics relates to the criminal justice system and its impact on society. By analyzing adjudicated cases, both real and fictional, we also tease out the capabilities, limitations, and misuse of forensic science. Not available to students who have taken PHYS-AD 318.

CDAD-UH 1006E JQ Coastal Urbanization and Environmental Change (Formerly COREX-AD 25J) Offered occasionally in January Crosslisted with Core: Experimental Discovery in the Natural World. The Environment, Urbanization Over 80% of the Australian population lives within 100 km of an urban center. Internationally, all major Australian cities occur on coastlines. As a result, Australia’s coastal environments have been substantially modified to suit human needs. This course explores the roles of natural and environmental systems of Sydney, Australia’s largest city, as a case study to examine the environmental and ecological impacts of urban development in coastal areas worldwide. Using Sydney’s terminal marina, 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.

CDAD-UH 1007 EQ The Mind (Formerly COREX-AD 30E) Offered fall Crosslisted with Core: Experimental Discovery in the Natural World This course explores the perennial question, how does the mind work? We learn how philosophers, computer scientists, neuroscientists, psychologists, and linguists have answered this question. We consider several foundational building blocks of questions about the nature of the mind and try to understand how the mind enables such things as perception, thinking, and behavior. We review the historical and scientific developments that led to the contemporary consensus that the human mind is fundamentally a computational organ and explore some of the challenges that this view poses to the origin of human diversity. We assess the role of human diversity is measured and analyzed, and how our perception of diversity has changed through history. Emphasis will be placed on recent progress in genetics and evolution and how this progress affects our daily life and identity. Students will learn how genes can inform us about human history, ancestry, and evolution. The laboratory component of the course will demonstrate how genetic 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.

CDAD-UH 1010 EQ Observing the Universe (Formerly COREX-AD 60EJQ) Offered spring Crosslisted with Core: Experimental Discovery in the Natural World Observation is always the first step in the scientific process, usually followed by hypotheses and experimental tests. In astronomy, observation is nearly the only way to get data and test theories. For most of human history, astronomical observations were done using the human eye aided by instruments. The earliest telescopes were also aids to the human eye. It wasn’t until photography was invented in the late 19th century that astronomy began to become independent of an individual observer’s eyes. In this class, we will explore the development of our understanding of the Universe through the historical development of observational tools and techniques. We will start with the instruments of the ancients and progress to the modern era using data from today’s most advanced observatories which are no longer limited to light our eyes can see. However, we are still limited to light and other types of radiation, since even our deepest space probes have only barely left the solar system. This course will entail several observations at night.

CDAD-UH 1012 EQ Randomness (Formerly CORES-AD 58) Offered occasionally Crosslisted with New Core: Structures of Thought and Society, Previous Core: Structures of Thought and Society Does randomness actually exist, or is it a human theoretical construction? How does our understanding of randomness condition our ability to predict future events? How do we choose to show us through electromagnetic or other types of radiation, since even our deepest space probes have only barely left the solar system. This course will entail several observations at night.

CDAD-UH 1013 EJ Stem Cells: Immortality and Regeneration (Formerly COREX-AD 2EJ) Offered occasionally in January Crosslisted with Core: Experimental Discovery in the Natural World What part of you is immortal? Biologists will tell you that the answer is induced embryonic stem cells which can self-replicate and differentiate into all the cells in our bodies. What are stem cells? How are they made in laboratories? Can they make whole organs and organisms? Can we clone ourselves? What are the ethical concerns when using stem cells? These questions are key to understanding how stem cell-based therapies are likely to revolutionize the treatment of human disease. This class aims to provide a theoretical and practical background on stem cells. We will read about and discuss the literature describing milestones in stem cell research and gain practical training in growing and differentiating embryonic stem cells. We will also review the ethical and political issues regarding the use of stem cells.

CDAD-UH 1014 JQ Social Chameleons (Formerly COREX-AD 55J) Offered occasionally in January Crosslisted with Core: Experimental Discovery in the Natural World Humans are deeply social animals, changing our thoughts and actions to fit in with others. In this course, students will learn about the reasons why we identify with groups, how groups shape our perceptions and behavior, and how we can influence the groups we belong to. This interdisciplinary course will examine the role of groups in human life, drawing insights from organizational behavior, political science, sociology, psychology, neuroscience, and evolutionary psychobiology.
CDAD-UH 1015J Music and the Mind (Formerly COREA-AD 68J)
Offered occasionally January
Crosslisted with Core: Art, Technology and Invention
Music is universal to all human cultures. It has profound and demonstrated effects on everything from emotion to healing to the cohesion of communities. Music listening and discovery applications from Pandora to Spotify enable users to explore these attributes by analyzing and organizing large collections of music audio. This course will explore current research on the psychological, emotional, and therapeutic effects of music and what factors in the human body and brain are involved in producing them. Relevant research perspectives will include music theory and musicology; perception and cognition; neuroscience; and computational modeling. In particular we will explore how commonalities and differences of musicianship across cultures could surface those aspects of musical understanding that are innate and which are culturally conditioned. Students will learn basic audio analysis and processing techniques to design and conduct experiments on the perception and cognition of music across cultures and the automated production of playlists with specified qualities from their own or publicly available music collections.

CDAD-UH 1017Q Symmetry
Offered spring
Symmetries are ubiquitous in nature and permeate the arts. Beginning with both intuitive definitions and more formal mathematical descriptions, the course will explore the symmetries in the subatomic constituents of matter and their interactions, larger-scale chemical and biological compounds, and the room emotive architectural world. We will also delve into how the human psyche is primed to find symmetry beautiful and examine the symmetries that underlie artistic creations, from geometrical patterns in artwork, to rhythm and chord progression in musical composition, and meter and rhyme in poetry. After a thorough study of symmetry, the course will end with a discussion of asymmetric and broken symmetries in nature and aesthetics.

CDAD-UH 1018Q Writing with Numbers (And How to Read Them)
Offered spring
Crosslisted with Core: Experimental Discovery in the Natural World
Arguments contain both numerical or statistical claims that are omnipresent in daily life. How should we evaluate such evidence? Are they believable, or just “music” for the numbers? How are statistics constructed, and what do they mean? How should we use such claims to make an argument? What constitutes “lying with statistics”? This course critically examines the creation, manipulation, analysis, and interpretation of numerical data. Students will learn to interpret and critique written and visual presentations of data analyses. We will learn how to write with numbers, as well as become familiar with the tools necessary to build datasets and analyze them. Readings and datasets will draw from a wide variety of historical periods and cultural contexts.

CDAT-UH 1013Q Language of Computers
Crosslisted with Core: Art, Technology and Invention, Core: Arts, Design and Technology, Core: Experimental Discovery in the Natural World

CSST-UH 1050Q Uncertainty in Science
Crosslisted with Core: Science, Society and History, New Core: Structures of Thought and Society

STRUCTURES OF THOUGHT AND SOCIETY

CSST-UH 1003Q What is a Number?
(Formerly COREI-AD 44Q)
Offered occasionally
Crosslisted with Core: Science, Society and History
Numbers pervade our lives, so it may seem self-evident what they mean. However, mathematics, technologies or ideologies, numbers have a history, and understanding of them has changed over time and also been surprisingly controversial. Zero was discovered and accepted as a number 5,000 years ago; it was considered a dangerous idea in some civilizations. The existence of infinity was fiercely debated by philosophers as well as mathematicians. Understanding numbers requires insights from the liberal arts of the ancient quadrivium (arithmetic, music, geometry, and astronomy) considered in their unity through their relationships with numbers. Pythagoras, Plato, Al-Kindi, Kepler, Turing, Mandelbrot and others have thought about concepts of measure, order, chaos, harmony, unity, diversity and universality. Reading these authors will help us understand how even today’s science has no definitive answer to the apparently simple question about its faithful servants: what is a number?

CSST-UH 1004J Science in Flux: The Galilean Revolution (Formerly COREI-AD 49J)
Offered occasionally in summer
Crosslisted with Core: Science, Society and History
How does science develop and change? What sorts of considerations are used to assess and evaluate scientific theories, and what does that mean? How do those theories uphold our entire picture of the physical world and our place in it? Are there factors that go beyond the empirical data itself? Cultural, conceptual and religious considerations? And are those “extra-empirical” considerations legitimate constraints on scientific inquiry? This course will address these big questions about the nature of science in the context of Galileo’s groundbreaking theory on the nature of motion—a theory that laid the groundwork for Newton and the rise of modern science. We will look at both the many conflicts in which Galileo became embroiled—scientific, religious, and personal—and study the historical developments that eventually led to widespread acceptance of the Galilean worldview. Our aim will be to understand the complicated way in which Galileo’s physics emerged, was resisted, and eventually triumphed, and to situate that evolution within a broader narrative about the nature of scientific development and change.
Thinking is what we do when we solve problems.

− About Mathematics (Formerly COREI-AD 53Q)
  Offered occasionally
  Crosslisted with Core: Science, Society and History
  Mathematics takes its problems from the real world and puts them into chaos. It sometimes strongly challenges common sense and produces extraordinary dreams of human history. The course concerns questions and concepts from various areas in particular number theory: the “alarm clock numbers” and some of their applications (for example to music); irrational numbers and their intimate links with art and geometry as well as the scandal raised by their discovery in ancient Greece: the Golden Ratio with its surprising mathematical properties, its connections with biology through Fibonacci sequences and art history; prime numbers and their chaos, order and mystery; the fantastic number π, some of its properties, and messy and beautiful formulae to approach it; continued fractions, the Hellenistic period of ancient Greece, the course will take up such questions starting from that period. Did the Universe begin? Will the Universe end, and if so, how? And what is our place in the Universe? the primary texts of the above quests related? Are unifying themes possibly increase our chances of success, or to deal rationally with this elusive notion. Starting with gambling strategies, the theory now applies to the core of almost all scientific and technical fields, including statistical and quantum mechanics, 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, Cognitiv), as well as to how thinking has been viewed in a broader historical and multicultural context. We will explore how thoughts on thinking have shaped our understandings of the mind from mechanistic that were powered by pneumatics, and our metaphors of thought have been inspired by technological developments and shaped by culture.

− CSTS-UH 1007
  Chance
  (Formerly COREI-AD 59)
  Offered occasionally
  Crosslisted with Core: Science, Society and History
  Chance is a common word whose meaning can vary, but which generally applies to situations involving a certain amount of unpredictability. We all spend a lot of time and effort to evaluate and possibly increase our chances of success, or to minimize serious risks. If philosophers concerned about chance and randomness can be traced back to antiquity, probabilistic and statistical concepts appeared more recently in mathematics. The ambition of the theory of chance has been to deal rationally with this elusive notion. Starting with gambling strategies, the theory now applies to the core of almost all scientific and technical fields, including statistical and quantum mechanics, 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, Cognitiv), as well as to how thinking has been viewed in a broader historical and multicultural context. We will explore how thoughts on thinking have shaped our understandings of the mind from mechanistic that were powered by pneumatics, and our metaphors of thought have been inspired by technological developments and shaped by culture.

− CSTS-UH 1008
  Birth of Science
  (Formerly COREI-AD 64)
  Offered fall
  Crosslisted with The Ancient World, Core: Science, Society and History
  When was Science invented or discovered? And is this issue still relevant to our interpretation and use of the scientific method? Because of the great wealth of scientific results obtained in the Hellenistic period of ancient Greece, the course will take up such questions starting from that period. We will analyze the works of Euclid and Archimedes and others in Mathematics, Physics, Astronomy, and Geography, with a particular focus on very modern, and maybe still undiscovered, contents. The achievements of Hellenistic science and the issues it raised will be compared with some of those appearing in other golden ages of science, such as ancient Babylonia, the Islamic Golden Age, the Renaissance, and our times. The course will not consist of a review of established facts, but rather the exploration of some unsolved questions through historical interpretation.

− CSTS-UH 1009
  Theory of Everything
  (Formerly COREI-AD 65)
  Offered occasionally
  Crosslisted with Core: Science, Society and History, Previous Core: Structures of Thought and Society
  The course provides a global viewpoint on the most theoretical foundations of science, within and across theoretical physics and mathematics. “Everything” is about the concept of the infinite in mathematics, in particular number theory: the “alarm clock numbers” and some of their applications (for example to music); irrational numbers and their intimate links with art and geometry as well as the scandal raised by their discovery in ancient Greece: the Golden Ratio with its surprising mathematical properties, its connections with biology through Fibonacci sequences and art history; prime numbers and their chaos, order and mystery; the fantastic number π, some of its properties, and messy and beautiful formulae to approach it; continued fractions, the Hellenistic period of ancient Greece, the course will take up such questions starting from that period. Did the Universe begin? Will the Universe end, and if so, how? And what is our place in the Universe? the primary texts of the above quests related? Are unifying themes possibly increase our chances of success, or to deal rationally with this elusive notion. Starting with gambling strategies, the theory now applies to the core of almost all scientific and technical fields, including statistical and quantum mechanics, 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, Cognitiv), as well as to how thinking has been viewed in a broader historical and multicultural context. We will explore how thoughts on thinking have shaped our understandings of the mind from mechanistic that were powered by pneumatics, and our metaphors of thought have been inspired by technological developments and shaped by culture.

− CSTS-UH 1010
  Astronomy & Cosmology: From Big Bang to Multiverse
  (Formerly COREI-AD 66)
  Offered occasionally
  Crosslisted with Core: Science, Society and History, Previous Core: Structures of Thought and Society
  For thousands of years humans have studied the skies to help them grow crops, navigate the seas, and earn favor from their gods. We still look to the stars for answers to the most fundamental questions: How did the Universe begin? Will the Universe end, and if so, how? And what is our place in the Universe? Astronomy and Cosmology help us answer these quandary. We have learned that our place in the Universe is not special: the Earth is not the center of the Universe; the Sun is an ordinary star; and the Milky Way is an ordinary galaxy. Astronomers have even suggested that the Universe itself may not be unique. This course aims to understand the Universe from the Big Bang to its future.

− CSTS-UH 1011
  Tolerance and Relativism
  (Formerly CORES-AD 1)
  Offered occasionally
  Crosslisted with Previous Core: Structures of Thought and Society, Philosophy
  Most of us agree that we should be tolerant. Often the call for tolerance is grounded in relativism—the thought that there isn’t a fact of the matter. After all, on what basis could we insist that others share our beliefs if those beliefs are subjective, a function of upbringing or our peculiar tastes and concerns? But should we accept relativism? Can relativism justify tolerance? If not, then how can we justify tolerance?

− CSTS-UH 1012
  Wealth of Nations
  (Formerly CORES-AD 2)
  Offered fall
  Crosslisted with Previous Core: Structures of Thought and Society
  This course examines the determinants of economic development in the modern world. The main questions addressed throughout the course are: Why are there such large differences in income per capita across countries? Why have some countries developed steadily over the past 200 years while many others have not? What do some governments adopt policies that promote economic development while others set up barriers to economic activity? These questions are analyzed from a theoretical and empirical perspective.
This course takes up this perennial human question: What is the relationship between reason and faith. How does the empirical verification characteristic of an increasingly pervasive scientific and technological worldview affect belief in God(s)? Readings for the course are drawn from a variety of disciplines, with a focus on primary sources and seminal works.

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

Although democracy and equality have long been linked in political thought, critics argue that formal equality among citizens has rarely prevented the perpetuation of socioeconomic and political inequalities that belie the very democratic character of self-described democratic states. Do such inequalities play a necessary structural role in democracy? Which democratic societies have to eliminate them? The course approaches this debate by examining one of history’s most radical and influential democracies, ancient Athens. Readings and discussions include Thucydides, Aristophanes, Isocrates, Plato, and Aristotle. Their ancient arguments will be compared to subsequent ones by Madison, Mill, Marx, Rawls, Przeworski, and Sen in an attempt to appreciate the intertemporal discourses of equality and inequality in ancient and modern times. After discussing recent arguments for and against “global democracy,” the course concludes with an analysis of the intellectual dynamics of Athenian democracy. Students will assume roles and debate questions about democratic procedures, voting rights, religion and free speech, foreign policy, etc.

In Immanuel Kant, José Martí, W.E.B. DuBois, Okakura Kakuzo, Woodrow Wilson, Rabindranath Tagore, George Orwell, Kwame Nkrumah, Nancy Fraser, and Chimamanda Ngozi Adichie, and their ideas of and its Critics

Offered occasionally in January

Crosslisted with Previous Core: Structures of Thought and Society
Jews to live in a closed quarter, “il geto,” named

Analysis, Previous Core: Structures of Thought

Whose responsibility is it to educate, feed, and

Crosslisted with Core: Cultural Exploration and

(Formerly CORES-AD 70J)

Offered occasionally in January

Crosslisted with Core: Cultural Exploration and Analysis, Previous Core: Structures of Thought and Society

What makes a university? What is it for? Who

How can we take account of the evil effects of

thousands of Jews escaped to the only place that

area. In this course, we trace the ghetto from

transformed as it goes global? In this course, we

take a longitudinal survey of the debates and

countries to its revival by the Nazis to the

in Ferguson, Missouri, it is useful to understand the

Jewish ghettos. We will study a little known moment in the ghetto’s history: when

of Jews escaping from the only place that

was opened to them—Shanghai—and were ultimately

herded into the Hongkew ghetto. We’ll ask how it

is that the ills and cruelties of forced segregation

do not crush the spirit of a people? How can we

the fact that from Venice to Krakow to

ghettoized people have often flourished

before getting blotted out by larger forces?

How can we take account of the evil effects of

ghettoization without losing sight of its benefits?

Crosslisted with Previous Core: Structures of Thought and Society

Children and Childhood

(Formerly CORES-AD 72J)

Offered January

Crosslisted with Core: Cultural Exploration and Analysis, Previous Core: Structures of Thought and Society

How are children and childhood viewed in
different times and places? To whom do children
really belong—the parents, the state, the world?
Who educates, feeds, and cares for children?
Is a child a “blank slate” or a prepackaged set of
equalities, identities, and behaviors? This course emphasizes

Crosslisted with Previous Core: Structures of Thought and Society

Nature of Inequality

(Formerly CORES-AD 76J)

Offered occasionally in January

Crosslisted with Previous Core: Structures of Thought and Society

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

Crosslisted with Previous Core: Structures of Thought and Society

Culture, Context, and Psychology

(Formerly CORES-AD 80J)

Offered occasionally in January

Crosslisted with Previous Core: Structures of Thought and Society

The aim of this class is to explore and analyze
classic theories of culture and context in the
field of psychology, with a specific emphasis on
understanding how these processes shape human
development. We also examine research that

focuses on the cultural and contextual variability and

similarity among youth and families from different

parts of the world and how different forms of

oppression and prejudice shape the developmental

trajectories of youth.

Crosslisted with Core: Science, Society and History

and Society

Crosslisted with Core: Science, Society and History

Proteins and organic compounds came together over the eons, giving rise to life. However, we have only been able to see cells for

approximately 300 years through the microscope.

In the early days of cellular imaging, the cell body was figuratively represented as buzzing cities or

mythological realms. Today, the power of electron microscopy and animation reveal more details

about the inner life of cells than ever before, and

yet subjective and singular interpretations of the

cell have persisted. This course explores cellular

identity in the context of visual imagery and

advances in visualization. Students express their

own ideas of the cell by creating original short films.

Crosslisted with Core: Science, Society and History

Cyberspace plays an increasing role in our lives as

society rapidly becomes structured around

the 24/7 availability and trustworthiness of information. We already entrust cyberspace with our privacy, national security, physical

safety, and geopolitical concerns. Maintaining an

orderly, peaceful, safe, and productive society

will increasingly depend on maintaining trust in

information systems. However, trust cannot be

realized by technology alone. This course adopts

the viewpoint that cyberspace is a social system that

relies on important technical components.

The course begins by examining the technical

underpinnings of cyberspace and the mechanisms
devolved to create trustworthy systems. The third

and final part of the course examines the technical

interplay between the technical and social aspects and see

how better policy and systems can be developed to
tackle cybercrime, cyberespionage, cyberwar, and

cyberterrorism. No previous computer science or

engineering knowledge required.

Crosslisted with Core: Science, Society and History

and Society

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identity in the context of visual imagery and

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own ideas of the cell by creating original short films.

Trust, Risk and Deception in Cyberspace

(Formerly COREI-AD 72J)

Offered occasionally

Crosslisted with Core: Science, Society and History

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society rapidly becomes structured around

the 24/7 availability and trustworthiness of information. We already entrust cyberspace with our privacy, national security, physical

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how better policy and systems can be developed to
tackle cybercrime, cyberespionage, cyberwar, and

cyberterrorism. No previous computer science or

engineering knowledge required.
Progress in Science
(Formerly COREI-AD 45W)
Offered occasionally
Crosslisted with Core: Science, Society and History
Science is a social enterprise, although one that thought to progress in facts and reason. Scientists collaborate with each other, undermine one another, and compete for funding of research. Whether a scientific idea ever sees the light of day may depend on these distinctly social factors. So how much of what we call “scientific progress” is the result of social negotiation, and how much is rational deliberation? That is the big question this course investigates—the question of the competing roles of rationality and rhetoric in the development of science. Do theoretical pictures change on account of reasoned argument, or rhetorical persuasion? We’ll examine this question through the lens of several important scientific revolutions, particularly the quantum one. Our starting point will be Thomas Kuhn’s influential account of scientific progress. Does his picture really fit the historical facts? Several competing models of scientific progress will also be discussed. Along the way, we’ll consider why many scientific revolutions occurred in Europe and not elsewhere. Are some cultural and social features more hospitable than others to scientific inquiry?

CSTS-UH 1037
Gift and Exchange
(Formerly CORES-AD 25)
Offered occasionally
Crosslisted with Previous Core: Structures of Thought and Society
Gift giving occurs in all cultures. A gift can be a material object but it can also be an act of kindness or love. A gift is free but it can also come with the expectation that it will be matched by a return gift. Gift giving is therefore part of a complex structure of economic and social exchange. This course considers gift giving from the perspectives of anthropology, history, and the arts; it explores gift exchange through ethnography and oral texts on market economies and art, gender, death, altruism, risk, and the impacts of colonialism on traditional exchange societies. Readings will include seminal works on gift exchange by Marcel Mauss, Bronislaw Malinowski, Franz Boas, and others.

CSTS-UH 1038
Place
(Formerly CORES-AD 27W)
Offered occasionally
Crosslisted with Previous Core: Structures of Thought and Society
This course traces the development of philosophical, religious and secular theories of peace from antiquity to the present. It explores questions of peace and justice, nonviolence, the idea of a “just war,” as well as notions of peace in international relations, economics, and psychology, examining how those spurred peace activism and the ideology of pacifism. To that end, students analyze literary, visual, and organizational representations of peace across national and cultural boundaries. What emerged at the end of the Cold War, and the surge of peace and conflict studies as an academic discipline. Readings include works by Loosse, Thucydides, St. Francis of Assisi, Immanuel Kant, Henry David Thoreau, Eadn Hinton Milia, Martin Luther King Jr., A.J. Muste, Johan Galtung, Alma Myrdal, and Petra Kelly, among others.

CSTS-UH 1039
Property
(Formerly CORES-AD 29)
Offered occasionally
Crosslisted with Previous Core: Structures of Thought and Society
The institution of property describes one of the fundamental relationships between people and things. This seminar explores how understandings of property have been influenced by cultural and ethical norms in different civilizations; how property rights have evolved with technological progress and the spread of the global economy; and how property is affected by and influences the sphere of individual freedom, the relationship between the individual and the state, and the organization of productive activities. As examples, students will look at property in the ancient civilizations of Egypt, Greece and Rome; consider the views on property expressed in Christianity and Islam; and discuss the role that changing views on property played in the Declaration of Independence, the French Revolution, and the Russian Revolution. Insights from these discussions will inform debates about contemporary issues in property rights, including intellectual property, rights to genetic material, the right to traditional medicines, and property rights of indigenous peoples. How property is affected and the role that property rights play in shaping society will be discussed as well as the interconnections between them. The course aims to examine the methods that social scientists and historians use to answer grand questions of social evolution, so that the approaches can be compared, contrasted, and assessed.

CSTS-UH 1040
Slavery and Freedom in Comparative Perspective
(Formerly CORES-AD 37W)
Offered occasionally
Crosslisted with Previous Core: Structures of Thought and Society
This course examines slavery in historical and comparative perspective by focusing on Greek and Roman slavery, African and Islamic slavery, and slavery in the American South, Brazil, and the Caribbean. We examine the difference between societies that ultimately abolished slavery and those which can be thought of as “slave societies,” asking how enslavement occurred, who was enslaved, and in what ways did they differ from non-slaves. What “rights” or standing in the law if any did slaves possess? What was the nature and extent of the master’s power over slaves? What were the social, economic, and political functions of slavery? But slavery also involved a broader, more fundamental issues concerning freedom, personhood, social inclusion, and belonging. And disciplinary sociologist Orlando Patterson put it in slavery and Social Death, “the idea of freedom and the concept of property were both intimately bound up with the rise of slavery, their very antithesis. One truly understands the dynamics of slavery we immediately realize why there is nothing in the least anomalous about the fact that an Aristotle or a Jefferson owned slaves.”

CSTS-UH 1041
Ideology
(Formerly CORES-AD 43)
Offered occasionally
Crosslisted with Previous Core: Structures of Thought and Society
What is an ideology? How do a series of sometimes disparate beliefs about issues come together to form an ideology? How do ideologies change and reform over time? This course explores these fundamental questions about beliefs in society across time and the globe in the development of ideologies and looking at examples from key intellectual movements of the last millennium (e.g., crusaderism/jihadism, liberalism, communism, fascism), and in how they operate in the present day. In this intellectual journey, students read some of the great thinkers who have shaped the concept of ideology over time, including Robespierre, Burke, Jefferson, Marx, Lenin, Mao, and Benedict Anderson. The course asks how such ideologies and their consequences are disseminated and what occurs when they collide in the modern world. How do people come to accept and reject ideologies? Are there universal laws of ideology that apply to all societies? How do ideologies gain and lose power? How do ideologies change and reform? The course also examines the role of ideology in politics, the arts, and culture and how ideologies shape our worldview and our actions.

CSTS-UH 1042
Consumerism and Material Culture
(Formerly CORES-AD 44)
Offered occasionally
Crosslisted with Previous Core: Structures of Thought and Society
The body seems to be an essential part of our sense of identity. Nevertheless, our bodies and the ways we perceive them are also the result of social and collective forces. This course will study how the body has been perceived and experienced across different cultures and societies. It will explore multiple artistic, scientific, and literary representations of the body, as well as the body’s social, institutional, and political dimensions. It will seek to understand the role played by the body in the definition of the boundaries between human and non-human, in power relations and political regimes, and in the human quest for knowledge.
The need to trade goods and services within various cultures and its representation in the arts.

Humans have a strong tendency to group and divide objects, people, emotions, and events into different concepts and categories. These seemingly effortless acts pose fundamental questions about our understanding of the self and the nature of the world. This course examines texts from history, literature, philosophy, and scientific sources to ask why we conceptualize the world in particular ways, whether any categories are fundamental, and the degree to which concepts and categories are innate or learned. From the conceptual taxonomies proposed as fundamental from thinkers such as Aristotle and Kant, to the findings from psychology.

Offered occasionally Crosslisted with Previous Core: Structures of Thought and Society

Students will reflect on what this knowledge can tell us about the forces that shape self and society. Examples drawn from across countries.

The aim is to deconstruct common conceptions of dualities: development/underdevelopment, wealth/poverty, formal/informal, and centrality/marginality. The course material is structured around themes that highlight the main challenges that urban dwellers and policy makers face in the following areas: the economy, income inequality, marginalization, service provision, housing, infrastructure, immigration, safety, and the environment. These themes will allow students to engage with various forms of contestations and to consider the role of urban social movements.

Lies and Lying
Crosslisted with Core: Art, Technology and Invention, Core: Arts, Design and Technology

Randomness
Crosslisted with Core: Data and Discovery, Previous Core: Structures of Thought and Society
PREVIOUS CORE CURRICULUM

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

CADT-UH 1001
Manus et Machina
Crosslisted with Core: Arts, Design and Technology, Design

CADT-UH 1002J
Nature of Code
Crosslisted with Core: Arts, Design and Technology, Interactive Media

CADT-UH 1003
Communication and Technology
Crosslisted with Core: Arts, Design and Technology; Interactive Media, Design, Media, Culture and Communication

CADT-UH 1004Q
Rhythm
Crosslisted with Core: Arts, Design and Technology

CADT-UH 1005
Creativity and Innovation
Crosslisted with Core: Arts, Design and Technology, Design

CADT-UH 1006J
Nomads
Crosslisted with Core: Art and Art History, Core: Arts, Design and Technology, Design

CADT-UH 1007
Wood
Crosslisted with Art and Art History, Core: Arts, Design and Technology

CADT-UH 1008Q
Touch
Crosslisted with Core: Arts, Design and Technology

CADT-UH 1009J
Light
Crosslisted with Core: Arts, Design and Technology

CADT-UH 1013Q
Language of Computers
Crosslisted with Core: Arts, Design and Technology, Core: Data and Discovery, Core: Experimental Discovery in the Natural World

CADT-UH 1015J
Explorable Stories
Crosslisted with Core: Arts, Design and Technology, Interactive Media

CADT-UH 1016
Utilitas, Venustas, Firmaitas
Crosslisted with Core: Arts, Design and Technology, Design

CADT-UH 1018
Digital Curation
Crosslisted with Core: Arts, Design and Technology

CADT-UH 1019
Lies and Lying
Crosslisted with Core: Arts, Design and Technology, New Core: Structures of Thought and Society

CADT-UH 1020
Wayfinding: Graphic Design in the Built Environment
Crosslisted with Art and Art History, Core: Arts, Design and Technology, Design

CADT-UH 1021
Art of Narrative Science
Core: Arts, Design and Technology, Crosslisted with Literature and Creative Writing

CADT-UH 1022
Vision
Crosslisted with Art and Art History, Core: Arts, Design and Technology

CADT-UH 1024
What is Music?
Crosslisted with Core: Arts, Design and Technology, Music

CADT-UH 1025J
Re-Design
Crosslisted with Core: Arts, Design and Technology, Design

CADT-UH 1026
Human Value
Crosslisted with Core: Arts, Design and Technology, Core: Cultural Exploration and Analysis

CADT-UH 1027
Questioning and Writing the Self: Memoir and Anti-memoir
Crosslisted with Core: Arts, Design and Technology, Core: Cultural Exploration and Analysis, Core: Pathways of World Literature, Literature and Creative Writing

CADT-UH 1028
Human Voice
Crosslisted with Core: Arts, Design and Technology

CADT-UH 1029
Innovation, Art, and the Examined Life
Crosslisted with Core: Arts, Design and Technology

CCEA-UH 1000J
Idea of the Portrait
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1001
Ritual and Play
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1002J
Narrative, Media, and Technology
Crosslisted with Core: Cultural Exploration and Analysis; Media, Culture and Communication

CCEA-UH 1003
Collecting
Crosslisted with Art and Art History; Core: Cultural Exploration and Analysis

CCEA-UH 1004
Identity and Object
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1005
Abjection
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1006
Idea of the Garden
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1007
Abstraction
Crosslisted with Core: Art and Art History; Core: Cultural Exploration and Analysis

CCEA-UH 1008
Artists’ Writing
Crosslisted with Art and Art History; Core: Arts, Design and Technology, Core: Cultural Exploration and Analysis

CCEA-UH 1020J
Art and Agency, “Bild in Berlin”
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1021J
Jazz in New York
Crosslisted with Core: Cultural Exploration and Analysis; Music

CCEA-UH 1022J
Fascism, Antifascism and Culture
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1023
Dis/Abilities in Musical Contexts
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1027
Catastrophe
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1028
Maps
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1029
Conviction and Doubt
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1030
Idea of the Exotic
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1034
Death: Myths, Histories, Metamorphoses
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1035
Staging the Self
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1037
Listening
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1039
Iconoclasm
Crosslisted with Art and Art History, Core: Cultural Exploration and Analysis

CCEA-UH 1060
Photography and Narrative
Crosslisted with Core: Cultural Exploration and Analysis, Literature and Creative Writing

CCEA-UH 1061
Memory
Crosslisted with Art and Art History, Core: Cultural Exploration and Analysis

2017-18 | THE CORE CURRICULUM | PREVIOUS CORE CURRICULUM
IDEAS AND METHODS OF SCIENCE

EXPERIMENTAL DISCOVERY IN THE NATURAL WORLD

CADT-UH 1013Q
Language of Computers
Crosslisted with Core: Arts, Design and Technology; Core: Data and Discovery

CADT-UH 1014EJQ
Heuristics
Crosslisted with Core: Arts, Design and Technology

CDAD-UH 1010Q
Data
Crosslisted with Core: Data and Discovery, Design

CDAD-UH 1002Q
Space
Crosslisted with Core: Data and Discovery

CDAD-UH 1003EQ
Brain Reading
Crosslisted with Core: Data and Discovery

CDAD-UH 1004E
Microbes
Crosslisted with Core: Data and Discovery

CDAD-UH 1005EQ
Forensic Science (Guilty or Not Guilty?)
Crosslisted with Core: Data and Discovery

CDAD-UH 1006EQ
Coastal Urbanization and Environmental Change
Crosslisted with Core: Data and Discovery; The Environment; Urbanization

CDAD-UH 1007EQ
The Mind
Crosslisted with Core: Data and Discovery

CDAD-UH 1008EQ
Seven Wonders of the Invisible World
Crosslisted with Core: Data and Discovery

CDAD-UH 1009EQJ
Behavior
Crosslisted with Core: Data and Discovery

CDAD-UH 1010EJQ
Diversity
Crosslisted with Core: Data and Discovery

CDAD-UH 1011EQ
Observing the Universe
Crosslisted with Core: Data and Discovery

CDAD-UH 1013EQ
Stem Cells: Immortality and Regeneration
Crosslisted with Core: Data and Discovery

CDAD-UH 1014J
Social Chameleons
Crosslisted with Core: Data and Discovery

CDAD-UH 1016EQJ
Where the City Meets the Sea: Studies in Coastal Urban Environments
Crosslisted with Core: Data and Discovery, The Environment, Urbanization

CDAD-UH 1018
Writing with Numbers (And How to Read Them)
Crosslisted with Core: Data and Discovery

SCIENCE, SOCIETY AND HISTORY

CADT-UH 1010
From Vision to Visual
Crosslisted with Core: Arts, Design and Technology

CADT-UH 1011
Words
Crosslisted with Core: Arts, Design and Technology

CCEA-UH 1014
Technophilia and Its Discontents
Crosslisted with Core: Cultural Exploration and Analysis, Core Pathways of World Literature

CCEA-UH 1015
Quantum Theory and Relativity: The Impact of a Scientific Revolution
Crosslisted with New Core: Structures of Thought and Society

CDT-UH 1002J
State and Fate of Earth
Crosslisted with New Core: Structures of Thought and Society, The Environment

CDT-UH 1003J
What is a Number?
Crosslisted with New Core: Structures of Thought and Society

CDT-UH 1004J
Science in Flux: The Galilean Revolution
Crosslisted with New Core: Structures of Thought and Society

CDT-UH 1005J
About Mathematics
Crosslisted with New Core: Structures of Thought and Society

CDT-UH 1006J
Thinking
Crosslisted with New Core: Structures of Thought and Society

CDT-UH 1007J
Chance
Crosslisted with New Core: Structures of Thought and Society

CDT-UH 1008J
Birth of Science
Crosslisted with The Ancient World, New Core: Structures of Thought and Society

CDT-UH 1009J
Theory of Everything
Crosslisted with New Core: Structures of Thought and Society

CDT-UH 1010J
Astronomy & Cosmology: From Big Bang to Multiverse
Crosslisted with New Core: Structures of Thought and Society

CDT-UH 1011J
Memoir and Anti-memoir
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1009
A Thousand and One Nights
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1010
Imagined Cities
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1011
Law and the Imagination
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1012
Doubles and Masks
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1013
Contagion
Crosslisted with Core: Cultural Exploration and Analysis

PATHWAYS OF WORLD LITERATURE
Journeys
Analysis, Literature and Creative Writing
Analysis; Core: Science, Society and History
Technophilia and Its Discontents
Cultural Exploration and Analysis
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1018
Imagination, Inspiration, and Prophecy
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1019
Novels that Changed the World
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1041
Journeys
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1042
Cosmopolitan Imagination
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1043
Technophilia and Its Discontents
Crosslisted with Core: Cultural Exploration and Analysis, Literature and Creative Writing
CCEA-UH 1044
Myth, Magic, and Representations of Childhood
Crosslisted with Core: Cultural Exploration and Analysis, Literature and Creative Writing
CCEA-UH 1045
Stigma
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1046
Rogue Fictions: Tales of Tricksters, Outlaws, and Outsiders
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1047
Utopias and Dystopias
Crosslisted with Core: Cultural Exploration and Analysis, Literature and Creative Writing
CCEA-UH 1048
Pilgrimage and Enlightenment
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1049
Knowledge and Doubt
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1050
Optimism and Knowledge
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1051
Cultural Memory and Resistance
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1052
Confession
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1053
The Hero
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1055
Global Shakespeare
Crosslisted with Core: Cultural Exploration and Analysis, Literature and Creative Writing, Theater
CCEA-UH 1056
Tragedy
Crosslisted with Core: Cultural Exploration and Analysis, Literature and Creative Writing
CCEA-UH 1057
Our Monsters, Ourselves
Crosslisted with Core: Cultural Exploration and Analysis, Literature and Creative Writing
CCEA-UH 1059X
Postcolonial Turn
Crosslisted with Core: Cultural Exploration and Analysis, Literature and Creative Writing
CCEA-UH 1064X
Crisis and Creativity
Crosslisted with Core: Cultural Exploration and Analysis, Film and New Media

STRUCTURES OF THOUGHT AND SOCIETY

ANTH-UH 2116
Displacement and Dispossession in the Modern Middle East
Crosslisted with Anthropology, Arab Crossroads Studies, New Core: Structures of Thought and Society
CDAD-UH 1012
Randomness
Crosslisted with Core: Data and Discovery, New Core: Structures of Thought and Society
CSTS-UH 1006
Thinking
Crosslisted with New Core: Structures of Thought and Society, Core: Science, Society and History
CSTS-UH 1009
Theory of Everything
Crosslisted with Core: Science, Society and History, New Core: Structures of Thought and Society
CSTS-UH 1010
Astronomy & Cosmology: From Big Bang to Multiverse
Crosslisted with Core Science, Society and History, New Core: Structures of Thought and Society
CSTS-UH 1011
Tolerance and Relativism
Crosslisted with New Core: Structures of Thought and Society, Philosophy
CSTS-UH 1012
Wealth of Nations
Crosslisted with New Core: Structures of Thought and Society
CSTS-UH 1013A/B
Relationship of Government and Religion
Crosslisted with New Core: Structures of Thought and Society, Legal Studies
CSTS-UH 1014
Gender and Globalization
Crosslisted with New Core: Structures of Thought and Society
CSTS-UH 1015
Legitimacy
Crosslisted with New Core: Structures of Thought and Society
CSTS-UH 1016
Ideas of the Sacred
Crosslisted with New Core: Structures of Thought and Society
CSTS-UH 1017
Revolutions and Social Change
Crosslisted with New Core: Structures of Thought and Society, Social Research and Public Policy
CSTS-UH 1018
Corruption
Crosslisted with New Core: Structures of Thought and Society
CSTS-UH 1020J
Surveillance and Privacy
Crosslisted with New Core: Structures of Thought and Society
CSTS-UH 1021EQ
Boundaries
Crosslisted with New Core: Structures of Thought and Society
CSTS-UH 1022
Internationalism
Crosslisted with New Core: Structures of Thought and Society
CSTS-UH 1023
Democracy and Its Critics
Crosslisted with New Core: Structures of Thought and Society
CSTS-UH 1024J
Sovereignty
Crosslisted with New Core: Structures of Thought and Society
CSTS-UH 1025J
The Ghetto
Crosslisted with New Core: Structures of Thought and Society
CSTS-UH 1026J
Children and Childhood
Crosslisted with Core: Cultural Exploration and Analysis, New Core: Structures of Thought and Society
CSTS-UH 1029J
Ideas of the University
Crosslisted with Core: Cultural Exploration and Analysis, New Core: Structures of Thought and Society
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 (FYWS) introduces students to the reading, writing, oral expression, and critical thinking skills essential to a liberal arts education.

The First-Year Writing Seminar lays a foundation for continued practice in university-level thinking and writing. In addition to taking the First-Year Writing Seminar, all NYUAD students will receive extensive writing and communication practice in Core courses and will 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 FYWS on their learning. For instance, students who may need more time to practice college-level writing are strongly advised to take the Writing Seminar in the fall of their first year. Students identified as being more prepared often wait to take their FYWS in the spring.

The First-Year Writing Seminar
Each FYWS is designed around a topic that serves as a vehicle for academic inquiry. The seminar uses thematically organized content to foster student inquiry and intellectual engagement, and to model excellence in thinking and writing. 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, tutorials, and one-on-one writing conferences with faculty.

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

All First-Year Writing Seminars ask students to write three essays of increasing complexity (in draft and final form) over the course of the term, culminating in an inquiry-driven research paper and oral presentation. Courses typically begin by working on the art of close analysis of texts and ideas related to the course themes. In the second paper students use a variety of sources to make evidence-driven arguments. In the last portion of the class, students conduct library research on a topic that interests them and then write a research paper that makes an argument supported by evidence drawn from the sources they have gathered and analyzed. Finally, all students will make oral presentations about their work at various stages of their research and writing process.
There’s no accounting for taste,” the old saying goes, implying that we like our favorite shoes, cars, and paintings for reasons that simply can’t be explained. This FYWS challenges that assumption. Taking contemporary popular culture as a point of departure, the course delves into debates from history, sociology, and literary studies in order to understand the social construction of taste, giving special attention to the complex role that “good taste” or “bad taste” can play in perpetuating social hierarchies. Students will have the opportunity to further develop 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.

FYWS: Contemporary Debates of Islam
(Formerly WRIT-AD 142X)
Offered fall

Sacrilegiously a day goes by without some controversy or critical comment about “Islam” and its 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 Muslim non-Muslim world can 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 FYWS will focus on contemporary debates about the history, society, and culture of Islam. The course begins by grappling with contesting representations of “Islam” by Bernard Lewis, Edward Said, Robert Spencer, and Samuel Huntington. It then delves into some 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 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.

FYWS: Ghastly Beauty
(Formerly WRIT-AD 143)
Offered spring

Why do Shakespeare’s tragedies offer us hope? How does a beautiful painting or song make us cry? Art flourishes in a world of opposites and contradictions. 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 FYWS serves as an introduction to these tensions, and to the social, political, and material roles that art plays in our lives. It will familiarize you with academic writing, and further develop your critical reading, thinking, and writing skills as it draws from a range of art forms that explore current social issues and enduring questions. The course texts range from Paleolithic cave painting and sculpture to contemporary mural painting—including the work of Haring, Rivera, Fazlalizadeh, Banksy, and Zabou. Art, nature, and the paradox of tragic beauty are explored through the work of Frieda Kahlo, Odd Nerdrum, Evelyn de Morgan, Sue Cole, and more.

FYWS: STREET FOOD
(Formerly WRIT-AD 147)
Offered spring

What drives humans to create records of events or our experience? How has that drive shaped not only the history of human communication but of record-keeping itself? What is the relationship between an event and the records or recordings we make of it, from diary entries, to sound files, to selfies, to recorded video? This FYWS explores the promise of mimetic or documentary fidelity and new possibilities for art and imagination? When is the memorializing goal better served by invention than recording? This course will examine a series of technological innovations in record-keeping and record-making but will take as its principal case study the intersecting histories of writing and sound recording. Students will compose essays in response to different forms of artistic and scholarly work, including diaries and journals; early sound recordings and films; contemporary art and conceptual poetry; dystopian television series; media theory; and neurobiological research on memory. Reading and writing assignments draw on representative histories and theories of media to pose fundamental questions about memory, history, technology, and the relationship between art and life.

FYWS: Ghastly Beauty
(Formerly WRIT-AD 143)
Offered spring

Why do Shakespeare’s tragedies offer us hope? How does a beautiful painting or song make us cry? Art flourishes in a world of opposites and contradictions. 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 FYWS serves as an introduction to these tensions, and to the social, political, and material roles that art plays in our lives. It will familiarize you with academic writing, and further develop your critical reading, thinking, and writing skills as it draws from a range of art forms that explore current social issues and enduring questions. The course texts range from Paleolithic cave painting and sculpture to contemporary mural painting—including the work of Haring, Rivera, Fazlalizadeh, Banksy, and Zabou. Art, nature, and the paradox of tragic beauty are explored through the work of Frieda Kahlo, Odd Nerdrum, Evelyn de Morgan, Sue Cole, and more.

FYWS: Understanding Shari’a
(Formerly WRIT-AD 144X)
Offered fall

The universality of Shari’a is a topic of intense debate in the contemporary world. Some assume that the term of Shari’a as they outline the necessity of its reform. Other writers regard its universal aspirations as a “threat” to “Western” values. Still others remain skeptical that the Shari’a was ever made to fly. 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 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.

FYWS: Records
(Formerly WRIT-AD 146)
Offered occasionally

What drives humans to create records of events or our experience? How has that drive shaped not only the history of human communication but of record-keeping itself? What is the relationship between an event and the records or recordings we make of it, from diary entries, to sound files, to selfies, to recorded video? This FYWS explores the promise of mimetic or documentary fidelity and new possibilities for art and imagination? When is the memorializing goal better served by invention than recording? This course will examine a series of technological innovations in record-keeping and record-making but will take as its principal case study the intersecting histories of writing and sound recording. Students will compose essays in response to different forms of artistic and scholarly work, including diaries and journals; early sound recordings and films; contemporary art and conceptual poetry; dystopian television series; media theory; and neurobiological research on memory. Reading and writing assignments draw on representative histories and theories of media to pose fundamental questions about memory, history, technology, and the relationship between art and life.

FYWS: Understanding Shari’a
(Formerly WRIT-AD 144X)
Offered fall

The universality of Shari’a is a topic of intense debate in the contemporary world. Some assume that the term of Shari’a as they outline the necessity of its reform. Other writers regard its universal aspirations as a “threat” to “Western” values. Still others remain skeptical that the Shari’a was ever made to fly. 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 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.

FYWS: Records
(Formerly WRIT-AD 146)
Offered occasionally

What drives humans to create records of events or our experience? How has that drive shaped not only the history of human communication but of record-keeping itself? What is the relationship between an event and the records or recordings we make of it, from diary entries, to sound files, to selfies, to recorded video? This FYWS explores the promise of mimetic or documentary fidelity and new possibilities for art and imagination? When is the memorializing goal better served by invention than recording? This course will examine a series of technological innovations in record-keeping and record-making but will take as its principal case study the intersecting histories of writing and sound recording. Students will compose essays in response to different forms of artistic and scholarly work, including diaries and journals; early sound recordings and films; contemporary art and conceptual poetry; dystopian television series; media theory; and neurobiological research on memory. Reading and writing assignments draw on representative histories and theories of media to pose fundamental questions about memory, history, technology, and the relationship between art and life.
These are some of the questions raised in this seminar by studying not only how writers write but, more importantly, how writers make sense of both their writing and their process. It is seemingly the simplest of acts: sit down, get out a pen or put your fingers to the keyboard, and start transferring thought into written matter. However, the act of writing is a complex neurological, psychological, imaginative, and cultural practice. This seminar will focus on writers and their expressive practice in an attempt to understand the process and material manifestation of writing. A fundamental tenet of the class is that writers and writing must be understood in their cultural and contextual complexities.

WRIT-UH 1109
FYWS: Questions of Fatherhood
Offered fall
What forms of knowledge, political conditions, or social relations become visible when the figure of the father is put into question? This FYWS adopts feminist modes of inquiry to interrogate the figure of the father in a range of diverse social contexts in the contemporary world. We survey a range of texts from the sciences, social sciences, literature, film, and biography with a geographic focus on the Middle East and North America. We take the following three questions as our guide for each text: How do we know the father? What threats, anxieties, hopes, and promises take shape through the figure of the father? How is the figure of the father related to broader patterns of political authority (e.g. race, class, sexual orientation)?

WRIT-UH 1110
FYWS: Power and Ethics in Photography
(Formerly WRIT-AD 150)
Offered spring
Since its invention in 1839, photography has dominated our lives in ways that would have been unthinkable to the earliest pioneers of the medium—so much so that it’s almost impossible to imagine a world without photographs today. The recent rise in smartphone technology and social media networks (e.g. Instagram and Snapchat) brings to the fore new and age-old questions about how photographs alter the way we see and know the world. Drawing on the work of authors such as Sontag, Barthes, Berger and others, this FYWS analyzes the power of the medium in shaping our collective consciousness, but also its limitations in terms of how we come to know the world. The central locus of inquiry for this seminar is the question of travel narratives’ completeness, trustworthiness, and impact as visual and textual representations of other cultures. How do travel narratives help us know what we think we know about other cultures? Travel narratives, which have historically provided crucial information about beliefs and ideologies, also participate in the creation of persistent stereotypes about the cultures depicted. In order to understand the origins and influence of such representations and stereotyping, we will carefully examine the context and impact of travel narratives. By closely analyzing films, plays, prose, and travelogues that share a narrative theme of journeying into foreign territories students will ask how preconceived notions about others originate. Informed by Edward Said’s influential theory on orientalism—as well as by postcolonial, cultural and gender studies—the seminar will explore how power imbalances might influence the ways in which cultural encounters are depicted and interpreted.

WRIT-UH 1115
FYWS: The Art and Aesthetics of Humanitarian Aid
(Formerly WRIT-AD 155)
Offered fall, spring
In communities beset by war, disaster, or poverty, aid may seem at first to be an unaffordable luxury, yet expressive culture flourishes in concert and in combat with crisis, not merely in spite of it. As globally recognized emergencies and their internationally funded responses dictate the conditions of life in more and more spaces around the world, they inspire new forms of sensory experience and engagement. Aid agencies not only directly sponsor art and media through sensitization campaigns and the promotion of local craft industries. They and their beneficiaries also arrange the perception of everyday living, whether through single arguments—legal, political, or ethical—adequately captures the principal views on the justice of the phenomenon and that perspectives on these questions are as diverse as the knowledges and groups who either implement them or are the object of interventions. Thus fundamental questions remain: Does our membership in a common humanity require us to engage in the act of killing to save others? Or is it an unacceptable onslaught on state sovereignty? This FYWS will pursue these questions through various writing exercises and assignments designed to help students explore and engage with different arguments about the ways we understand humanitarian intervention today.

WRIT-UH 1114
FYWS: Contextualizing Travel Narratives
(Formerly WRIT-AD 154)
Offered fall, spring
Can humanitarian intervention ever be morally justified? Humanitarian intervention is one of the most controversial concepts of international politics, and the list of arguments for and against using military force to address extreme human suffering, such as genocide and ethnic cleansing, is long. It seems that no single argument—legal, political, or ethical—adequately captures the principal views on the justice of the phenomenon and that perspectives on these questions are as diverse as the knowledges and groups who either implement them or are the object of interventions. Thus fundamental questions remain: Does our membership in a common humanity require us to engage in the act of killing to save others? Or is it an unacceptable onslaught on state sovereignty? This FYWS will pursue these questions through various writing exercises and assignments designed to help students explore and engage with different arguments about the ways we understand humanitarian intervention today.
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: 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.

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; Arabic Music Studies; Design; Interactive Media; Sound & Music Computing; Media, Culture, and Communication; Museum and Cultural Heritage Studies. Arts and Humanities is also home 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 repertoire. Different cultures, in different places and at different times, have valued and conceptualized vision and made use of the visual arts in a variety of ways. The visual arts investigate and re-imagine the physical, social, cultural, and spiritual spheres of human existence and offer arguments about and interpretations of these realms. The Art & Art History major at NYU Abu Dhabi invites students to explore the objects, practices, meanings, and institutions that constitute the visual arts in diverse cultures from comparative, historical, and cross-disciplinary perspectives.

The Art and Art History curriculum is global in its focus and pays special attention to cross-cultural encounters, to an understanding of art in comparative frameworks, and to the dialogues between 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 under development 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.

Please note: Art & Art History majors may not count more than two courses from other programs that are crosslisted with Art and Art History towards their major requirements.

**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 two pre-1800 electives, one European and North American and one Islamic. At most two may be taken from Arts Practice Electives
- 2 Capstone Seminar and Project

**REQUIREMENTS FOR THE MINOR IN ART PRACTICE**

Any 4 art practice classes

Note: students may substitute up to one Art History class

**REQUIREMENTS FOR THE MINOR IN ART HISTORY**

Any 4 Art History classes

Note: students may substitute up to one Art Practice class

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.
**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 2D, 3D, 4D, OR PHOTOGRAPHY
- GENERAL ELECTIVE
- CORE
- FIRST-YEAR WRITING SEMINAR
- January Term

#### Spring Semester
- FOUNDATIONS OF ART HISTORY I
- GENERAL ELECTIVE
- COLLOQUIUM

### YEAR 2

#### Fall Semester
- ART PRACTICE ELECTIVE
- ART PRACTICE ELECTIVE
- GENERAL ELECTIVE
- COLLOQUIUM
- January Term

#### Spring Semester
- FOUNDATION OF ART HISTORY II
- GENERAL ELECTIVE
- CORE

### YEAR 3

#### Fall Semester
- ART PRACTICE ELECTIVE
- ART HISTORY OR PRACTICE ELECTIVE
- GENERAL ELECTIVE
- CORE
- January Term

#### Spring Semester
- ART PRACTICE ELECTIVE
- GENERAL ELECTIVE

### YEAR 4

#### Fall Semester
- CAPSTONE SEMINAR
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE

#### Spring Semester
- CAPSTONE PROJECT
- GENERAL ELECTIVE
- CORE

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**ART AND ART HISTORY**

**ART HISTORY TRACK**

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

### YEAR 1

#### Fall Semester
- FOUNDATION OF ART HISTORY I
- GENERAL ELECTIVE
- CORE
- FIRST-YEAR WRITING SEMINAR
- January Term

#### Spring Semester
- ART HISTORY ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- COLLOQUIUM

### YEAR 2

#### Fall Semester
- FOUNDATIONS OF 2D, 3D, 4D, OR PHOTOGRAPHY
- ART HISTORY OR PRACTICE ELECTIVE
- GENERAL ELECTIVE
- CORE
- January Term

#### Spring Semester
- FOUNDATION OF ART HISTORY II
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE

### YEAR 3

#### Fall Semester
- ART HISTORY ELECTIVE
- ART HISTORY ELECTIVE
- GENERAL ELECTIVE
- COLLOQUIUM
- January Term

#### Spring Semester
- THINKING ART
- ART HISTORY ELECTIVE
- GENERAL ELECTIVE

### YEAR 4

#### Fall Semester
- CAPSTONE SEMINAR
- ART HISTORY ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE

#### Spring Semester
- CAPSTONE PROJECT
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CORE
ART HISTORY COURSES

REQUIRED COURSES

ARTH-UH 3010 Thinking Art
(Formerly VISAR-AD 300) Offered spring
This course offers engagements with the problems and methods of Art History at an advanced level. It examines in detail works of art that reflect upon tradition, aesthetic experience and art practice in complex ways and does so by situating these examinations in rich historical and theoretical frameworks. The course is open to anyone who has completed either Foundations of Art History I or II and at least one Art History elective but 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.

VISAR-UH 1010 Foundations of Photography & Lens-Based Images
(Formerly VISAR-AD 112) Offered fall
This course introduces students to camera—and lens-based approaches to image making. A range of techniques are covered including film and wet chemistry, digital and data-based imaging, and spatial and installation based uses of cameras and lenses. These techniques are grounded within a thematic survey of issues that have emerged out of photographic media’s transformation of society.

ARTH-UH 1111 Contemporary Global Art
(Formerly VISAR-AD 119) Offered occasionally
Since the 1960s rise of conceptual art, artists around the world continue to create idea-based art using popular imagery, mixed media, photography and new technologies. Considered as the true global art form of the twentieth century, conceptual art manifests itself in ideas that challenge the current sociopolitical forces of our times and the commonly held notions of what art is about. The course will examine contemporary art from the lens of conceptual art focusing on key works by international artists. Students will examine the definition(s) of ‘contemporary’ and the current debates around the modern and contemporary in relation to Western and non-Western art.

ART HISTORY ELECTIVES

ARTH-UH 1110X Introduction to Visual Culture
(Formerly VISAR-AD 10X) Offered occasionally
This class offers an introduction to visual analysis using popular imagery, mixed media, photography and new technologies. Considered as the true global art form of the twentieth century, conceptual art manifests itself in ideas that challenge the current sociopolitical forces of our times and the commonly held notions of what art is about. The course will examine contemporary art from the lens of conceptual art focusing on key works by international artists. Students will examine the definition(s) of ‘contemporary’ and the current debates around the modern and contemporary in relation to Western and non-Western art.
considered. The course investigates the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of art in different regions. The course may also offer comparative perspectives that forge links to other areas of the curriculum.

**ARTH-UH 2113**
Epic Architecture
(Formerly VISAR-AD 160)
Offered occasionally
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, the Parthenon, the Taj Mahal, the Hagia Sophia, the Eiffel Tower, the Empire State Building, and the Sheikh Zayed Mosque, students investigate the historical contexts of monumental buildings and other structures that have been erected to serve as emblems of a national culture, as well as the ways that these monuments take on new life in literature and other forms of culture.

**ARTH-UH 2114**
Topics in Architecture and the Urban Environment from Antiquity to the Present
(Formerly VISAR-AD 161)
Offered occasionally
Croslisted with Urbanization
This course focuses on topics that are central to the study of architecture and its relation to the urban environment. Students investigate architecture in its urban setting from the different perspectives of architecture, engineering, and urban planning, taking into account technological and environmental factors, as well as construction and transportation systems.

**ARTH-UH 2115J**
Gardens of Eden in the History of Art
(Formerly VISAR-AD 178)
Offered occasionally
This course explores the garden as a major artistic focus 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 gives access to thought about gardens in the ancient Middle East. As a foundational figure in Judaic, Christian, and Islamic theology, the Garden of Eden spawned a history of interpretation that helped shape conceptions of paradise. The course will examine the changing discourse on Edenic art and its links to modern and contemporary art around the world.

**ARTH-UH 2120**
Curatorial Practice
(Formerly VISAR-AD 178)
Offered occasionally
Croslisted with Museum and Cultural Heritage Studies
The course offers an introduction to the theoretical and practical knowledge on the curatorial process, that help curators develop 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 relationships of the curator with artists, the art market, and the public, both inside 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 conception to writing wall texts, to designing the exhibition, and its educational program.

**ARTH-UH 2121J**
Museums in a Global Context
(Formerly MUSST-AD 215J)
Offered occasionally
Croslisted with Museum and Cultural Heritage Studies
Museums in a Global Context surveys the history and representational role of art museums, from their origins in cabinets of curiosity formed during the age of exploration to their global proliferation today. We will consider how Enlightenment collecting practices led to the development of the “universal museum” in an era of colonial expansion, and examine how this dominant model has expanded—and been challenged—over the past century. Among the issues to be discussed are the organization and display of art collections, the language and symbolism of museum architecture, the relationship of museums to other 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.

**ARTH-UH 2123**
Museums, Art and Society
Offered occasionally
Croslisted with Museum and Cultural Heritage Studies
Countries in Western Asia, Southeast Asia and China are witnessing a significant rise in the number of art museums as part of their urban regeneration. Focusing on examples from these regions, the course will examine the changing role and function of art museums in the 21st century offering a theoretical and practical understanding of the current discourse on contemporary art, social practice and the community. Students will meet with curators and administrators at art museums, galleries and alternative art spaces to analyze how art exhibitions and museum acquisitions are shaping art history and the relationships between the art institution and society. Class will gain an understanding of the forces that are shaping the UAE’s art history and its nascent art ecosystem.

**ARTH-UH 3190**
Directed Study: Art History
(Formerly VISAR-AD 298)
Offered by Application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

**MUSST-UH 1001**
Introduction to Museum Studies
Croslisted with Museum and Cultural Heritage Studies

**MUSST-UH 1002**
World Heritage Sites & Universal Collections
Croslisted with Art Crossroads Studies, Museum and Cultural Heritage Studies

**MUSST-UH 2001JX**
Sharing Heritage of the Arabian Trade Routes
Croslisted with Arab Crossroads Studies, Museum and Cultural Heritage Studies

**MUSST-UH 1008**
Artists’ Writing
Croslisted with Core: Art, Technology and Invention, Core: Cultural Exploration and Analysis

**MUSST-UH 1009**
Photography and Narrative
Croslisted with Core: Art, Technology and Invention, Core: Cultural Exploration and Analysis

**MUSST-UH 1303**
Iconoclasism
Croslisted with Core: Art, Technology and Invention, Core: Cultural Exploration and Analysis

**MUSST-UH 1060**
Photography and Narrative
Croslisted with Core: Art, Technology and Invention, Core: Cultural Exploration and Analysis

**MUSST-UH 1001**
Advanced Creative Writing: Documentary Forms
Prerequisite: LITCW-AD 110 or Instructor Consent
Croslisted with Literature and Creative Writing

**MUSST-UH 1002**
World Heritage Sites & Universal Collections
Croslisted with Art Crossroads Studies, Museum and Cultural Heritage Studies

**MUSST-UH 2001**
Sharing Heritage of the Arabian Trade Routes
Croslisted with Arab Crossroads Studies, Museum and Cultural Heritage Studies
Figuring Climate Change Across the Arts
Crosslisted with Film and New Media, Literature and Creative Writing, Theater, The Environment

ARTH-UH 2610
Global Renaissance
(Formerly VISAR-AD 167)
Offered occasionally
Prerequisite: ARTH-UH 1010 (VISAR-AD 102) or ARTH-UH 1011 (VISAR-AD 104)
Pre-1800 Europe/Americas
What does it mean to make Renaissance art history global? This interdisciplinary seminar will study the masterpieces and material culture produced during Europe’s first sustained overseas contact with the rest of the world in the early modern period (16th-18th centuries). Looking closely at the new categories and new geographies of objects fostered by the Portuguese, Spanish, Dutch and British maritime trade routes, this course will reconsider traditional approaches to art history and weigh the new methods and revisions these curatorial 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.

ARTH-UH 2611
Sensory Baroque
(Formerly VISAR-AD 173)
Offered occasionally
Prerequisite: ARTH-UH 1010 (VISAR-AD 102) or ARTH-UH 1011 (VISAR-AD 104)
Pre-1800 Europe/Americas
This course attempts to understand the trials and tribulations of an intellectual ideal via recent work in sensory studies, the art of excess understood in terms of the body’s corporeal and spiritual senses. The masterpieces of seventeenth-century Baroque art—the work of Bernini, Rembrandt, Rubens, Velázquez and Vermeer—will be considered from the perspective of style, iconology, allegory, philosophy, and social theory. Topics will include unity and overview, the sensual economy and its philosophy, and social theory. Topics will include 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 compare typefaces on real visual design layouts. We will see how typefaces can become visual metaphors of towns and nations—Johnston Underground is London—or marketing tools for the advertising industry. Typography and type design in the digital age will be investigated via practical exercises and printing workshops. The course will include calligraphy classes with the UAE State Calligrapher Mohammed Mandi at the National Theater Art Workshop, Abu Dhabi.

VISAR-UH 1112
 Foundations of Graphic Design
Offered spring
Crosslisted with Design
This immersive studio course combines practice and reflection through a project-based approach to graphic design. Students develop creative and collaborative design skills for problem solving. Lectures and readings address Western design history, contemporary Arabic graphic design, and cross-cultural design issues. Assignments focus on the design process from concept to distribution. Students will acquire proficiency with Adobe Creative Suite software.

VISAR-UH 1113J
Designing Abu Dhabi
(Formerly VISAR-AD 163J)
Offered occasionally
This course guides students through the many facets of graphic design and visual communication, working with the cross-cultural visual identity 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 for the Abu Dhabi context. Students become familiar with the design procedures at the core of successful visual identity systems, thus developing their skills in research methodologies, data gathering, analysis, decision making, brainstorming and creative solutions, team work and monitoring. Above all, the practical aspects of the course allow NYUAD students to contribute to the emerging Abu Dhabi design style.

ARTH-UH 1810X
Islamic Art and Architecture
(Formerly VISAR-AD 150X)
Offered occasionally
Crosslisted with Arab Crossroads Studies
Pre-1800 Islamic World
This course surveys the architecture, painting, and decorative arts of the Islamic world from North Africa to central Asia, between the 7th and 18th centuries. The highlights of Islamic art are presented chronologically and thematically in order to provide a basic understanding of the historical evolution and regional variation of Islamic art and a deeper appreciation of its major themes and concepts, including sacred space, palace culture, mysticism, calligraphy, and ornamentation.

ARTH-UH 2810
Silk Roads, Sea Routes and Shared Heritage
Offered fall
Crosslisted with Arab Crossroads Studies, History, Museum and Cultural Studies
This course will explore artistic production along the exchange routes often referred to as the Silk Road and related sea routes, stretching from China to the Mediterranean and beyond. Through the examination of key case studies, this course will introduce students to exchange patterns ranging from the 1st to the 18th century within Asia and Europe, as well as the Americas. We will discuss the transmission of new technologies along these routes, and with the resulting shifts in artistic production in areas such as painting, papermaking, weaving and ceramics. A special focus will be on the role of artists, traders and travelers in the Islamic world as dynamic innovators and active intermediaries within these exchanges. We will use textual and art historical sources from across this vast region to illuminate the effects of this history of contact.

HIST-UH 1120
Silk Roads Past and Present
Crosslisted with The Ancient World, Arab Crossroads Studies, History
ART PRACTICE ELECTIVES

VISAR-UH 1110 Types of Art: From Calligraphy and Stone Carving to Digital Type
(Formerly VISAR-AD 118)
Offered occasionally
Crosslisted with Design
Type Design is the art and craft of designing typefaces. From calligraphy and stone carving to digital type, the history of type recounts the discoveries and technological progress made through human inventions. While some typefaces are insignificant and forgotten, others will survive mankind, such as Futura engraved on the Apollo 11 plaque, left on the Moon. Some 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 compare typefaces on real visual design layouts. We will see how typefaces can become visual metaphors of towns and nations—Johnston Underground is London—or marketing tools for the advertising industry. Typography and type design in the digital age will be investigated via practical exercises and printing workshops. The course will include calligraphy classes with the UAE State Calligrapher Mohammed Mandi at the National Theater Art Workshop, Abu Dhabi.
Phases in the Visual Arts (Formerly VISAR-AD 201)

This course will study the new NYUAD campus and use it to explore allusions to contemporary and traditional approaches to the visual arts while developing their own skills in the photographic media. The course begins with an exploration of the origins of image-making, and then delves into the development of the medium since the 1960s. It will include discussions of the history of printmaking with hands-on learning, woodcut, linocut, screening and monotype. The focus will be on fine art printmaking. The technical aspects of each technique will be presented and then investigated through in-class demonstrations, readings, and lecture slides, all designed to tie the history of printmaking with hands-on learning. Success in this course depends on combining the development of aesthetic and technical competence with an awareness of the world outside the classroom. This is achieved through group critiques where students will learn to speak effectively about their own 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.

Sound Art (Formerly VISAR-AD 205)

This course will focus on production of an interactive project. Students will be given directions for what form the art project will take. The exercise 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 examine how the meaning of the artwork changes depending on method of presentation.

Directed Study (Formerly VISAR-AD 298)

Offered by application

Closely supervised individual research on a topic, developed with an individual faculty member, resulting in a substantial paper.

COTD-UH 1006J

Nomads

Crosslisted with Core: Arts, Design and Technology, Core: Art, Technology and Invention, Design

COTD-UH 1007

Wood

Crosslisted with Core: Arts, Design and Technology, Core: Art, Technology and Invention, Design

COTD-UH 1020

Wayfinding

Crosslisted with Core: Arts, Design and Technology, Core: Art, Technology and Invention, Design

COTD-UH 1022

Vision

Crosslisted with Core: Arts, Design and Technology, Core: Art, Technology and Invention, Design

FILM-UH 1010

Sound, Image, and Story

Crosslisted with Film and New Media

Core: Art, Technology, and Invention

COTD-UH 2108

To Make, To Show, To Tell—Presentation Matters

Core: Art, Technology, and Invention

Creating a portfolio of one’s photographs.

Interdisciplinary Projects in the Visual Arts (Formerly VISAR-AD 201)

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FILM-UH 1010

Sound, Image, and Story

Crosslisted with Film and New Media

Core: Art, Technology, and Invention

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Directed Study (Formerly VISAR-AD 298)

Offered by application

Closely supervised individual research on a topic, developed with an individual faculty member, resulting in a substantial paper.

COTD-UH 1006J

Nomads

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COTD-UH 1007

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COTD-UH 1022

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Crosslisted with Core: Arts, Design and Technology, Core: Art, Technology and Invention, Design

FILM-UH 1010

Sound, Image, and Story

Crosslisted with Film and New Media

Core: Art, Technology, and Invention

COTD-UH 2108

To Make, To Show, To Tell—Presentation Matters

Core: Art, Technology, and Invention

Creating a portfolio of one’s photographs.
Introduction to Interactive Media
Crosslisted with Film and New Media; Interactive Media; Media, Culture and Communication

CAPSTONE (ART HISTORY TRACK)

ARTH-UH 4000
Art History Capstone Seminar
(Formerly VISAR-AD 410)
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 year-long 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.

ARTH-UH 4001
Art History Capstone Project
(Formerly VISAR-AD 411)
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 year-long 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.

CAPSTONE (ART PRACTICE TRACK)

VISAR-UH 4000
Visual Arts Capstone Seminar
(Formerly VISAR-AD 400)
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 their 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-UH 4001
Visual Arts Capstone Project
(Formerly VISAR-AD 401)
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 their 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.
Film and New Media integrates filmmaking and new media with study of their histories, conventions, and practices. Students who have a love for moving images, regardless of their background in film or the arts, are encouraged to enroll. The only requirement is that they bring their passion, curiosity, and hard work to their pursuits. In return, Film and New Media students explore different forms of screen media, including live-action narrative, documentary, experimental animation, work with archival footage, and experiment in nonlinear and interactive formats. Students take studies and practice courses, and finish their degree with a Capstone project that reflects their interests and prepares them for a lifetime of understanding our image-saturated world.

Although films, television, web series, videogames, and other screen media are sometimes understood only in terms of entertainment, media artists have applied critical understandings of media's possibilities to make us laugh and cry, remember and dream, think and take action. They have combined centuries-old conventions from dance, music, theater, and visual arts, as well as cutting-edge methods of scientific inquiry and political analysis, to invite us to see the world with fresh eyes and reflect on our place in it. Film and New Media helps students to look at a big picture of media history ranging from pre-cinematic visual devices to virtual and augmented reality, and to learn how people across the globe have adapted technologies to convey their stories and questions—to move us emotionally or make us think critically.

Abu Dhabi is 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. Students engage with local and regional landscapes, people, and their histories to discover the vibrancy of the world around them. From fundamental Film and New Media classes through the culmination of their degree, the Capstone Project, this dialogue plays a critical role in students work and is part of what makes Film and New Media at NYU Abu Dhabi truly unique.

To bring imagination and ideas to reality, the program provides state-of-the-art equipment and facilities within the NYUAD Arts Center, supporting workflows on the latest digital platforms. Students gain access to the University's sound stages, post-production, and screening facilities—providing the cutting-edge technologies in an ever-changing medium to create meaningful works that have both emotional and intellectual impact. The NYUAD Library offers special collections of short and feature films from the adjacent regions and beyond.

Film and New Media is a lens through which we can embrace a multitude of subjects—history, literature, music, theater, science, and the environment, to name a few. Students learn ways to not only articulate their visions, but more importantly, develop their own unique points-of-view and voices. This process evolves over time and with life experience; the education at NYUAD is just the beginning. The Film and New Media program nurtures students to become the next generation of critical thinkers and image-makers—with the skills and confidence to turn their ideas into tangible results that reveal emotion and intelligence. In this spirit, students are prepared for creative and critical thinking that can include careers as filmmakers, scholars, curators, critics, educators, innovators, and leaders in film and new media industry, as well as a solid foundation for graduate and professional programs in a wide variety of disciplines and fields from business and law to arts and humanities. The program encourages students to explore all areas of the arts by requiring them to take one or more classes in other arts programs to deepen and broaden their understanding of their fields.

Study Away Pathway for Film and New Media

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 portal campuses in New York and Shanghai. With such diverse study-abroad options, majors have the freedom to span the globe, tailoring an education that truly best reflects their interests. Recommended semesters for study abroad are sophomore spring and junior fall. All Film and New Media majors are required to take Concepts in Film and New Media; Sound, Image and Story; Understanding MENASA Film and New Media; and Forms of Writing for the Screen before studying away. Film and New Media Practice track majors are also required to take Intermediate Filmmaking before studying away. Students in the Practice track are required to be on the NYUAD campus for the spring of their junior year and take FILMM-UH 3510 Capstone Seminar to develop the concept for their senior Capstone project. Students in the Studies track are required to be on the NYUAD campus for the fall of their senior year and take FILMM-UH 4110 Capstone Seminar to develop the concept for their senior Capstone project. The Film and New Media program strongly recommends that students count no more than two courses taken away from Abu Dhabi toward the major.

Major in Film and New Media

The major in Film and New Media emphasizes interdisciplinary and comparative approaches to film and new media. Students develop critical and interpretive skills for making and understanding
documentary, experimental, narrative, and interactive modes of film and new media and learn critical, historiographic, and theoretical methods for analyzing film, new media and their histories. The electives courses 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. They will also work with a Capstone advisor on an individual project.

Students must choose one of the following tracks within the major: Film and New Media Studies or Film and New Media Practice.

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

12 courses, distributed as follows:

<table>
<thead>
<tr>
<th>5 Required Courses: Sound, Image, and Story; Concepts of Film and New Media; Understanding MENASA Film and New Media; Forms of Writing for the Screen; Theories and Methodologies of Film and New Media</th>
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</thead>
<tbody>
<tr>
<td>4 Electives: from within the Film and New Media major</td>
</tr>
<tr>
<td>1 Elective: introductory-level Arts Studies course from another Art major (e.g., Art History, Interactive Media, Music, Theater, or Visual Arts)</td>
</tr>
<tr>
<td>2 Capstone Seminar (taken in Senior fall) and Capstone Project</td>
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**REQUIREMENTS FOR THE MAJOR IN FILM AND NEW MEDIA PRACTICE TRACK**

12.5 courses, distributed as follows:

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<tr>
<th>6.5 Required Courses: Sound, Image, and Story; Concepts of Film and New Media; Understanding MENASA Film and New Media; Forms of Writing for the Screen; Techniques for Safety and Production (half course); Intermediate Filmmaking; Advanced Filmmaking</th>
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</thead>
<tbody>
<tr>
<td>3 Electives: from within the Film and New Media major</td>
</tr>
<tr>
<td>1 Elective: introductory-level Arts Practice course in another Arts major (i.e., Interactive Media, Music, Theater, or Visual Arts)</td>
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**REQUIREMENTS FOR THE MINOR IN FILM AND NEW MEDIA**

4 courses:

<table>
<thead>
<tr>
<th>2 Required courses: Sound, Image and Story; Concepts of Film and New Media</th>
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<tbody>
<tr>
<td>2 Electives: from within the Film and New Media major</td>
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**SAMPLE SCHEDULE**

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

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>CONCEPTS OF FILM &amp; NEW MEDIA</td>
<td>SOUND, IMAGE, &amp; STORY</td>
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<td>January Term</td>
<td>GENERAL ELECTIVE</td>
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<th>Spring Semester</th>
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<tr>
<td>UNDERSTANDING MENASA FILM &amp; NEW MEDIA</td>
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<th>YEAR 2</th>
<th>Fall Semester</th>
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<td>FORMS OF WRITING FOR FILM &amp; NEW MEDIA</td>
<td>FILM &amp; NEW MEDIA ELECTIVE</td>
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<tr>
<td>January Term</td>
<td>GENERAL ELECTIVE</td>
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<tr>
<th>YEAR 3</th>
<th>Fall Semester</th>
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<tr>
<td>THEORIES AND METHODS</td>
<td>GENERAL ELECTIVE</td>
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<tr>
<td>January Term</td>
<td>GENERAL ELECTIVE</td>
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<th>YEAR 4</th>
<th>Fall Semester</th>
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<tr>
<td>CAPSTONE SEMINAR</td>
<td>GENERAL ELECTIVE</td>
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<th>Spring Semester</th>
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<td>CAPSTONE PROJECT</td>
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### FILM AND NEW MEDIA COURSES

#### COMMON REQUIRED COURSES

**FILMM-UH 1010**

**Sound, Image, and Story**  
(Formerly FILMM-AD 101)  
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-UH 1011**

**Concepts of Film and New Media**  
(Formerly FILMM-AD 102)  
Offered fall, spring  
Crosslisted with Art and Art History  
Recommended Prerequisite: FILMM-UH 1010  
This course introduces students to the rich and diverse history of film within the Middle East, North Africa, and South Asia as a context 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-UH 1012**

**Forms of Writing for the Screen**  
(Formerly FILMM-AD 104)  
Offered fall  
Crosslisted with Literature and Creative Writing  
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 inquiry that have been developed for film and new media in dialogue with other fields in the arts and humanities.

**FILMM-UH 1013X**

**Understanding MENASA Film and New Media**  
(Formerly FILMM-AD 104X)  
Offered spring  
Crosslisted with Arab Crossroads Studies; Media, Culture and Communication  
This course introduces students to the rich and diverse history of film within the Middle East, North Africa, and South Asia as a context 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.

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

**FILMM-UH 3110**

**Theories and Methodologies of Film and New Media**  
(Formerly FILMM-AD 232)  
Offered fall even years  
Recommended Prerequisite: FILMM-UH 1011 (FILMM-AD 103) or FILMM-UH 1013X (FILMM-AD 104X)  
Crosslisted with Media, Culture and Communication  
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.

### ADDITIONAL REQUIRED COURSE FOR FILM AND NEW MEDIA PRACTICE TRACK

**FILMM-UH 1510**

**Techniques for Safety and Production**  
(Formerly FILMM-AD 102)  
Offered fall, spring  
2 credits  
FILMMAKING is collaboration between highly specialized crafts. Students will learn how to
operate equipment and direct crew safely in multiple hands-on production scenarios. With these skills at their disposal, students will learn methods for executing creative choices from a technical perspective. By the end of the course, students will have abilities that not only allow them to operate safely and productively, but also allow for artistic growth and flexibility.

**FILM-UH 2510 Intermediate Filmmaking**  
(Formerly FILMM-AD 201)  
Offered fall  
Prerequisite: FILM-UH 1010 (FILMM-AD 101);  
Co-requisites or Prerequisites: FILMM-UH 1012 (FILMM-AD 105) and FILMM-UH 1510 (FILMM-AD 102)  

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

**FILM-UH 4510 Advanced Filmmaking**  
(Formerly FILMM-AD 301)  
Offered fall  
Prerequisite: FILM-UH 2510 (FILMM-AD 201) in this intensive course, Film and New Media majors will produce their Capstone short films. This course expands and nurtures the student's individual and unique voice as a filmmaker while providing the student with hands-on practice in communicating and managing a set effectively. Through exploring advanced directing techniques in various modes of fiction and non-fiction expression and with an emphasis on evolving emotional responses to dramatic situations and scenes, students will learn how to translate scripts and scriptments into impactful films. Students will learn the different roles and responsibilities of a film production crew and participating in all productions.

**FILM AND NEW MEDIA STUDIES ELECTIVES**

**FILM-UH 1110 Cinema and New Media**  
(Formerly FILMM-AD 149)  
Offered occasionally  
Crosstalked with Media, Culture and Communication  

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

**FILM-UH 1111 Frames of World Cinema: 1960 to present**  
(Formerly FILMM-AD 150)  
Offered occasionally  
Crosstalked with Museum Studies  

This course explores modern world cinema in the national, transnational, and global frames. It surveys a diverse set of national cinemas, major directors, noteworthy genres along with key debates on political parameters (national/transnational, global/local) and film historical issues (art cinema, feminism, Third Cinema, terrorism...). At the same time, theoretical investigation with screened films continues around universal themes from individual, familial, mythical levels of love, desire, power, psyche, etc. to sociopolitical and art management, artistic practices and social movements and attitudes, and conceptualizing and designing exhibitions.

**FILM-UH 1115 Docu-Fiction**  
(Formerly FILMM-AD 221)  
Offered occasionally  
Crosstalked with Museum Studies

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

**FILM-UH 1114 Stages of American Cinema: 1960 to Present**  
(Formerly FILMM-AD 155)  
Offered occasionally  
Crosstalked with Museum Studies

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

**FILM-UH 1116 Episodic Media**  
(Formerly FILMM-AD 223)  
Offered spring

This course examines innovations of the short format from the silent era through its serialization as episodes in long-form narrative, such as television and web series and multi-level 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 non-professional productions. Topics may include exhibition platforms from nickelodeons to social media, music videos, Brazilian and Mexican telenovelas, Indian mythological, Hollywood multiplex video-films, Turkish and Pakistani soaps, Ramadan serials, K-dramas, video mashups and GIFs, console video games, vlogs, global talent-shows and reality-television franchises, and animated series.

**FILM-UH 1117 War and Cinema**  
(Formerly FILMM-AD 157J)  
Offered occasionally  
Crosstalked with Peace Studies

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

**FILM-UH 1118 Introduction to Film and New Media Curating**  
(Formerly FILMM-AD 156)  
Offered occasionally  
Crosstalked with Museum Studies

This course introduces students to contexts of visual literacies, concepts, methods and technologies of designing and mounting exhibitions for varieties of locations ranging from cinema halls to art fairs, museums, 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, multiculturalism and cultural management, artistic practices and social movements and attitudes, and conceptualizing and designing exhibitions.

**FILM-UH 1119 Cinema and New Media**  
(Formerly FILMM-AD 233)  
Offered spring

FILM-UH 1119 gives students the opportunity to explore the history of film and media, and the ways in which they have evolved over time. While this course is designed to provide a broad overview of the history of cinema and media, it also highlights specific periods and movements that have had a significant impact on the industry. Students will learn about the technical and artistic developments that have shaped film and media, and how these changes have influenced society and culture. The course will also cover the ways in which film and media have been used to explore and question social, political, and economic issues. Overall, FILM-UH 1119 will provide students with a comprehensive understanding of the history of film and media, and how it has shaped our world today.

**FILM-UH 1120 Post-Modernism**  
(Formerly FILMM-UH 1120)  
Offered occasionally

This course examines the development of post-modernism in the visual arts, music, and literature. Students will explore the key concepts and ideas that define post-modernism, including the breakdown of traditional categories, the emphasis on deconstruction and recontextualization, and the blurring of boundaries between high and low culture. The course will also cover the ways in which post-modernism has influenced popular culture, from fashion and advertising to music and film. Overall, this course will provide students with a comprehensive understanding of the role of post-modernism in shaping contemporary society.

**FILM-UH 1121 An Introduction to Film Theory**  
(Formerly FILMM-UH 1121)  
Offered occasionally  
Crosstalked with Museum Studies

This course introduces students to the foundational concepts and theories that underpin the study of film. Students will explore the ways in which film has been used as a means of conveying political, social, and cultural messages, and will examine the ways in which film has been used to challenge and critique established social norms. The course will also cover the ways in which film has been used as a means of resistance against oppressive regimes, and will examine the ways in which film has been used to challenge and subvert dominant narratives. Overall, this course will provide students with a comprehensive understanding of the role of film in shaping society.
ACS-UH 2611X
War and Media in the Middle East
Crosslisted with Arab Crossroads Studies; Media, Culture, Communication, Peace Studies

CCEE-UH 1062
Everywhere is a Remixed
Offered fall
Crosslisted with Filmm and New Media

CCEE-UH 1064X
Crisis and Creativity
Crosslisted with Core: Cultural Exploration and Analysis, Core: Pathways of World Literature

HIST-UH 3316
African History through Film and Literature
Crosslisted with African Studies, History

THEAT-UH 1513
Making the Anthropo[s]cene: Figuring Climate Change Across the Arts
Crosslisted with Art and Art History, Literature, and New Media

FILM AND NEW MEDIA
PRACTICE ELECTIVES

FILM-UH 1513
Directing the Non-Actor: Singular Drama
(Formerly FILM-AD 216)
Offered in 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 an existential 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.

FILM-UH 1910
Docu-Fiction
(Formerly FILM-AD 233)
Offered in 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 interstitials are frequently incorporated into documentaries to realize an effect. 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 be divided into fiction and non-fiction story elements, reflecting on how each form complements the other.

FILM-UH 2510
Intermediate Filmmaking
(Formerly FILM-AD 201)
Offered in fall
Prerequisite: FILM-UH 1010 (FILM-AD 101). Prior Co-requisites: FILM-UH 1012 (FILM-AD 105) and FILM-UH 1510 (FILM-AD 102).
This course is designed to develop techniques and skills in generating ideas for short films that are shot on digital video and edited on nonlinear editing software. It will focus on strong visualization of story and camera techniques, as opposed to dialogue-based work. Students will develop skills in the elements of visual storytelling through the process of storyboarding and creating shot lists, then working in small crews to direct and shoot the projects. Students will gain knowledge of new photographic techniques, moving the camera dynamically, and the ways in which the craft of editing and sound design can be used to support story.

FILM-UH 3910
Directed Study
(Formerly FILM-AD 198)
Offered by application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

FILM-UH 3911
Guerrilla Filmmaking
Offered fall
Guerrilla Filmmaking involves students producing a portfolio of short films presented as a series of challenges, each involving a technical and a thematic constraint. The aim of the course is for students to gain experience in making short films at little to no expense and in a short time frame. The outcome should be, then, that students gain an increased comfort in both audiovisual self-expression, working not against but with budget limitations. Meanwhile, they also will gain practical experience in problem-solving and working to deadlines. Furthermore, the course situates the student’s portfolio of short films within a history of low-budget, ‘guerrilla’ filmmaking—looking at examples from places as diverse as Europe, North America, Latin America and Asia. Finally, the course relates these films to classic and theoretical writings on guerrilla filmmaking, with a special emphasis on the politics and ethics of working with micro-budgets. That is, students do not just make, but are also invited to reflect upon what it means to make guerrilla films.
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FILMM-UH 4510 Advanced Filmmaking (Formerly FILMM-AD 301) 
Offered fall
Prerequisite: FILMM-UH 4510 (FILMM-AD 201) 
In this intensive course, Film and New Media majors will produce their Capstone short films. This course expands and nurtures the student’s individual and unique voice as a filmmaker while providing the student with practice in communicating and managing a set effectively. Through exploring advanced directing techniques in various modes of fiction and non-fiction expression and with an emphasis on evoking emotional responses to dramatic situations and scenes, students will learn how to translate scripts and scriptments into impactful films. Students will learn the different roles and responsibilities of a film production by crewing and participating in all productions.

CADT-UH 1000 Interdisciplinary Collaborative Projects Crosslisted with Core: Arts, design and technology; Interactive Media; Music

IM-UH 1010 Introduction to Interactive Media Crosslisted with Art and Art History, Interactive Media; Media, Culture and Communication

IM-UH 2111 Experiential Video Art Crosslisted with Interactive Media

MUSIC-UH 2215 Designing Sound for Scene and Screen Crosslisted with Music, Sound and Music Computing, Theater

THEAT-UH 2115 Directing the Actor Crosslisted with Theater

CAPSTONE

FILMM-UH 3510 Film and New Media Practice Capstone Seminar (Formerly FILMM-AD 390) 
Offered spring
Required for FNM Practice. The Capstone Seminar 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 scriptment.

FILMM-UH 4110 Film and New Media Studies Capstone Seminar (Formerly FILMM-AD 400) 
Offered fall
The Capstone Seminar 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 in (a) writing a research paper that explores a historical, cultural, or theoretical question related to film and new media broadly conceived and (b) making an accompanying creative or curatorial project. Such projects must include screen media, such as micro-short films, interactive installations or locative media that involve mobile apps or projection, or take the form of a prototypes for multi-level videogames or interactive narrative or documentary projects. Creative projects must engage with the student’s academic research into both the content and form of their creative project. This course will not include technical instruction. In coordination with their Capstone adviser, students will develop a proposal to be presented to the faculty.

FILMM-UH 4901 Film & New Media Capstone Project (Formerly FILMM-AD 401) 
Offered spring
The Capstone Projects course in Film and New Media provides seniors with the opportunity to complete a Capstone project, which ranges in form from a research paper to time-based media (narrative, documentary, experimental) or digital object involving an installation or performance (video art, new media art, video game, mobile app, locative media)—or a combination of these forms. The course focuses on identifying and articulating the objective of each student’s project through editing, self-assessment, and peer review. Ongoing emphasis will be placed on a writing portfolio, which will include critical analysis of arts practice or a conference version of a research paper. The course prepares students for a defense of the project before a faculty panel and a public presentation of the project. The course also explores topics of interest to future graduates, including festivals, programming, research, and graduate programs.
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 World,
- the Asia-Pacific World,
- the Indian Ocean World, and
- the Mediterranean, Black, and Caspian Sea Worlds.

All history courses address topics and questions applicable to contemporary problems and concerns, from a variety of global perspectives, including: the origins of war and peace; the development of capitalism and its alternatives; the making and unmaking of socioeconomic, racial, and gender inequality; processes of environmental change and efforts at conservation and sustainability; changing understandings of the body and approaches to public health and medicine; the dynamism and complexity of cities; the innovation and spatial and temporal travel of novel ideas, designs, and artistic and literary forms; 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 spring), and a minimum of seven additional elective courses, which build a foundation and framework for global historical understanding as well as area specialization. Students are 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 a student to create historical knowledge for their capstone project, a two-semester sequence taken during the senior year and 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 take Writing History, 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

11 courses, distributed as follows:

- 2 Required courses: History and Globalization; Writing History
- 7 Electives*, including 2 1000-level courses (“Regional Perspectives on World History”)  
  1 2000-level courses (“Global Thematic”)  
  4 3000-level courses (selected from at least three of the four curricular zones: Asia-Pacific; Atlantic World; Indian Ocean; and Mediterranean, Black, and Caspian Sea Worlds)
- 2 Capstone Seminar and Project

*At least one of the seven electives must have a pre-1800 designation.

### 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:

- 4 courses, distributed as follows:  
  1 History and Globalization, or a Global thematic course  
  3 Electives, including at least one 1000- and one 3000-numbered course

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### HISTORY

**SAMPLE SCHEDULE**

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

#### YEAR 1

- **Fall Semester**
  - **REGIONAL PERSPECTIVES ELECTIVE**
  - **GENERAL ELECTIVE**
  - **GENERAL ELECTIVE**
  - **COLLOQUIUM**
  - January Term

- **Spring Semester**
  - **REGIONAL PERSPECTIVES ELECTIVE**
  - **GENERAL ELECTIVE**
  - **CORE**
  - **FIRST-YEAR WRITING SEMINAR**

#### YEAR 2

- **Fall Semester**
  - **HISTORY AND GLOBALIZATION**
  - **GENERAL ELECTIVE**
  - **GENERAL ELECTIVE**
  - **CORE**
  - January Term

- **Spring Semester**
  - **GLOBAL THEMATIC ELECTIVE**
  - **GENERAL ELECTIVE**
  - **CORE**
  - **COLLOQUIUM**

#### YEAR 3

- **Fall Semester**
  - **HISTORY REGIONAL ELECTIVE**
  - **HISTORY REGIONAL ELECTIVE**
  - **CORE**
  - January Term

- **Spring Semester**
  - **WRITING HISTORY**
  - **HISTORY REGIONAL ELECTIVE**
  - **GENERAL ELECTIVE**
  - **GENERAL ELECTIVE**

#### YEAR 4

- **Fall Semester**
  - **CAPSTONE SEMINAR**
  - **HISTORY REGIONAL ELECTIVE**
  - **GENERAL ELECTIVE**
  - **GENERAL ELECTIVE**

- **Spring Semester**
  - **CAPSTONE PROJECT**
  - **GENERAL ELECTIVE**
  - **GENERAL ELECTIVE**
  - **GENERAL ELECTIVE**
HISTORY COURSES

REQUIRED COURSES

HIST-UH 1010 History and Globalization
(Formerly HIST-AD 101)
Offered fall
Recommended prerequisite: Sophomore standing
Crosslisted with Core: Structures of Thought and
Society

HIST-UH 3010 Writing History
(Formerly HIST-AD 102)
Offered spring
Recommended prerequisite: Junior standing
How is history written? This course offers a
survey of the major theories and practices that
have defined history as a scholarly discipline,
and how we understand the past fifty years.

HIST-UH 1105 Africa in the World
(Formerly HIST-AD 150)
Offered fall
Crosslisted with African Studies
Pre-1800
This course is a broad survey of African history. The
course will explore the African past in its
diversity. Students will explore the continent’s
cultural and religious diversity, providing an
understanding of the world’s second-largest
region. The course will focus on the impact of
the slave trade and the Atlantic slave trade, as
well as the trajectory of African history in the
modern world. Students will also gain experience
in the use of historical sources and regional
and oral sources in the writing of history.

HIST-UH 1110 Colonial Latin America and the Atlantic World
(Formerly HIST-AD 156)
Offered spring even years
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, highlighting
important international and global connections that
shaped this region’s cultural, social, and political
diversity. Specific topics covered include
Pre-Columbian worlds, Indian-European confrontations
and negotiations, the Catholic Church and popular
religiosity, patriarchy and honor codes, racial
identity, and slavery. The course will also
examine the development of anti-colonial struggles,
emerging identities, and political identity transfers.

HIST-UH 1115 Global Asia
Offered spring odd years
Pre-1800
This course focuses on intra-Asian interactions
and Asia’s connections to other parts of the world
from the early modern period to the contemporary
times. It examines how these interactions and
capitalism, anti-colonial struggles, imperial rivalry,
reform and decline, as well as colonial legacies.

GLOBAL THEMATIC ELECTIVES

HIST-UH 2110 Global Cold War
(Formerly HIST-AD 110)
Offered spring 2018
The subject of this course is the Cold War as
global conflict. The course focuses on Europe and
the Global South, as well as the Soviet Union and
the Cold War, as well as postcolonial and
international politics and diplomacy, nuclear
rivalry and the culture of the bomb, Cold War economic
competing and development policies, and
the impact of the Cold War on culture and gender
in various countries.
This course explores the historical relationships between globalization, 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 unexplainable from Chinese history, or in the more recent decades of double-digit economic growth? Are there solutions? Are there better ways of asking the question? This course will look closely at the benefits, consequences, and costs of economic growth to society, ecology, and environment in China. The focus on in present dilemmas, examined through an historical perspective.

HIST-UH 3112 Asian Borderlands
(Formerly HIST-AD 148)
Offered fall even years Pre-1800
How do we study peoples and places without states, societies that lie within the “borderlands” separating larger powers? This course considers these questions through a case study of the region that appears on no world map but which some scholars now call “Zomia,” located in the borderlands of upland mainland Southeast Asia and Southwest China. We will ask fundamental questions about what defines a border and develop a sophisticated interpretive toolkit for creating new knowledge about borderlands in Asia. Course readings include historical maps and travelogues, memoirs, foundational and revisionist and politicized accounts of upland communities, and recent attempts to write the history of this “non-place.” The course tests the heuristic limits of key analytical categories like nation, state, and citizenship, and explores alternative notions of political and cultural community.

REGIONAL COURSES: ASIA-PACIFIC WORLD

HIST-UH 3110 Economic Development and Environmental Change in China
(Formerly HIST-AD 147)
Offered fall even years Crosslisted with The Environment
Course topics may include: 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 unexplainable from Chinese history, or in the more recent decades of double-digit economic growth? Are there solutions? Are there better ways of asking the question? This course will look closely at the benefits, consequences, and costs of economic growth to society, ecology, and environment in China. The focus on in present dilemmas, examined through an historical perspective.

HIST-UH 3290 Technology and Asian Pacific History
(Formerly HIST-AD 144)
Offered occasionally
Course topics may include: the Mongols; connected and interrelated histories of Tang-Silla relations; food in Asia-Pacific history; histories of Vietnam, Cambodia and Laos; Asian diasporas past and present; histories of Asia-Pacific Islanders; popular culture in China, Korea, and Japan; and others.

HIST-UH 3314 Russia’s Multiethnic Empire
(Formerly HIST-AD 142)
Offered occasionally
What was it that kept the Russian empire together for centuries? This course is designed as a survey of Russia’s multiethnic empire from the conquest of the Khanate of Kazan to the early Soviet-era formation of the “affirmative action empire.” Topics to be covered include patterns of imperial expansion, gender and the nature of autocratic authority, religious institutions and practices, colonialism, intellectual debates and key thinkers, serfdom and emancipation, radicalism and the revolutions of 1905 and 1917, early Soviet nationalities policies, the “New Soviet Person,” and revolutionary culture.

HIST-UH 3318 US Foreign Policy since 1898
(Formerly HIST-AD 184)
Offered fall even years Crosslisted with Political Science
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.” It will analyze the country’s ascent to become both an industrial and political global player by the end of the 19th century. It will assess the economic and financial power during the first half of the 20th century, its global military presence during/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 dimensions 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. For students interested in international relations and foreign policy, as well US history, politics, and culture.

ACS-UH 2413.XX Arab Crossroads in China
Crosslisted with Arab Crossroads Studies
Pre-1800
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.” It will analyze the country’s ascent to become both an industrial and political global player by the end of the 19th century. It will assess the economic and financial power during the first half of the 20th century, its global military presence during/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 dimensions 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. For students interested in international relations and foreign policy, as well US history, politics, and culture.

HIST-UH 2111 Global Environmental History
(Formerly HIST-AD 111)
Offered fall 2020 Crosslisted with The Environment
What are the major causes of deforestation, pollution, extinction, and where and when 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. In exploring 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-UH 2112 Global Health Histories
(Formerly HIST-AD 112)
Offered occasionally
What are the major causes of epidemics and pandemics including HIV/AIDS, ebola, malaria, bubonic plague, cholera, diabetes and cancer? When, where, and why did these diseases, among others, establish themselves in humans and spread? What can history teach us about the most effective ways to reduce the number of lives that they claim? This course explores the historical relationships between globalization, economic development, and public health and medicine. It highlights important connections between the ways in which people understand the underlying causes of sickness—explanations that are at once cultural and political—and the particular approaches to healing and disease prevention that they adopt. Paying special attention to these dynamics in the global Gulf, students consider both biomedical approaches and those conventionally classified as “traditional” and “folk” medicine.

HIST-UH 2113 Global Sixties
(Formerly HIST-AD 114)
Offered spring 2020
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 affiliations and dissent as well as global imaginaries. Taking into account the aesthetics and performativity of protest, the course examines the role of cultural movements, the media, visual representations, lifestyle and fashion, the politics of memory, and the impact of dissent on political decision-makers and society at large.

(Formerly HIST-AD 117)
Offered fall 2020 Crosslisted with Urbanization
This course explores the emergence of the “modern city” in three significant urban centers (Paris, Istanbul, Berlin) in relation to the demographic, economic, and political pressures of the nineteenth and twentieth centuries. Attention is given to the foundations of community, the changing uses of public space, the appearance of new strategies of urban planning, and the contested process of defining the “modern” within a specific local culture.

HIST-UH 2115 World War II in Global Perspective
(Formerly HIST-AD 120)
Offered fall 2020 Crosslisted with Peace Studies
The Second World War was the most destructive in human history and has become a touchstone for historical understanding in the postwar period. This course seeks to examine not only the strategic decisions of major belligerent states (Germany, the Soviet Union, Japan, Britain and the United States), but also the transformative power of the war in societies across the globe. Course topics will include the experience of soldiers and civilians, the mobilized populations within far-flung empires, the use of new weapons and occupation strategies, and the critical social and political consequences of the war on populations across Europe, Asia, Africa, America, and the Middle East.

HIST-UH 2290 Topics in Global History
(Formerly HIST-AD 115)
Offered occasionally
Course topics may include: slavery; world history of science and technology; global history of women and gender; performativity; global revolutions; history of the modern city; empire and globalization; the industrial age; consumption and modernity; pirates and piracy in world history; opium; and others.

HIST-UH 2390 Topics in Asian Pacific History
(Formerly HIST-AD 143)
Offered occasionally
Course topics may include: the Mongols; connected and interrelated histories of Tang-Silla relations; food in Asia-Pacific history; histories of Vietnam, Cambodia and Laos; Asian diasporas past and present; histories of Asia-Pacific Islanders; popular culture in China, Korea, and Japan; and others.
The course explores the relationship between arts and politics in modern Latin America. It focuses on the role played by the arts in some of the region’s main political processes, such as state formation, revolutions, and modernization. The course traces the intellectual and social repercussions of theater plays, music, literature, and the visual arts in Latin American societies. Specific themes include baroque and neoclassical poetics, nationalism, modernism, race and ethnicity, avant-gardes, memory, and truth.
This course focuses on love in Africa, from the late 19th Century to the present. By doing so, the course introduces Islam to a multiplicity of themes in African history, from the history of gender and sexuality to popular culture, generational conflicts, and the AIDS epidemics. Studying love is central to understanding how Africans have imagined and lived their lives as gendered individuals and members of their societies, often in the face of oppressive colonial regimes and strenuous living conditions. This course will view love in various declensions: as an emotion and expression of intimacy (the notion of romantic love), as virtue (love in theological and political discourses), as a set practices at the chore of conjugal and sexuality, and as an object of debate in the public sphere. Students will learn how to historicize affects and their relationships to society, politics, and economy. The course will read primary sources, watch movies, and discuss recent academic works that will help us understand change and continuities in how individuals and communities across Africa have defined, debated, and experienced love.

HIST-UH 3510 X Muslims in African History (Formerly HIST-AD 131X) Offered fall 2019 Crosslisted with African Studies, Arab Crossroads Studies The objective of this course is to trace and understand the history of Islam as a religious tradition and Muslim societies in Africa as part of a larger world. This course surveys the history and historiography of Islam in Africa from its arrival in North Africa in the seventh century through the present day in postcolonial Africa while also paying attention to continuing points of contact and exchange between Muslims in Africa across the Sahara as well as the Atlantic and Indian Ocean worlds. Students will examine the history of Islam in Africa in light of issues such as conversion, interactions with other traditions, reform movements, slavery and race, education, gender, European colonial rule, and postcolonial politics. Possible sources for the course include Arab geographical and travel accounts, juridical texts debating social categories of race, slavery and gender, regional chronicles reflecting the interface between Islam and local African religious traditions, colonial reports revealing fears of Islam as a unifying force across empires, and audio recordings of religious sermons.

HIST-UH 3315 African History through Film and Literature (Formerly HIST-AD 154) Offered occasionally Crosslisted with African Studies, Film and New Media This course introduces students to the major themes of African history through film, literature, and music. Beginning with recordings of oral tradition originating in the early empire of Mali, students will read fiction and primary sources, watch movies, and discuss recent academic works that will help us understand change and continuities in how individuals and communities across Africa have defined, debated, and experienced love.

HIST-UH 3316 Islam in the Indian Ocean World (Formerly HIST-AD 124X) Offered spring even years Crosslisted with Arab Crossroads Studies Why do most of the world’s Muslims live in the Indian Ocean world—a region often referred to as the ‘cradle of globalization’? How, specifically, did Islam spread in relation to the extension and intensification of agriculture and trade? What diverse forms have Islamic ideas, institutions, practices, and subjectivities taken in this expansive world region? What, additionally, is the relationship between Indian Ocean Muslims’ beliefs and practices and those of the followers of other religions including Hinduism, Buddhism, and Christianity? This course addresses these questions by engaging with cutting-edge scholarship from the fields of global, Indian Ocean, and Islamic history, as well as a wide variety of primary source materials. Throughout, students also probe the relationship between power and the production of knowledge about Islam.

HIST-UH 3317 Science and the Sea (Formerly HIST-AD 179J) Crosslisted with Arab Crossroads Studies Pre-1800 This history course is a journey—both a physical one from the Gulf to the Malabar region of India, and an intellectual one exploring the historical relationship between human interaction with the Arabian Sea and the development of the sciences of astronomy, meteorology, geography, pharmacology and medicine. The course features sailors, fishermen, farmers and other ordinary social groups in a collective search for knowledge that contributed to both the production and the practice of these sciences. It additionally explores the Arabian Sea as an "information super-highway" for the cross-cultural movement and exchange of scientific knowledge, institutions, and practices—considering connections and comparisons between the interior and coastal landscapes of today’s UAE, Oman and Kerala, in particular. The course concludes by assessing the extent to which Europeans became dependent upon, and worked to remake and redefine, both the Arabian Sea’s science and the stories that we tell about its history. This course is taught by Lauren Minsky of NYUAD and Eric Staples of Zayed University, and involves sailing, camping, and traveling with very basic facilities. Note: This course counts as a Study Away J-Term and is open to NYUAD students only. It is taught entirely in Oman and on the boat, including overnight accommodation and meals on the boat.

HIST-UH 3690 Topics in Indian Ocean History (Formerly HIST-AD 129) Offered occasionally Crosslisted with Arab Crossroads Studies Course topics may include: Southern Africa; trading networks of the Indian Ocean; colonialism, imperialism, and nationalism in the Middle East; the Indian Ocean seaborne empire; Iberia past and present; Southeast Asia; and others.

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This seminar explores the involvement of the American and Soviet policy and public debates. 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 then compare Russian and Ottoman civilizing missions, imperial nationalisms, 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 modernization projects transformed identity, gender, and religion in Central Asia and the Middle East.

HIST-UH 3710
Central Asia and the Middle East (Formerly HIST-AD 173)
Offered fall 2018
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 then compare Russian and Ottoman civilizing missions, imperial nationalisms, 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 modernization projects transformed identity, gender, and religion in Central Asia and the Middle East.

HIST-UH 3711
Cold War in the Middle East (Formerly HIST-AD 178)
Offered occasionally
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—and 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-UH 3713
Russia's Multiethnic Empire
(Formerly HIST-AD 142)
Offered occasionally
What was it that kept the Russian empire together for centuries? This course is designed as a survey of Russia's multiethnic empire from the conquest of the Khante of Kazan to the early Soviet-era formation of the “affirmative action empire.” Topics to be covered include patterns of imperial expansion, gender and the nature of autocratic authority, religious institutions and practices, colonialism, intellectual debates and key thinkers, serfdom and emancipation, radicalism and the revolutions of 1905 and 1917, early Soviet nationalities policies, the “New Soviet Person,” and revolutionary culture.

HIST-UH 3890
Topics in Mediterranean History
(Formerly HIST-AD 176)
Offered occasionally
Topics may include history of Egypt; the Roman Empire; religion and culture from Alexander to Muhammad; Venice and the Mediterranean; premodern science; Western expansion in the Eastern Mediterranean, 11th–15th centuries; Napoleon; modern Greek history; Israel and Palestine; and others.

ACS-UH 1012X
Emergence of the Modern Middle East
Crosslisted with Arab Crossroads Studies, Arab Music Studies
ACS-UH 1410X
Making of the Muslim Middle East
Crosslisted with Arab Crossroads Studies
ACS-UH 2410X
Paradise Lost: Muslims, Christians and Jews in Al-Andalus
Crosslisted with Arab Crossroads Studies
ACS-UH 2411X
Heritage, History and Memory in the Modern "Middle East"
Crosslisted with Anthropology, Arab Crossroads Studies, Museum and Cultural Heritage Studies
ACS-UH 2412XJ
Interwoven Pastas of Spain and Morocco
Crosslisted with Arab Crossroads Studies Pre-1800
ACS-UH 2414X
Jews in the Muslim World in the Middle Ages
Crosslisted with Arab Crossroads Studies Pre-1800
ACS-UH 2418X
Nationalism in the Middle East
Crosslisted with Arab Crossroads Studies
AW-UH 1110
Ancient Empires
Crosslisted with The Ancient World Pre-1800
AW-UH 1113X
Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period Crosslisted with Arab Crossroads Studies, The Ancient World Pre-1800
CSTS-UH 1052X
History and the Environment: The Middle East Crosslisted with Arab Crossroads Studies, New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society
ECON-UH 2451X
Economic History of the Middle East Prerequisites: SOCS-UH 1111 (ECON-AD 101) or Economics Placement Test Crosslisted with Arab Crossroads Studies, Economics

TOPICAL RESEARCH
HIST-UH 3910
Directed Study
(Formerly HIST-AD 298)
Offered by Application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

CAPSTONE
HIST-UH 4000
Capstone Seminar
(Formerly HIST-AD 400)
Offered fall
The History Capstone Seminar guides students through the capstone writing process. The course helps students identify the challenges of conducting long-term historical research and writing and develop strategies for meeting those challenges. Course assignments help students complete the project in stages, in collaboration with each student's capstone advisor, and clarify the specific expectations for submitting a polished work of historical scholarship for review. The course combines writing workshops and individualized review sessions with structured time for research and writing.

HIST-UH 4001
Capstone Project
(Formerly HIST-AD 401)
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, taken in the first semester of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students define a thesis topic of their choice, develop a bibliography, read broadly in background works, and begin their research. In the tutorial, students work on a one-to-one basis with a faculty director to hone their research and produce successive drafts of a senior thesis. The capstone experience culminates in the public presentation of the senior thesis. Students may also elect to participate in a College Capstone Project with students majoring in other disciplines in the arts, and the natural and social sciences. Collaborating students work with a faculty member to define the overall goals of the Capstone Project, as well as the particular goals of each participant.
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, adaptation, and circulation. Unlike many college literary curricula that restrict majors to the study of works in a single language or from a specific national tradition, this major aims to engage students in critical conversations that cut across fields and in doing so help to rethink the very foundations of literary studies.

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

The Literature and Creative Writing 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.

Students in both tracks take five required courses, which explore the interplay between reading, scholarship, and creative practice: Literary Interpretation; Foundations of Literature I: Epic and Drama; Foundations of Literature II: Lyric Poetry and the Novel; Introduction to Creative Writing; and Problems and Methods in Literary Studies.

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 creative track take three creative writing electives and two 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 students must take one 3000-level course and may count only one course with a core curriculum course number (e.g. CADT-UH 1021) for elective credit. All seniors enroll in two semesters of Capstone Workshop in addition to intensive study with a faculty advisor on the project.

Literature and Creative Writing majors who plan to study abroad should use the sophomore year to explore the breadth of NYU’s global liberal arts curriculum and to seek courses that complement their literary studies. Students who choose to apply for a second semester abroad should do so in consultation with an advisor who will help them take into account possible capstone topic or other academic endeavor. All students planning to be away in spring of junior year should meet with the Literature and Creative Writing Program Head in fall semester to establish a preliminary capstone plan. Students are encouraged to pursue language studies as a complement to the major and we recommend that where possible students take at least one course that focuses on the literature of the host country.
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 one 3000-level literature course. Electives may include an additional creative writing course and no more than one course cross-listed from the Core.

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

Note: Electives may include no more than once course cross-listed from the core and must include at least one 3000-level course.

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

**SAMPLE SCHEDULE**

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LITERATURE AND CREATIVE WRITING COURSES

REQUIRED COURSES

LITCW-UH 1003
Introduction to Creative Writing
(Formerly LITCW-AD 110)
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 modes of analysis, from the formal to the historical. The course emphasizes the writing and revision strategies necessary to produce sophisticated literary analysis.

LITCW-UH 1000
Literary Interpretation
(Formerly LITCW-AD 100)
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 modes of analysis, from the formal to the historical. The course emphasizes the writing and revision strategies necessary to produce sophisticated literary analysis.

LITCW-UH 1001
Foundations of Literature I: Epic and Drama
(Formerly LITCW-AD 103)
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; a comparison between literature and other forms of art. Each unit of the course is constructed around an anchoring text or texts that will be contextualized both historically and generically through a wide range of primary and secondary readings.

LITCW-UH 1002
Foundations of Literature II: Lyric Poetry and the Novel
(Formerly LITCW-AD 104)
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 generically through a wide range of primary and secondary readings.

LITCW-UH 1003
Introduction to Creative Writing
(Formerly LITCW-AD 110)
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 modes of analysis, from the formal to the historical. The course emphasizes the writing and revision strategies necessary to produce sophisticated literary analysis.

LITCW-UH 3000
Problems and Methods of Literary Studies
(Formerly LITCW-AD 105)
Offered fall, spring
This course develops students' understanding of the central questions and problems that drive literary studies, and examines these questions from both scholarly and creative vantage points. Drawing on the long history of poetics, philosophy, and critical practice, the course considers such questions as: What is literature? What is a text? What does it mean to read and/or write 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? Students will read widely, from primary and secondary texts, and will explore a range of creative and scholarly practices in order to develop their own critical and/or creative skills.

INTRODUCTORY LITERATURE ELECTIVES

LITCW-UH 1000
World Literature
(Formerly LITCW-AD 129)
Offered occasionally
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 generically through a wide range of primary and secondary readings.

LITCW-UH 1151
Global Traffic: Fictions & Films of Place and Space
(Formerly LITCW-AD 108)
Offered occasionally
This course examines the acceleration of transportation and information technologies, transforming the experience of distance, producing perceptions of proximity and inter-connectedness across nations. It explores migrants’ movement and simultaneity, blurring boundaries between “real” and “virtual” worlds. Through texts emphasizing home, homelessness, migration, diaspora, transnationalism, and tourism, the course examines how literature, film, games, graphic novels, and new media guide readers in this new landscape by charting new concepts of space and place, community, and global citizenship.

LITCW-UH 1160
Global Women Writing
(Formerly LITCW-AD 114)
Offered occasionally
This course explores the literary practices of women from around the world, focusing on the work of writers who have been well-canonized as well as important writing that has been more or less forgotten. The course will address the complexities of creating a single unified tradition of “women writers,” as well as the question of whether such a unified tradition is even useful. The course will also explore questions of voice, genre, tradition, and language.

Elective Courses Cross-listed from the Core Curriculum

NOTE: Students may count one elective course that is cross-listed from the Core Curriculum toward the major requirements, so long as the course is not also being used to fulfill the Core requirements. See the Core Curriculum section of the Bulletin for course descriptions.

CADD-UH 1021
Art of Narrative Science
Core: Art, Technology and Invention; Core: Arts, Design and Technology

CADD-UH 1027
Questioning and Writing the Self: Memoir and Anti-memoir
Crosslisted with Core: Arts, Design and Technology; Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis; Core: Pathways of World Literature

CCEA-UH 1009
A Thousand and One Nights
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature

CCEA-UH 1101
Law and the Imagination
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature, Legal Studies

CCEA-UH 1012
Doubt and Masks
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature, Theater

CCEA-UH 1014
Money and the Good Life
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature

CCEA-UH 1019
Novels That Changed the World
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature

CCEA-UH 104A
Myth, Magic, and Representation of Childhood
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature
CCEA-UH 1047 | Utopias and Dystopias
Crosslisted with Core: Cultural Exploration and Analysis; Pathways of World Literature

CCEA-UH 1055 | Global Shakespeare
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature, Theater

CCEA-UH 1056 | Tragedy
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature

CCEA-UH 1057 | Our Monsters, Ourselves
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1059X | Postcolonial Turn
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature

CCEA-UH 1060 | Photography and Narrative
Crosslisted with Art and Art History; Core: Art, Technology, and Invention; Core: Cultural Exploration and Analysis

CCEA-UH 1063 | Literary Translation
Crosslisted with Core: Cultural Exploration and Analysis

Elective Courses Cross-listed from Other Programs:

ACS-UH 1011X | Introduction to Modern Arabic Literature
Crosslisted with Arab Crossroads Studies; Arab Music Studies

ANTH-UH 2113 | Memoir and Ethnography: Understanding Culture Through First-Person Narrative
Crosslisted with Anthropology, Social Research and Public Policy

THEAT-UH 1513 | Making the Anthropo[s]cene: Figuring Climate Change Across the Arts
Crosslisted with Art and Art History; Film & New Media, Theater, The Environment

THEAT-UH 1514 | African Women Playwrights
Crosslisted with African Studies, Theater

ADVANCED LITERATURE ELECTIVES

LITCW-UH 2310 | History of Drama and Theater
(Formerly LITCW-AD 116)
Offered occasionally
Crosslisted with Theater
Examines selected plays central to the development of world drama, with critical emphasis on a cultural, historical, and theoretical analysis of these works. Texts are drawn from the major periods of Greek and Roman drama; Japanese classical theater; medieval drama; theater of the English, Analytic, and Spanish Renaissance; French neoclassical drama; English Restoration and 18th-century comedy; and Russian dramatic traditions. Styles to be considered include romanticism, naturalism, realism, antirealism, and postcolonial theater.

LITCW-UH 2311 | Classical Literature and Its Global Reception
(Formerly LITCW-AD 111)
Offered occasionally
Crosslisted with The Ancient World
An introduction to three genres of literature from the ancient Greco-Roman world—drama, epic, and lyric poetry—together with an investigation of their continuing impact on the modern world.

LITCW-UH 2312X | Masterpieces of Pre-Modern Arabic Literature in Translation
(Formerly LITCW-AD 140X)
Offered occasionally
Crosslisted with Arab Crossroads Studies
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 literature. Students will also learn about the major approaches to the study of this literary tradition, while immersing themselves in its rich language, imagery and historical moment. Readings include selections from: pre-Islamic heroic poetry; Umayyad love poetry; Abbasid courtly poetry and its influence on the Andalus; liberation poetry; and all its registers from the early Abbasid to the Mamluk period. Prosè literature will include the Qur‘an; hadith; apocrypha of the prophets; picaresque maqāmāt; The Arabian Nights; and proto-novels from the 19th century.

LITCW-UH 2313J | Tales that Travel: Storytelling and Storytellers in Eurasia, 10th-16th centuries
(Formerly LITCW-AD 133J)
Offered January odd years
Pre-Modern
Long before modern media sent stories around the world at lightning speed, good tales traveled. This course explores the travel of tales and considers the ways in which a common culture of story and storytelling can be found throughout pre-modern Europe, Middle East, South and East Asia. Drawing on stories and scholarship from many different traditions, it examines the role of storytelling in human culture, discusses the performance and circulation of stories, and reflects on examples of the types of tales that traveled—including tales of origin, of wisdom (and folly), of trickery (and truthfulness), of success (and failure), of youth and age, of love and the battle of the sexes—and many others.

LITCW-UH 2320 | Reading Dramatic Literature: Authority and Imagination
(Formerly LITCW-AD 144)
Offered spring
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 their place(s) in theatre history; students will concentrate on where dramaturgical authority is located and what makes these texts particularly ripe for staging contemporary audiences. The course will focus on tropes, plot construction, catharsis and identification, and other elements that can be linked to text (without losing the fact that the theatre is primarily an exchange between the audience and the stage).

LITCW-UH 2330 | Modern Epic: Tolstoy, Joyce, and García Márquez
(Formerly LITCW-AD 136)
Offered occasionally
Crosslisted with Theater
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 thematic tenets of these specific texts, the students will also seek to interrogate some of the salient procedures of realism, modernism, and postcolonialism.

LITCW-UH 2331 | Magic Realism
(Formerly LITCW-AD 120)
Offered occasionally
How do global cultural forms emerge? This course charts Magic Realism, a staple of global art, film, and fiction at the start of the new millennium. It traces how this malleable form has served different historical moments, cultural contexts, and political ideologies, and asks why Magic Realism has been particularly ripe for staging contemporary audiences. Materials include art, art criticism, film, and fiction from Europe, the Americas, and the Middle East.

LITCW-UH 2340 | Inventions of Love: East and West
(Formerly LITCW-AD 145)
Offered fall even years
Crosslisted with Arab Crossroads Studies
From the early Islamic poetry of Ma‘rūn Layla to the modern poetry of Mahmoud Darwish, poets and writers in Arabic have long attempted to address the mysterious forces involved in creative expression. What did writers imagine was the origin of poetic inspiration? How did love (earthly or divine) figure in the poetic personae and works of writers? How was poetic creation different from other states such as madness or prophecy? How did medical, philosophical, legal and ethical discourses frame the questions of poetry and madness? Is the representation of poetic madness and inspiration in Arabo-Islamic discourse similar or different from other traditions? This course will explore these themes (and others) in great detail through the their study of early Islamic poetry, Sufi mystics, maqāmāt, The Arabian Nights, and Persian romances, as well as numerous philosophical, ethical, and medical texts. Students will also be invited to draw comparisons with similar themes in other traditions of South Asia, East Asia, and Western Europe.

LITCW-UH 2351 | Literatures of the Americas
(Formerly LITCW-AD 119)
Offered occasionally
A hemispheric approach that sets the literary traditions of the United States, Canada, Mexico, and Latin America in comparative context.

LITCW-UH 2361 | Travel, Geography, and Imagination in Arabic and Islamicate Literatures
(Formerly LITCW-AD 123)
Offered occasionally
Crosslisted with Arab Crossroads Studies, The Ancient World
This course considers travel and geography as a theme in pre-modern Arabic and Islamicate literary cultures from the 7th century to the 19th century. During the semester, students will read...
A introduction to the history of the novel in a comparative context, as well as its development in European, colonial and indigenous forms. Special emphasis is placed on contemporary critical theory (including circulation studies, aesthetics, deconstruction, new historicism, Marxist approaches, postcolonialism and psychoanalysis). Theoretical readings are supplemented by Bakhtin, Barthes, Lukacs, McKeon, Moretti, Schwarz, and Watt, among others.

LITCW-UH 3312 Global Text: Moby-Dick
Offered fall odd years
Prerequisite: LITCW-UH 1000 (LITCW-AD 100), LITCW-UH 1001 (LITCW-AD 103), LITCW-UH 1002 (LITCW-AD 104), or permission of the instructor
Is there such a thing as global cultural heritage? This course resituates Herman Melville's Moby-Dick—often described as "The Great American Novel"—as a global text that is "worldly" in its own day, adopting a "worldly" approach to transnational movement of people, objects, and stories around the globe in English Renaissance drama. This course will read English plays preoccupied with staging otherness—from the 1580s to the 1640s—in genres from city comedy to revenge tragedy to ask how these imaginative constructions drew 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—and fractured—in the popular imagination of the theater. Questions will be asked: 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 fundamental imagined, and what happens to English bodies when they venture elsewhere?

LITCW-UH 3316 European Literary Traditions
(Formerly LITCW-AD 3316)
Offered occasionally
Prerequisite: LITCW-UH 1000 (LITCW-AD 100), LITCW-UH 1001 (LITCW-AD 103), LITCW-UH 1002 (LITCW-AD 104), or permission of the instructor
How do novelists translate the changes of their cultures into literary form? What literary traditions do they draw on? How do these reflect the different movements in Islam, and the other religions of region? What kinds of worldly and personal representations emerge? How have these been changing, notably since the Arab Revolutions? How different are 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 literatures?

LITCW-UH 3360 Postcolonial Studies
(Formerly LITCW-AD 148)
Offered occasionally
Prerequisite: LITCW-UH 1000 (LITCW-AD 100), LITCW-UH 1001 (LITCW-AD 103), LITCW-UH 1002 (LITCW-AD 104), or permission of the instructor
What is the cultural legacy of the publication, criticism, and works of visual art? The course poses three sets of questions: 1) in what ways was Moby-Dick a "global" text in its own day, adopting a "worldly" approach that transcends its particular local milieu? 2) How has the history of the publication, criticism, and teaching of the novel transformed it into a global cultural tradition? What is the cultural legacy of the book today throughout a variety of global media forms, including plays, films, novels, operas, and works of visual art? 3) What is the cultural legacy of European, British, and American Romantic traditions? It also examines the novel's engagement with the visual arts. The course poses three sets of questions: 1) in what ways was Moby-Dick a "global" text in its own day, adopting a "worldly" approach that transcends its particular local milieu? 2) How has the history of the publication, criticism, and teaching of the novel transformed it into a global cultural tradition? What is the cultural legacy of the book today throughout a variety of global media forms, including plays, films, novels, operas, and works of visual art?
LITCW-UH 3501
Advanced Creative Writing: Documentaries (Formerly LITCW-AD 141)
Offered occasionally
Prerequisite: LITCW-UH 1003 (LITCW-AD 110) or instructor permission
Crosslisted with Art and Art History
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-UH 3502
Advanced Creative Writing: Workshop in Fiction (Formerly LITCW-AD 320)
Offered annually
Prerequisite: LITCW-UH 1003 (LITCW-AD 110) or instructor permission
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. The thematic focus of these courses will vary depending on the instructor. There may be multiple sections of this course running in the same semester, each of which may have a different topic.

LITCW-UH 3503
Advanced Creative Writing: Nonfiction Essay (Formerly LITCW-AD 128)
Offered occasionally
Prerequisite: LITCW-UH 1003 (LITCW-AD 110) or instructor permission
This advanced nonfiction-writing course explores the creative possibilities of both the persuasive and familiar essay forms. The course material will cover essays from a range of literary traditions, and will also examine other art forms (film, theater, dance, music) as a way of exploring the nature of the review essay. 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 will produce several long essays by the end of the semester. Note: repeating this for credit requires consultation with the Registrar prior to enrollment.

LITCW-UH 3504
Advanced Creative Writing: Workshop in Poetry (Formerly LITCW-AD 321)
Offered annually
Prerequisite: LITCW-UH 1003 (LITCW-AD 110) or instructor permission
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 workingshopping 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.

LITCW-UH 3505
Advanced Creative Writing: Dramatizing History
Offered fall
Prerequisite: LITCW-UH 1003 (LITCW-AD 110) or instructor permission
Crosslisted with Theater
How does the dramatist bring alive an historical epoch to enliven a work for stage, film or television? What elements are essential to create a compelling character? Should the characters be actual people or fictionalized composites? And what ethical issues are raised in such decision-making? In this arts workshop students will embark on a journey to bring alive stories that hold personal significance. Whether the tales are connected to family, culture, gender or ‘race’ memory, there are certain steps that may enhance the creation and development of dramatic work based on historical information. Students will detail their personal process in both creative and critical terms.

LITCW-UH 3506
A Novel in Fourteen Weeks
Offered spring even years
Prerequisite: LITCW-UH 1003 (LITCW-AD 110) or instructor permission
The novel may be the most demanding of literary forms to write, but to us readers it is also the most familiar. Perhaps that is why so many people long to write one. Requiring dedication, deep characterization, confidence with structure, a poetic relationship with prose, and an engaging story, a novel is definitely a huge undertaking—yet its familiarity makes it come surprisingly naturally. This course will offer the tools, guidance, and support to help you create the first draft of the book you’ve always wanted to write. Just as people train together then run together in a marathon, we’ll do the same—spending a semester discussing the art of the novel, doing exercises to prepare us, charting your course, then writing our way from beginning to the end.

TOPICAL RESEARCH

LITCW-UH 3900
Directed Study (Formerly LITCW-AD 298)
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.

LITCW-UH 4001
Capstone Project (Formerly LITCW-AD 401)
Offered spring
In the spring semester, students continue to work one-on-one with their capstone advisor(s) and to attend the capstone seminar. During the first seven weeks of the term, students develop a full draft of their project, which may include revision and re-articulation of key theoretical and/or aesthetic choices. Students work with their capstone advisor(s) to produce successive drafts of the project. The capstone experience culminates in the public presentation of the capstone project narrative after a panel of faculty reviewers.
The Music Program at NYU Abu Dhabi is committed to educating a new generation of musicians capable of making and thinking about music from transnational and interdisciplinary perspectives. We seek to enrich the education and experience of all NYUAD students and foster a vibrant and diverse musical community within the campus.

The music major at NYU Abu Dhabi focuses on developing well-rounded students, no matter which track they choose. In the Music Practice track, students develop a well-rounded artistic practice combining composition, technology, and performance. The Music Studies track produces well-rounded scholars of music with proficiency in research and a sophisticated understanding of music as a global cultural phenomenon.

Non-majors may engage with the Program in a variety of ways—from developing musical skills through lessons, ensembles, and coursework in music theory, to integrating one of our many cross-listed seminar courses into a broader program of study.

In the twenty-first century, music defies boundaries. Composers and performers now consistently stretch their art beyond the strictures of traditional instruments and sounds, and sometimes even beyond the realm of sound itself into such areas as movement and interactive media. Meanwhile, music has become a topic of cutting-edge scholarly work in such diverse disciplines as computer science, history, neuroscience, philosophy, psychology, and sociocultural anthropology.

The Music Program fully embraces this reality. The faculty engage with multiple disciplines in their scholarly work, creative work, and teaching. The Program maintains key participation in the extant and proposed minors in Anthropology, African studies, Peace Studies, and Sound and Music Computing, as well as curricular synergies with Film, Theater, and Interactive Media.

By taking advantage of the uniqueness of Abu Dhabi as a cosmopolitan city and an international hub, the Music Program offers students opportunities to learn firsthand about a diverse range of traditional and popular musics spanning various cultures and styles.

We connect our students to the thriving music and media scenes in Dubai and the other dynamic urban centers in the MENA, East Africa, and India (not to mention Europe and North America), by facilitating artist visits, field trips, and various opportunities for study and internship.

What is more, the close relationship between the Music Program and the NYUAD Arts Center opens many opportunities for students to engage with world-renowned artists through a range of activities, from educational workshops to recording sessions in our state-of-the-art facilities.

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 away for two semesters unless they provide a strong rationale for it. It is not possible to spend 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
1 Ethnomusicology elective
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.

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

Minors in Sound and Music Computing and Arabic Music Studies
Related multidisciplinary minors in these areas are described in the Multidisciplinary section of this Bulletin

Individual Instruction in Music
Students planning to take more than a single 2-credit section of individual music instruction over the course of their academic career are required also to enroll in a 4-credit elective in the Music program for each additional 2-4 credits of individual music instruction.

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

YEAR 1
Fall Semester
- MUSIC THEORY AND ANALYSIS I
- MUSIC TECHNOLOGY FUNDAMENTALS
- GENERAL ELECTIVE
- FIRST-YEAR WRITING SEMINAR
- GENERAL ELECTIVE

Spring Semester
- MAKING MUSIC
- GENERAL ELECTIVE
- CORE
- COLLOQUIUM

YEAR 2
Fall Semester
- MUSIC HISTORIES AND CULTURES
- MUSIC ELECTIVES
- CORE
- COLLOQUIUM

Spring Semester
- ETHNO-MUSICOLOGY ELECTIVE
- MUSIC ELECTIVES
- GENERAL ELECTIVE
- CORE

YEAR 3
Fall Semester
- MUSIC ELECTIVES
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CORE

Spring Semester
- MUSIC ELECTIVES
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE

YEAR 4
Fall Semester
- CAPSTONE SEMINAR
- MUSIC ELECTIVES
- GENERAL ELECTIVE
- GENERAL ELECTIVE

Spring Semester
- CAPSTONE PROJECT
- MUSIC ELECTIVES
- GENERAL ELECTIVE
- GENERAL ELECTIVE
MUSIC COURSES

REQUIRED COURSES

MUSIC-UH 1001 Music Theory & Analysis I
(Formerly MUSIC-AD 105)
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 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. Aural skills and fluency with musical notation are developed throughout the course. Modal 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 frequent reading and listening assignments reinforce the course objectives.

MUSIC-UH 1002 Music Technology Fundamentals
(Formerly MUSIC-AD 106)
Offered fall
Crosslisted with Interactive Media, Sound and Music Computing
This course is designed for anyone interested in producing music on computer using virtual instruments, samples and microphones. Regardless of style, this course provides an overview of the wide range of tools available to the modern music producer. This is an “all-in-one” course for (almost) everything related to music technology, the basics of digital audio, physical sound, music recording, binaural audio, musical acoustics, signal flow, sound synthesis, music production, game audio, post-production and mixing. Students will also study the elements of production design, composition, song form, and how to arrange, edit, build and shape a song using different D.A.Ws. In this course students will also learn the fundamentals of digital audio, studio and location recording, mixing, MIDI sequencing using Logic Pro X, Pro Tools 12, Ableton Live, music production, and audio programming using Max.

Students will be briefly introduced to a wide-range of applications (and careers) in music technology.

MUSIC-UH 1003 Making Music
(Formerly MUSIC-AD 120)
Offered fall, spring
This practical course endeavors to expose students to the various processes and tools by which music is creatively conceived and brought to public life. Students 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-UH 1004 Music: Histories and Cultures
(Formerly MUSIC-AD 133)
Offered spring
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 various inter-connected disciplines of musicology and ethnomusicology with a focus on issues of gender, sexuality, race, religion, politics, and media. Reflecting the interdisciplinary nature of music studies, the course engages with anthropology, phenomenology, ethics, aesthetics, 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-UH 1201 Beginning Group Music Instruction—Cello
Offered occasionally
2 credits
Beginning Group Music Instruction—Cello is designed to introduce students to the cello. 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-UH 1202 Beginning Group Music Instruction—Clarinet
Offered occasionally
2 credits
Beginning Group Music Instruction—Clarinet is designed to introduce students to the clarinet. 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-UH 1203 Beginning Group Music Instruction—Flute
Offered fall
2 credits
Beginning Group Music Instruction—Flute is designed to introduce students to the flute. 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-UH 1204 Beginning Group Music Instruction—Oud
Offered fall
2 credits
Crosslisted with Arab Music Studies
Beginning Group Music Instruction—Oud is designed to introduce students to the oud. 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-UH 1205 Beginning Group Music Instruction—Piano
Offered fall
2 credits
Beginning Group Music Instruction—Piano is designed to introduce students to the piano. 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-UH 1206 Beginning Group Music Instruction—Saxophone
Offered fall
2 credits
Beginning Group Music Instruction—Saxophone is designed to introduce students to the saxophone. 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-UH 1207 Beginning Group Music Instruction—Trumpet
Offered occasionally
2 credits
Beginning Group Music Instruction—Trumpet is designed to introduce students to the trumpet. 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-UH 1208 Beginning Group Music Instruction—Arab Percussion
Offered occasionally
2 credits
Crosslisted with Arab Music Studies
Beginning Group Music Instruction—Arab Percussion is designed to introduce students to various Arab percussion instruments. The course focuses on establishing a basic foundation at the instrument that will become the basis for developing a comfortable posture and appropriate technique.

MUSIC-UH 1209 Music Ensembles
Offered fall, spring
2 credits
Crosslisted with Arab Music Studies (dependent upon instrument)
A diverse array of 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. Ensemble formations include, for example, NYUAD Voice Ensemble, A Capella group, or chamber music ensembles. Please contact the instructor or Head of the Music Program for details.

MUSIC-UH 1215 Individual Instruction in Music
Offered fall, spring
2 credits
Crosslisted with Arab Music Studies (dependent upon instrument)
Individual Instruction in Music is designed for students willing to develop their skills in one or more musical instruments, vocal performance, or...
wanting to learn compositional techniques and strategies to help them create musical work under supervision.

MUSIC-UH 1252 Individual Instruction in Music 2
Offered fall, spring
Prerequisite: MUSIC-UH 1251. Pre- or co-requisite: 4 credits of non-practice, academic Music electives. 2 credits
Crosslisted with Arab Music Studies (dependent upon instrument)
This course is designed for students wanting to continue with Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

MUSIC-UH 2201 Continuing Group Music Instruction
Offered fall, spring
Prerequisite: One Beginning Group Music Instruction course or Instructor Permission
2 credits
Crosslisted with Arab Music Studies (dependent upon instrument)
This section of Group Instruction is designed for students who already have a basic level of competency with an instrument. The focus of this course is to build upon established musical skills, while working toward mastering more challenging musical repertoire.

MUSIC-UH 2210 Art of Song
(Formerly MUSIC-AD 166)
Offered fall
This course focuses on the art and practice of singing. Through lectures and weekly sessions, students will explore the practical and theoretical evolution of vocal repertoire and performance in relation to their own vocal development. This will lead to the application of a critically informed understanding of the development of vocal music to their own performances, reflecting stylistic changes, both temporal and global.

MUSIC-UH 2215 Designing Sound for Scene and Screen
(Formerly MUSIC-AD 215)
Offered fall
Crosslisted with Film and New Media, Sound and Music Computing, Theater
This course provides hands-on experience with sound design for film and Theater. Students design sound for the Fall Theater program student production and for films by NYUAD students while deepening their understanding of the differences that operate in sound design for both media. Topics such as Automatic Dialog Replacement (ADR), Foley, post-synchronized sound and musique concrète techniques are covered, and several examples of sound for film and theatrical performance are analyzed and discussed in class, leading the students to develop their own conceptual approaches in sound design.

MUSIC-UH 2251 Individual Instruction in Music 3
Offered fall, spring
Prerequisite: MUSIC-UH 2252 and 2 credits
Crosslisted with Arab Music Studies (dependent upon instrument)
This course is designed for students wanting to continue with Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

MUSIC-UH 2252 Individual Instruction in Music 4
Offered fall, spring
Prerequisites: MUSIC-UH 2251 and 8 credits of non-practice, academic Music electives (4 credits may be taken as a co-requisite)
2 credits
Crosslisted with Arab Music Studies (dependent upon instrument)
This course is designed for students wanting to continue with Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

MUSIC-UH 3251 Individual Instruction in Music 5
Offered fall, spring
Prerequisites: MUSIC-UH 2252 and 6 credits
Crosslisted with Arab Music Studies (dependent upon instrument)
This course is designed for students wanting to continue Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

MUSIC-UH 3252 Individual Instruction in Music 6
Offered fall, spring
Prerequisites: MUSIC-UH 3251 and 12 credits of non-practice, academic Music electives (8 credits may be taken as a co-requisite)
2 credits
Crosslisted with Arab Music Studies (dependent upon instrument)
This course is designed for students wanting to continue with Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

CADT-UH 1000 Multidisciplinary Artistic Collaborations
(Formerly MUSIC-AD 213)
Crosslisted with Core: Arts, Design and Technology, Film and New Media, Interactive Media
VISAR-UH 2117 Sound Art
Crosslisted with Art and Art History, Interactive Media

MUSIC TECHNOLOGY ELECTIVES

MUSIC-UH 1410 Introduction to Musical Programming
Offered spring
Crosslisted with Sound and Music Computing
This course will introduce students to Musical Programming for the development of applications of generative music and audio, ranging from standalone musical compositions to fun and engaging musical games or intelligent musical instruments. These applications will be developed in Max, a widely used and very popular programming environment for electronic music and interactive media. By the end of the semester students will have acquired skills to create musical applications for wide range of purposes, be it interactive music for games, musical performances or installations, or the ultimate intelligent musical instrument.

MUSIC-UH 2411 Musical Acoustics
(Formerly MUSIC-AD 217)
Offered spring
As different as people are, so are the characteristics of a room as they related to sound. Almost everything can have an effect on the way things sound from one room to another. Materials, shapes of walls, angles, all play a part in the acoustics of rooms. Musical Acoustic Course is designed to introduce the fundamentals of acoustics, with a focus on spaces designed for recording music and live performance. Through both theoretical study and practical experimentation, students will learn the basics that contribute to good acoustics, including control of noise, manipulation of sound propagation, and isolation of sound.

MUSIC-UH 2412 Producing Transcultural Pop
(Formerly MUSIC-AD 219)
Offered occasionally
Crosslisted with and Sound and Music Computing, Interactive Media
This course will expose students to the art of music production, engineering and recording, as well as fundamentals of audio theory and engineering, audio production technique within the studio environment as well as location specific recording, post-production, post-production applications and musical and acoustic. Throughout this course, students will learn to multitask record, overdub, edit, and mix music in a variety of styles using Pro Tools HD. This is a very “Hands-on” and practical course. Students will transpose all the concepts that they have learned from Music Tech Fundamentals class, working in a digital environment, to an analog based recording studio (NYUAD Studio A). They
This intensive course is designed to develop skills in sound synthesis techniques and procedural musical production, with a focus on their specific application in composition, sound design, new instruments of Musical Expression (NIME), and games. The complementary lab in order to be able to follow computer music pioneers (Xenakis, Chowning, etc.) as well as patchbay routing, signal flow, recording techniques/ placements, and more.

Prerequisite: MUSIC-UH 1002 (MUSIC-AD 106)

ETHNOMUSICOLOGY/MUSICOLGY ELECTIVES

**ETHNOMUSICOLOGY**

**MUSIC-UH 1611X** Arab Music Cultures
(Formerly MUSIC-MAD 111X) Offered fall Crosslisted with Anthropology, Arab Crossroads Studies, African Studies, Arab Music Studies

This course explores the many creative and technical considerations necessary to mix in today's music production environment, regardless of platform or format. This course teaches the different steps of the mixing process, including equalization, panning, dynamic processing (compressors, gates, expanders, and limiters), reverb and delays, as well as automation techniques and practical examples. In this class students will study the techniques and technologies involved in delivering a professional mixes. Signal flow through consoles is discussed as well as gain management comparing and analyzing analog mixing and digital mixing. Students will learn all the different techniques to approach different mixes and mastering, from Hollywood soundtracks orchestras, to big bands, to rock, pop, EDM, R&B and metal and more.

**MUSIC-UH 3460** Advanced Topics in Music Technology
(Formerly MUSIC-MAD 320) Offered occasionally Advanced Topics course taught by affiliate or visiting Faculty.

**IM-UH 1011** Communications Lab Crosslisted with Design, Interactive Media, Media, Culture and Communication

**IM-UH 2113** New Interfaces of Musical Expression Crosslisted with Interactive Media

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-UH 1613 Jazz**
(Formerly MUSIC-MAD 113) Offered spring Over the course of the past 100 years, jazz has been framed variously as an entirely new genre of music, a symbol of modernity, the sound of the Black avant garde, the sound of cosmopolitanism, “America’s classical music,” a part of our common global cultural heritage, an anachronistic form of bourgeois entertainment, an extremely virtuosic art form, a revolting noise, and a radical performance of freedom. Jazz is, in other words, complicated—it’s densely textured sound world is entwined with a complex social history. This course will introduce students to jazz music through a fine-grained examination of key figures, recordings, performance techniques, and discourses. Students will work with 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-UH 1614** Global Hip-Hop
(Formerly MUSIC-MAD 114) Offered every other year

In the past decades, hip-hop has transformed from a local, economically viable method of musical production on the post-industrial city to the transnational core of the popular music industry. This course will introduce students from different disciplines to critical scholarly approaches to hip-hop and its many roles internationally in youth advocacy, community organizing, and political protest. We will examine its roots in New York, West Africa and the Caribbean, and its enormous appeal among urban youth today. This course emphasizes readings that engage critically with migration, class, gender performativity and social linguistics, 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-UH 1662** African Popular Music
(Formerly MUSIC-MAD 162) Offered spring Crosslisted with African Studies, 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 work by anthropologists, ethnomusicologists, historians, filmmakers, and journalists, it explores African popular genres as cultural phenomena that are complexly woven into the social fabrics of urban African and other locales. A major theme is the intersection of popular culture and politics on the continent. By listening to and reading about popular music, students will gain a thorough understanding of the production and mobilization of popular culture, and the dynamics of nationalism in modern African societies.

**MUSIC-UH 2663** Musical Culture in the Western Indian Ocean
(Formerly MUSIC-MAD 263) Offered occasionally

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 intense 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 in the Swahili coast, African and Indian musical influences in southern Arabia, African and Arabic 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 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-UH 2664** African American Music and African Retention Theories
(Formerly MUSIC-MAD 264) Offered occasionally

This course explores scholarly and popular debates over the nature of African American music, focusing on the development of questions and theories of African retention from the 1920s to the present. It is both an examination of 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 race and identity in US academic 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-UH 3660** Advanced Topics in Ethnomusicology
(Formerly MUSIC-MAD 360) Offered occasionally Crosslisted with Anthropology

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

**CCEA-UH 1021J** Jazz in New York
Crosslisted with Core: Art, Technology and Innovation, Core: Cultural Exploration and Analysis

**ANTH-UH 2143** Listening to Islam
Crosslisted with Anthropology, Arab Crossroads Studies, Theater
The 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 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 these engagements, from the military marches heralding deployment to the orchestral requiems played to memorialize the dead. Initially engaging with music from World War I and II, the seminar examines as well the sociological rituals of these engagements, from the anti-war and Civil Rights movements of the 1960s. Whether hearing John Lennon’s song “Give Peace a Chance” as a protest to the Vietnam War, or engaging with heavy metal music as an instrument of torture in Abu Ghraib during the War on Terror, the seminar explores music as a contested social practice during times of conflict in order to raise fundamental ethical questions concerning our responsibility in the world today. Interdisciplinary in its conception, the course draws on scholarship from aesthetics, ethics, musicology, military history, philosophy, and law in order to provide a broad critical framework for an examination of the topic.

**MUSIC-UH 1711**

Rock ‘n’ Roll Revolutions and Histories (Formerly MUSIC-AD 1711)

Offered every other year

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

**MUSIC-UH 1712**

John Cage: Redefining Performance

Offered occasionally

This course will explore the work and thought of John Cage (1912-1992), arguably the most influential figure in expanding the parameters of music and performance during the 2nd half of the 20th century; focusing on new forms of notation, interpretation, structure and performance styles, through art, sound, graphics, text, and multi-media.

**MUSIC-UH 1713**

Musical Theater Since 1850: A Mirror of Society

Offered occasionally

Through comedy, satire, melodrama, and romantic tragedy, the musical has evolved to become one of the most globally popular forms of entertainment in the modern world. For over 150 years popular musical theater has illuminated the ways in which society understands itself by showcasing changing issues of politics, economics, gender and sexuality, and ethnicity. This course will examine these themes through detailed analytical viewings of a wide spectrum of musicals from the mid-19th century to the present day, including: the early economic and political satires of Offenbach, Gilbert and Sullivan’s operas, Brecht and Weill’s ‘Happy End’, changing attitudes to race and conflict in ‘South Pacific’, ‘Oh, What a Lovely War!’ and ‘Miss Saigon’, cultural identity in Goswami’s ‘Beyond Bollywood’, explorations of gender and sexuality in ‘Sweet Charity’, ‘Cabaret’ and ‘Rent’, the grand historical sweep of ‘Evita’ and ‘Les Misérables’, the biling satire of ‘Urinetown’ and the sophisticated postmodernist fantasies ‘Into the Woods’ and ‘Wicked’.

**MUSIC-UH 1761**

Opera: Power, Politics, and Patronage

(Formerly MUSIC-AD 161)

Offered fall

Crosslisted with Core: Art, Technology and Innovation, Core: Cultural Exploration and Analysis

How does the encounter with mortality both define human experience and serve as an impetus for aesthetic and emotional exploration? Can musical texts memorialize and immortalize the dying and the dead? From its inception in 16th-century Europe, Western opera has registered changing cultural attitudes towards death in the stories they tell. Exploring death in the myths, legends, and ancient histories that shaped the stories and plots of early operas, the seminar also engages with histories and philosophies of modernity in order to examine works shaped by the cataclysmic events of the twentieth century. These radical changes in the historical conditions of death over the last centuries has resonated far beyond the battlefield, becoming an impetus for exploring fundamental questions concerning the meaning of the self, time, and history in philosophy and in music. How has opera registered these changes and participated in these shifts? Can musical work like an opera provide a map for examining uncharted places beyond the thresholds of human experience? Can opera’s music, language and images address these historical challenges of representing death on stage? Drawing on scholarship from diverse fields, the seminar engages with these questions as a basis for cross-disciplinary texts and contexts of the 17th century to the present with a special focus on the arias and songs of this genre’s dying protagonists.

**MUSIC-UH 1764**

dis/Abilities in Musical Contexts

(Formerly MUSIC-AD 164)

Offered spring

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 Beethoven’s compositions? In this course, we will examine this larger society’s understanding 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), Thomas Quasthoff (singer), and Stevie Wonder (pianist and singer). Students will become equipped with disability theorizing through readings from beyond the field of disability studies, including philosophy, psychoanalysis, music therapy, and Disability cultural studies.

**MUSIC-UH 1765J**

Recital Series: Czech-Jewish-German Modernism in Musical Cultures from Prague to Theresienstadt (1914-1944)

Offered January

This seminar examines the lesser known texts and contexts of Czech-Jewish-German musical and artistic culture that flourished in Prague after World War I, coming to an end during World War II. Engaging with cultural developments in Prague between the wars, the course focuses on the ascendancy of a new generation of composers and artists whose engagements with disability theorizing through readings from beyond the field of disability studies, including philosophy, psychoanalysis, music therapy, and Disability cultural studies.

**MUSIC-UH 2701**

Music Theory & Analysis II

(Formerly MUSIC-AD 205)

Offered spring

Prerequisite: MUSIC-UH 1001 (MUSIC-AD 105)

Further exploration of melody, harmony, and counterpoint in tonal and modal musicals 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-UH 2806**

Musics of the World: Approaches to Theory

(Formerly MUSIC-AD 206)

Offered fall

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 problematize the listening, shedding light on musical preconceptions and biases. Each student chooses from a diverse array of research topics in the seminar preparing for a substantial presentation during the final weeks of class.
What is Music?
Croslisted with Core: Art, Technology and Invention, Core: Arts, Design and Technology

TOPICAL RESEARCH

MUSIC-UH 3190
Directed Study
(Formerly MUSIC-AD 198)
By application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

CAPSTONE

MUSIC-UH 4000
Music Practice Capstone Seminar
(Formerly MUSIC-AD 400)
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-UH 4001
Music Practice Capstone Project
(Formerly MUSIC-AD 401)
Offered spring
The Music Practice Capstone Project provides seniors with the opportunity to work closely with a faculty mentor and to produce a senior thesis project. Projects may range from an original artistic practice to a theoretical, historical or ethnographic research project. This course is where the project proposal developed and presented in the Music Capstone Seminar is finally accomplished, presented publicly, and defended before a jury.

MUSIC-UH 4010
Music Studies Capstone Seminar
(Formerly MUSIC-AD 410)
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.

MUSIC-UH 4011
Music Studies Capstone Project
(Formerly MUSIC-AD 411)
Offered spring
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-UH 1810) 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. However, students are strongly advised to take at least eight Philosophy courses in Abu Dhabi. 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. One of: Introduction to Logic, History of Philosophy Elective, Theoretical Philosophy Elective, Practical Philosophy Elective
3. Advanced Seminar
4. Two Additional Philosophy courses (other than Introductory Electives)
5. Two Capstone courses

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-UH 1810).
**PHILOSOPHY COURSES**

### INTRODUCTORY ELECTIVES

**PHIL-UH 1101**  
Central Problems in Philosophy  
(Formerly PHIL-AD101)  
Offered fall, spring  
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-UH 1110**  
Meaning of Life  
(Formerly PHIL-AD 109)  
Offered occasionally  
Croslisted with Core: Structures of Thought and Society  
“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 answer. 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-UH 1111**  
Minds and Machines  
(Formerly PHIL-AD 111)  
Offered occasionally  
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-UH 1112**  
Life and Death  
(Formerly PHIL-AD 112)  
Offered occasionally  
We are all going to die. This course examines a number of puzzles that arise once we start to think about our mortality. Is death bad for us? How could it be, when we will no longer be around to be the subject of the harm? Is death any worse for us than our nonexistence was prior to our birth? Is it bad not to be born at all? If so, for whom is it bad? Are we, in some sense, immortal? Is immortality even desirable? What is the appropriate attitude toward death? Can suicide be moral or rational? Is there any sense in which we could survive our deaths? How should the knowledge that we are going to die affect the way we should live our lives?

**PHIL-UH 1113**  
Freedom and Responsibility  
(Formerly PHIL-AD 113)  
Offered occasionally  
Do we have free will? Can we think of ourselves as responsible agents while also regarding ourselves as part of the natural order? Some philosophers have argued that if our actions are causally determined, then freedom of the will is impossible. Others have argued that freedom does not depend on the truth or falsity of causal determinism. Is free will possible in a world where every event is causally determined? Are there different kinds of freedom? If so, are all kinds of freedom equally worth having? Must we act freely in order to be responsible for our actions? Do the social institutions of reward and punishment depend for their justification upon the existence of responsible, free agents? Students will discuss the nature of persons, action, freedom, and responsibility in an effort to answer these questions.

**PHIL-UH 1114**  
Religion and Philosophy  
(Formerly PHIL-AD 116)  
Offered spring even years  
Croslisted with Core: Structures of Thought and Society  
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 the concept of a specifically religious person action? 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-UH 1115**  
Fear of Knowledge  
(Formerly PHIL-AD 118)  
Offered occasionally  
It is often thought that knowledge is inherently valuable and that “truth” is an objective notion independent of social considerations. This course examines various reasons we might have for holding...
these views and various challenges that have been raised against them. Why should we care about knowledge as long as our beliefs prove useful and efficacious? Is truth—and thus knowledge—more accurately understood as a culturally relative notion, so that what’s true for you might not be true for me?

PHIL-UH 116
Global Ethics
(Formerly PHIL-AD 119)
Offered spring odd years
Crosslisted with Core: Structures of Thought and Society, Legal Studies
This course aims to accomplish two things. The first is to introduce three broad traditions of normative thinking about social issues from around the globe: a Confucian tradition, one based in Islamic legal traditions, and one derived from European liberalism. The second is to address three current areas of normative debate: about global economic inequality, about gender justice, and about human rights. Students will explore these ethical controversies against the background of the three broad traditions. The aim of the course will be to understand some of the differences of approach that make the global conversation about these issues possible. As part of NYU’s Global Network Initiative this course is being offered simultaneously in Abu Dhabi and New York. Students will collaborate with students from their sister campus throughout the semester.

PHIL-UH 117
Law and Philosophy
(Formerly PHIL-AD 120)
Offered occasionally
Crosslisted with Legal Studies
This course aims to provide you with a set of analytical tools distinctively philosophical that will help you to think systematically and critically about issues of legal relevance. We will begin by exploring foundational issues concerning the nature of the law and its authority over us. We will then examine whether and how particular patterns of assigning legal responsibility and imposing legal punishment are justified, with an emphasis on the criminal law.

CSTS-UH 1011
Tolerance and Relativism
Crosslisted with Core: Structures of Thought and Society

LOGIC COURSES

PHIL-UH 1810
Introduction to Logic
(Formerly PHIL-AD 180)
Offered fall
All philosophers are wise, and Socrates is a philosopher. Therefore, Socrates is wise. The topic of this course is the nature of this “therefore.” Logic is the science of reasoning—the study of the ways in which statements support or contradict one another. In this course, we will investigate and expose the logical structure of everyday language and see how the correctness or incorrectness of reasoning depends on this structure. To aid discussion, we will develop a formal language that makes this underlying structure more perspicuous. With this formal language as a tool, we will be able to construct elaborate proofs and explore the logical relations among the various steps of complex arguments.

PHIL-UH 2810
Advanced Logic
(Formerly PHIL-AD 280)
Offered spring even years
Prerequisite: PHIL-UH 1810 (PHIL-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, counterfactuality, 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-UH 2210
Ancient Mediterranean Philosophy
(Formerly PHIL-AD 220)
Offered spring odd years
Prerequisite: one Introductory Elective in Philosophy PHIL-UH 1101-1120 (PHIL-AD 101-120)
Crosslisted with The Ancient World Pre-1800
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 we have obligations to others that override the pursuit of our own self-interest? What is the relation between the mind (or the soul) and the body? Since most of the philosophers 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-UH 2211X
Classical Arabic Philosophy
(Formerly PHIL-AD 221X)
Offered fall odd years
Prerequisite: one Introductory Elective in Philosophy PHIL-UH 1101-1120 (PHIL-AD 101-120)
Crosslisted with Arab Crossroads Studies, The Ancient World
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 include knowledge, certainty, and the rules of rational debate; the metaphysical distinction between essence and existence and how it is imparted; notions of necessity and contingency; the medieval analysis of the soul, the psychic faculties, and moral psychology; and the role of religion in society and the analysis of religious claims within philosophy.

PHIL-UH 2212
Classical Indian Philosophy
(Formerly PHIL-AD 223)
Offered fall even years
Prerequisite: one Introductory Elective in Philosophy PHIL-UH 1101-1120 (PHIL-AD 101-120)
Crosslisted with The Ancient World
An exploration of the thought of major philosophers from the Indian subcontinent, beginning with the ancients in the fifth century BCE and concluding with thinkers on the eve of colonialism in the fourteenth century CE. Indian philosophy has been and continues to be a major world philosophy. The reach of its ideas has been vast, both historically and geographically, spanning the philosophies of Buddhism, Jainism, Islam, and Hinduism, as well as the philosophy of law, of medicine, of mathematics, and of politics. It is strongly associated with wide-ranging discussions in the philosophy of mind, the study of language, epistemology, and metaphysics. The aim of the course is to present a balanced and impartial picture of the richness, diversity, and depth of philosophy in this region.

THEORETICAL PHILOSOPHY ELECTIVES

PHIL-UH 2410
Epistemology
(Formerly PHIL-AD 240)
Offered occasionally
Prerequisite: one Introductory Elective in Philosophy PHIL-UH 1101-1120 (PHIL-AD 101-120)
Epistemology is the study of knowledge and how it is acquired. 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
Socrates was poisoned. With those vocal sounds or to Abu Dhabi, to the hopes of a friend, to the stars connection between knowledge and evidence? Do other philosophical questions about language 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 substantive problem sets. But they will be asked to cope with sometimes difficult and abstract mathematical concepts.

PHIL-UH 2414 Philosophy of Science (Formerly PHIL-AD 244) Offered spring odd years
Prerequisite: one Introductory Elective in Philosophy PHIL-UH 1101-1120 (PHIL-AD 101-120)
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 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 properly explain “real” physical phenomena, whereas other theories aren’t “genuinely explanatory.” To what extent is this true? What exactly is a scientific explanation, and how is it different (if at all) from a mere prediction or mathematical derivation? Can false theories provide good explanations? Some familiarity with science would be helpful but is not required.

PHIL-UH 2415 Philosophy of Mathematics Offered spring even years
Prerequisite: one Introductory Elective in Philosophy PHIL-UH 1101-1120 (PHIL-AD 101-120), plus Introduction to Logic PHIL-UH 1810 (PHIL-AD 180), unless waived by the instructor. This course examines a variety of issues in the metaphysics and epistemology of mathematics. Mathematics poses interesting questions for philosophers. Mathematical statements are, after all, about statements, and if certain statements are true, then the philosophers’ demands of morality with the personal obligations 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-UH 2416 Ethics (Formerly PHIL-AD 260) Offered fall even years
Prerequisite: one Introductory Elective in Philosophy PHIL-UH 1101-1120 (PHIL-AD 101-120)
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 examination 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.

PHIL-UH 2611 Applied Ethics (Formerly PHIL-AD 261) Offered fall odd years
Prerequisite: one Introductory Elective in Philosophy PHIL-UH 1101-1120 (PHIL-AD 101-120)
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 theories to refine or evaluate those theories and concepts? Is it possible to find a common ground in shared 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.

PHIL-UH 2612 Medical Ethics (Formerly PHIL-AD 262) Offered occasionally
Prerequisite: one Introductory Elective in Philosophy PHIL-UH 1101-1120 (PHIL-AD 101-120)
An examination of the pressing moral questions that arise in medical practice and research. Do we have a basic right to health care? Are euthanasia and physician-assisted suicide ever morally permissible? Do we have the right to decide the course of our medical treatment, or to determine the timing and manner of our own deaths? Do we have a right to privacy and confidentiality? Should we allow medical research that harms animals (or that makes use of human sperm cells)? Are there compelling moral objections to genetic testing or genetic engineering?

PHIL-UH 2613 Aesthetics (Formerly PHIL-AD 263) Offered occasionally
Prerequisite: one Introductory Elective in Philosophy PHIL-UH 1101-1120 (PHIL-AD 101-120)
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 a dramatic performance of a piece of music? How does our aesthetic appreciation of art differ from our aesthetic appreciation of nature?

PHIL-UH 2614 Political Philosophy (Formerly PHIL-AD 264) Offered fall even years
Prerequisite: one Introductory Elective in Philosophy PHIL-UH 1101-1120 (PHIL-AD 101-120)
Crosslisted with Political Science, Legal Studies 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.
ADVANCED SEMINARS

PHIL-UH 3210
Topics in the History of Philosophy (Formerly PHIL-AD 320)
Offered occasionally
Prerequisite: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy elective PHIL-UH 2210-2799 (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: Aristotle, Ibn Sina, Kant, German Idealism, theories of causation in Indian philosophy, vice in the global history of philosophy.

PHIL-UH 3410
Topics in Theoretical Philosophy (Formerly PHIL-AD 340)
Offered occasionally
Prerequisite: Two History of Philosophy, Theoretical Philosophy, or Practical Philosophy electives PHIL-UH 2210-2799 (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-UH 3610
Topics in Practical Philosophy (Formerly PHIL-AD 360)
Offered occasionally
Prerequisite: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy elective PHIL-UH 2210-2799 (PHIL-AD 220-279)
An advanced seminar that involves the careful study of some particular theory, philosopher, or set of issues in contemporary practical philosophy. Examples: consequentialism, empirical moral psychology, the philosophy of law, the ethics of gender, Rawls, metaethics.

TOPICAL RESEARCH

PHIL-UH 3910
Directed Study (Formerly PHIL-AD 298)
Offered by application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

CAPSTONE

PHIL-UH 4000
Capstone Project (Formerly PHIL-AD 400)
Offered fall, spring
Prerequisite: Must be a declared Philosophy major
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.

PHIL-UH 4001
Capstone Project (Formerly PHIL-AD 401)
Offered fall, spring
Prerequisite: PHIL-AD 400
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

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 skills, 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 have the opportunity to spend a semester at NYU New York and enroll in NYU New York or other NYU Global Site classes recommended by NYU Abu Dhabi. This semester away should be the fall or spring of their third year. Theater majors are expected to complete Making Theater and Thinking Theater (or appropriate substitutes as approved by the Theater Program) prior to study away. Theater majors may apply for a second semester away for 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.

**REQUIREMENTS FOR THE MAJOR**

11.5 courses, distributed as follows:

- 2.5 Required courses: Making Theater; Thinking Theater, Theater Production: Skills and Safety (half course)
- 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

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### YEAR 1

**Fall Semester**
- General Elective
- General Elective
- Core
- Colloquium

**Spring Semester**
- Making Theater
- General Elective
- General Elective
- First-Year Writing Seminar

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### YEAR 2

**Fall Semester**
- Thinking Theater
- Theater Elective
- Core
- Colloquium

**Spring Semester**
- General Elective
- General Elective
- General Elective
- Core

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### YEAR 3

**Fall Semester**
- Theater Elective
- Theater Elective
- General Elective
- General Elective

**Spring Semester**
- Theater Elective
- General Elective
- General Elective
- Core

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### YEAR 4

**Fall Semester**
- Capstone Seminar
- Other Arts Elective
- General Elective
- General Elective

**Spring Semester**
- Capstone Project
- Theater Elective
- General Elective
- General Elective
THEATER COURSES

REQUIRED COURSES

THEAT-UH 1010
Making Theater
(Formerly THEAT-AD 100)
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-UH 1011
Thinking Theater
(Formerly THEAT-AD 101)
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 prescribe 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 future 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-UH 1012
Theater Production: Skills and Safety
(Formerly THEAT-AD 112)
Offered fall
2 credits
Theater is a collaborative field, and even a solo show cannot be produced entirely within a vacuum. From designers and casts to venue staff and even audience members—theater-makers will need to consider and come into conversation with others throughout the ideation, rehearsal, and production process. Whether you find yourself acting in an intimate show with a small cast, directing a large-scale production in a robust venue, or operating theatrical equipment for a site-specific performance, possessing the technical skills and safety awareness necessary to realize an artistic work is crucial to a successful production. As such, students will gain a broad range of technical knowledge to safely operate the specialized equipment needed to make a theater production a reality. With basic skills in costuming, lighting, sound, video, and projection, as well as minds that consider the crafts of stage management and theatrical producing, students will gain the problem solving tools and vocabulary necessary to articulate their creative impulses and work within the holistic, collaborative theatrical environment.

ARTS PRACTICE ELECTIVES

THEAT-UH 1110
Fundamentals of Acting
(Formerly THEAT-AD 110)
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 and explore acting fundamentals, such as investing oneself in the moment; responding fully to one’s acting partner; personalizing fictional material; and exploring the role of actor-as-creator via games, improvisations, and exercises; scene work; ensemble techniques; and solo performance.

THEAT-UH 1111
Fundamentals of Devising
(Formerly THEAT-AD 118)
Offered fall
This class explores devising as a means of innovating both process and form. Students will research and experiment with historical approaches to the devised process, while also building their own short-form performance projects in order to gain insight into the nature of a process journey; develop a more intimate understanding of their own identities as creative problem-solvers; learn how to constructively engage critical conversations about work that is still in process; gain experience in the use of creative process as a form of research.

THEAT-UH 1112
Fundamentals of Playwriting
(Formerly THEAT-AD 160)
Offered fall
Crosslisted with Literature and Creative Writing
This course engages the basic principles of the craft of playwriting with strong emphasis on characterization, dialogue, and structure, including identification of the major dramatic incident and turning points. Classes will focus on both analysis of the text and the writing process. Text is selected from contemporary playwrights and student scripts. The professor will give notes on all final projects. Coursework includes reading and writing assignments. The final required project is a completed full-length play.

THEAT-UH 1120
Body at Work: Movement for the Artist
(Formerly THEAT-AD 111)
Offered occasionally
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-UH 1121
Collaborative Art: Fundamentals of Stage Design and Production
(Formerly THEAT-AD 119)
Offered fall
Pre-requisites: THEAT-UH 1110 (THEAT-AD 110), THEAT-UH AD 1120 (THEAT-AD 111), or THEAT-UH 1112 (THEAT-AD 117)
Students develop advanced performance skills by using techniques associated with Patsy Rodenburg, Shin’ichi Suzuki, Stanislavsky, Anne Bogart, and Yoshi Oida, among others. Training exercises are designed to help students discover their vocal potential, to reduce obstructive physical habits and tensions and to move towards free, full-range voices. This course is built to cultivate vocal, physical, emotional development and sensorial acuteness. Students will begin to understand, in themselves, the connection between thought/impulse/idea, voice, communication and audience.

THEAT-UH 1122
Voice, Speech, and Text
(Formerly THEAT-AD 117)
Offered fall
Students learn the fundamentals of voice, vocal production, and vocal expression. The course is designed to help students discover their vocal potential, to reduce obstructive physical habits and tensions and to move towards free, full-range voices. This course is built to cultivate vocal, physical, emotional development and sensorial acuteness. Students will begin to understand, in themselves, the connection between thought/impulse/idea, voice, communication and audience.

THEAT-UH 1123
Unmasking the Actor
Offered spring
Unmasking the Actor is a course based on the performance philosophy and practice of Jacques Lecoq, in which an investigation of the mechanics of the body is applied to dramatic creation on different acting traditions. Students analyze their body and movement with four different kinds of mask: Neutral mask, Larval mask, Commedia dell’Arte mask and the smallest mask in the world, the red nose of the clown. In this process, the disguise drives the students to discover emotions, movements and thoughts far from their habitual and comfortable modes; by gradually removing the disguise, they reach self-awareness and learn how to enjoy their presence on stage. Combining the methodologies of Jacques Lecoq, Carlo Bosso and Philippe Gaulier the course guides students through analysis of stage performance and its effects.

THEAT-UH 2110
Character and Action
(Formerly THEAT-AD 210)
Offered fall
Pre-requisites: THEAT-UH 1110 (THEAT-AD 110), THEAT-UH AD 1120 (THEAT-AD 111), or THEAT-UH 1112 (THEAT-AD 117)
Students develop advanced performance skills by using techniques associated with Patsy Rodenburg, Shin’ichi Suzuki, Stanislavsky, Anne Bogart, and Yoshi Oida, among others. Training exercises are used to develop kinesthetic awareness, focus, listening, character, action, creativity, imagination, and collaboration. Through a holistic approach connected to recent findings in cognitive science, students build technical craft as well as begin to reconstruct and reorganize their physical and mental habits, so as to release the full potential of the responsiveness, expressivity, and presence of their actor/performer instrument: the body-mind.
The audience (a-Sadiki’s ‘use of the halqa and Wannus’ inclusion of hekoatee); and the use of familiar tales to explore new political realities (Wannus and Farag’s use of the Arabian Nights tales, Al-Hakim’s use of pharaonic myth, Al-Hakim and Salim’s use of Greek myth). Please note: this course contains an international trip and counts as an “Abu Dhabi-based Course with a Trip” for first-year students. For upper-class students, this counts as an “Away J-Term course.” This course is open to NYU Abu Dhabi students only.

Theater in Hand
(Formerly THEAT-AD 135)
Offered spring even years
This course examines different traditions, innovations, representations, and locations of Asian theater. The influence of major aesthetic texts such as the Natyasastras and the Kadensho are studied in relationship to specific forms of theater such as Kagura, Bugaku, Noh, Bunraku, Kabuki, Shingeki, Jingxi, Geju, Zaju, Kathakali, Kathak, Odissi, Chau, Manipuri, Krishnattam, Kutiyyattam, Rasilla, and Pansori. The dramatization of religious beliefs, myths, and legends are examined in a contemporary context. Different focuses include: Middle Eastern performance, Japanese theater, traditional Asian performances on contemporary stages, religion and drama in Southeast Asia, and traditions of India.

Representing the Real
(Formerly THEAT-AD 139)
Offered spring
Crosslisted with Core: Cultural Exploration and Analysis
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 theater 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 plays that directly engage real events across a broad spectrum of personal, social, political and historical circumstances by using witness accounts, film footage, photographs, documents, legal transcripts, interviews, and the reality and fiction of staged objects. Students will gain an understanding of the performativity of bodies, memory, nation, terror, and the archive.

Making the Anthropo[s]cene: Figuring Climate Change Across the Arts
(Formerly THEAT-AD 154)
Offered spring
Cross-listed with Art and Art History, Film and New Media, Literature and Creative Writing, The Environment

This course will examine the range of artistic responses—across many genres and media—to the rapidly emerging and deeply confounding phenomenon of climate change. Thoroughly human-caused—so much so that scientists have proposed a new name for the current age: the Anthropocene. The course will explore the impact of the Anthropocene on human technological solutions or predictive models, as such, they challenge us to revise our understanding of how our species relates to the non-human world around us. We will explore what artists and art criticism can learn from approaches emerging from a variety of disciplines, including anthropology, philosophy of science, politics, and philosophy, and we will study a variety of literary, cinematic, visual, and pop-cultural art works, to seek our own answers to the question of art’s role in the emerging environment of climate change.
LITCW-UH 2320
Reading Dramatic Literature: Authority and Imagination
Crosslisted with Literature and Creative Writing

TOPICAL RESEARCH

THEAT-UH 3910
Directed Study
(Formerly THEAT-AD 3910)
Offered by application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

CAPSTONE

THEAT-UH 3090
Capstone Seminar
(Formerly THEAT-AD 390)
Offered fall
In the fall semester of their fourth 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.

THEAT-UH 4001
Capstone Project
(Formerly THEAT-AD 401)
Offered spring
The second part of this capstone trajectory provides second semester seniors with a concrete support structure as they bring their theater capstone projects to fruition. The course offers a place for discussion on topics such as process, research, and collaboration in art practice and scholarship. The course will also help students situate their projects within the field. The seminar is designed to work in tandem with capstone advisors and (as applicable) theater program production staff. Students are further supported in the development of their capstone writing, presentation, and digital archiving practices.

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
3 Electives

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.
ANTHROPOLOGY COURSES

REQUIRED COURSES

ANTH-UH 1010
Introduction to Anthropology
(Formerly ANTH-AD 101)
Crosslisted with Social Research and Public Policy
This course provides students with a broad overview of the discipline, history, research methods, and 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-UH 211J
Anthropology of Indigenous Australia:
Art, Politics and Cultural Futures
(Formerly ANTH-AD 103J)
Offered occasionally
Crosslisted with Museum and Cultural Heritage Studies
This course offers an introduction to current issues in the anthropology of Indigenous Australia, considering a range of Aboriginal forms of social being, ranging historically and geographically and considering a range of Aboriginal forms of social being, ranging historically and geographically and focusing on the changing relationship between Indigenous people and the settler nation of Australia. Students will explore a range of sites of engagement with and representations of the everyday realities, challenges, and concerns of the people with whom anthropologists work.

ANTH-UH 2111
India: Topics in Anthropology & History
(Formerly ANTH-AD 110)
Offered occasionally
Crosslisted with Social Research and Public Policy
This course offers multiple approaches to India under two broad conceptual frameworks: identity and Culturalism. The geographical focus for the course is India, broadly conceived to include its diaspora and in relation to other South Asian studies. The disciplinary location for the course is in Social and Cultural Anthropology and History. Caste is the lens through which a range of social and cultural issues such as gender, class, modernity and food are considered and communalism is the lens through which key historical moments are examined. Such key moments may include some of the following: Partition (1947), the State of Emergency (1975-77), Operation Bluestar (1984), the destruction of the Babri Masjid, Ayodhya (1992) and the Gujarat riots (2002). In each case the events are studied from multiple perspectives both anthropological and historical to examine, for example, secularism and nationalism in India.

ANTH-UH 2112
Creative Cities: Buenos Aires & Beyond
(Formerly ANTH-AD 103J)
Offered January
Crosslisted with Urbanization
This course will examine current transformation space across Latin American cities involving rapid urbanization, the growth of neoliberal developments and the transformation of creative industries and economies across the region. We will focus on post 1980s transformations when we see new modes of globalization across the region that presented new openings but also constraints in regards to the development of enclave urbanism, new types of segregation and new imaginaries of class and “urban” identities. Throughout, Buenos Aires will provide a case study and laboratory to explore some of these contemporary issues in greater detail. Special attention will be paid to the use of culture in urban development, such as through the rise of urban tourism and the marketing and internationalization of tango. Readings will be drawn from geography, urban studies, anthropology and cultural studies. Our discussion will also be enriched through films, guest speakers, guided tours, and among other exercises geared at enriching students’ appreciation of contemporary Buenos Aires.

ANTH-UH 2113
Memoir and Ethnography: Understanding Culture Through First-Person Narrative
Offered fall
Crosslisted with Literature and Creative Writing, Social Research and Public Policy
Memoir is the best-selling genre in contemporary literature. Indeed, our fascination with all things autobiographical attest to the importance of examining one particular life in order to understand larger forces at play involving culture, community, race, gender and even social and global transformations. Narrative Ethnography is also a form of writing which uses the first person pronoun. In this genre, “participant observation”—actually experiencing the beliefs, rituals and life-ways of another culture first-hand—is the methodology employed in order to explicitly understand not just the self, but the ‘other’. What are the differences between memoir and ethnography? What kinds of knowledge travel in each? How does writing in the first person challenge other modes of knowledge production? How might memoir and ethnography contribute to our understanding of cultural and cross-cultural dialogue, while providing a post-colonial critique? In this course we examine the rhetorical and aesthetic rules that govern these genres, as well as the way they create social imaginations that go on to live political lives in the world.

ANTH-UH 2114
Listening to Islam
Offered spring 2018
Crosslisted with Arab Crossroads Studies, Music, Theater
What kinds of knowledge pass through the ear? In this course we understand Islam from the vantage point of aesthetics (from the Greek aisthetikos) to perceive). In particular, we explore sound knowledge—the kind of knowledge that comes through listening. What happens when we listen to an and how does the concept of samadhi: spiritual listening—inform the sound worlds of Islam? Examining Sunni and Shi’ite rituals, as well as celebrations, festivals, commemorations and ceremonies, we will read aloud and experience Islamic forms of expression order to understand the power of aesthetic performance in its local expression and on the global stage.

ANTH-UH 2115
The Anthropology of Forced Migration
Offered fall
Crosslisted with Social Research and Public Policy
This course explores the lived experiences of exiles, refugees, and forced migrants, through anthropological texts on displacement, encampment, resettlement, asylum, memory, and belonging. It looks at how forced migrant identities are formed and transformed, and at notions of home, and belonging. The class examines interactions between forced migrants, aid agencies, governments and the UNHCR. The course explores each stage of forced migration, the institutions refugees encounter, the factors behind human movement, and the anthropology of social crisis. It also examines processes of flight and displacement in ethnography. We will also study the experience of encampment and its effect on social organizations, memory and identity. The class examines critiques of humanitarian assistance, scrutinizing micro-level practices of aid against the backdrop of state, its obligations, constraints, and approach to citizenship and belonging. The class then addresses asylum and immigration as well as the anthropology of borders and border crossing. To conclude, the course considers issues of integration and resettlement, examining how people make a new life in a different culture.

ANTH-UH 2116
Displacement and Dispossession in the Modern Middle East
Offered fall
Crosslisted with Arab Crossroads Studies
Core: Structures of Thought and Society
Dispossession and forced migration in the contemporary Middle East is often regarded as synonymous with the Palestinian population. At a stretch of the imagination, it might also take in the Kurdish problem. This course, however, situates both the Palestinian and Kurdish migrations of the twentieth century into the wider and pervasive involuntary movement of populations which has indelibly marked the region throughout the last 100 years. It traces the dispossession of peoples in the Middle East as part of the policy of empire, carried further by the colonial and neo-colonial and well as neo-conservative political encounters with the East and the West.

ANTH-UH 3100X
Anthropology of the Fatwa
Offered Spring 2018
Prerequisites: At least two courses in any combination of the following disciplines: Islamic Studies, Legal Studies, Anthropology, or the candidate demonstrated familiarity with these approaches Crosslisted with Arab Crossroads Studies, Legal Studies, Social Research and Public Policy. The practice of seeking and issuing fatwas is almost as old as Islam itself. For centuries Muslims have posed questions to scholars on issues as contentious as divorce or participation in war as a non-believer as the ritual procedures of ablation. Yet this seeming continuity masks a number of variations and transformations. This seminar focuses on one such transformation: the emergence of the modern state and its institutions. How has the emergence of the modern state come to condition the fatwa in the contemporary world? The seminar addresses this question in historical context. Thus, alongside studies of fatwa practices set in
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 are able to begin or continue learning Chinese at NYU New York or NYU Shanghai, 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

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**ANTH-UH 3190**
**Directed Study**
(Formerly ANTH-AD 198)
Offered by Application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper. Instructor permission needed to take this course.

**ACS-UH 1010X**
**Anthropology and the Arab World**
Crosslisted with Arab Crossroads Studies, Arab Music Studies, Social Research and Public Policy

**ACS-UH 2411X**
**Heritage, History and Memory in the Modern “Middle East”**
Crosslisted with Arab Crossroads Studies, History, Museum and Cultural Heritage Studies

**MUSIC-UH 1611X**
**Arab Music Cultures**
Crosslisted with Crosslisted with African Studies, Arab Crossroads Studies, Arab Music Studies

**MUSIC-UH 1662**
**African Popular Music**
Crosslisted with African Studies, Music

**MUSIC-UH 3660**
**Advanced Topics in Ethnomusicology**
Crosslisted with Music

**SRPP-UH 2211**
**Ethnographic Field Research**
Prerequisite: SOCSC-UH 1210Q (SRPP-AD 112Q)
Crosslisted with Arab Crossroads Studies, Social Research and Public Policy

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**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)
2. Intermediate Arabic 2 (or equivalent)
3. Colloquial Arabic (or equivalent):
   - Colloquial Arabic: Egyptian, or
   - 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 required to take 16 credits of Chinese language courses 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 credits, a higher-level language course (i.e., past Advanced II) must be taken to fulfill the remaining credits. 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
2. Intermediate Chinese 2
3. Advanced Chinese 1
4. Advanced Chinese 2
ARABL-UH 2120
Intermediate Arabic 2
(Formerly ARABL-AD 202)
Offered fall, spring
Prerequisite: ARABL-UH 2120 (ARABL-AD 201)
Crosslisted with African Studies
This course builds on the language and skills that students acquire in Intermediate Arabic I which is a prerequisite course for this class. Students joining the course from outside NYU Abu Dhabi must take a placement test. This is a full semester course (or equivalent session) during which students continue learning the modern standard form of the language, with limited exposure to phrases and expressions in colloquial. It is a student-centered course where the four language skills (reading, writing, listening and speaking) are integrated along with culture to simulate real life situations. At the end of the semester students should be able to read and understand the main ideas of authentic texts written for the general public. They will be able to employ analytical reading and critical thinking skills to understand different types of text. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, presentations, short essay writing, and a final exam.

ARABL-UH 2130
Arabic Language and Heritage II
(Formerly ARABL-AD 231)
Offered spring
Prerequisite: ARABL-UH 2130 (ARABL-AD 130)
This course is the second in the Arabic Language and Heritage series designed for native learners of Arabic. A prerequisite for this course is Intermediate Arabic I or an equivalent proficiency level as determined through a placement test. This is a full semester course (or equivalent session) 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 explore various aspects of Arab culture. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, presentations, essay writing, and a final exam.

ARABL-UH 2200
Conversational Arabic: Levantine Dialect 1
(Formerly ARABL-UH 2100 (ARABL-AD 201))
Offered fall
Prerequisite: ARABL-UH 2100 (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 extensive exposure to daily life tasks, conversational fluency, and cultural sensibility. A prerequisite for this class is Intermediate Arabic 201 or an equivalent proficiency level determined through a placement test. This is a full semester conversation-based course during which students focus on the communicative skills, and develop automated production skills necessary to function in an Arabic speaking environment. It is designed to build student’s abilities in listening and speaking. When taught in the fall semester this course should be able to use the Egyptian dialect to participate actively in informal conversations by using language and cultural expressions to make requests, express, and describe personal preferences. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, writing, and a final exam.

ARABL-UH 3100
Advanced Arabic 1
(Formerly ARABL-UH 301)
Offered fall
Prerequisite: ARABL-UH 2120 (ARABL-AD 202)
The course is designed to help students reach an advanced level of proficiency through analysis of authentic Arabic texts addressing a wide range of political, social, religious, and literary themes. A prerequisite for this course is Intermediate Arabic 2 or, for students joining from outside NYU Abu Dhabi, the equivalent 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 express their ideas, recognize and use the main ideas and supporting arguments of authentic oral and written texts; draw conclusions about the author’s attitude; employ analytical reading and critical thinking; analyze various linguistic aspects in a text; and evaluate the content and organizational aspects of a specialized article. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, presentations, essay writing, and a final exam.

ARABL-UH 3200
Advanced Arabic 2
(Formerly ARABL-UH 302)
Offered spring
Prerequisite: ARABL-UH 3100 (ARABL-AD 301)
This course builds on previously acquired writing and conversational skills. A prerequisite for this class is Advanced Arabic 1 or, for students joining from outside NYU Abu Dhabi, an equivalent proficiency level as determined through a placement test. This is a full semester (or equivalent session) course during which students are autonomously responsible for their own learning. They are expected to 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 cultural expressions used in original Arabic literature in both analytical and contemporary. By the end of this class students should be able to produce publication-quality output and engage in more critical study of the main intellectual debates in Arabic 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.

ARABL-UH 3211
Conversational Arabic: Levantine Dialect 2
(Formerly ARABL-AD 318)
Offered spring
Prerequisite: ARABL-UH 2211 (ARABL-AD 218)
This course complements the language acquired in Levantine 1. A prerequisite for this class is thus Levantine 1 or an equivalent proficiency level as determined through a placement test. This 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 required on a wide range of topics. Students are encouraged and expected to participate actively in conversations by using linguistic and cultural expressions to make requests, compare, express, narrate and describe preferences. Assignments

ARABL-UH 3310
Arabic Language and Heritage III
(Formerly ARABL-AD 331)
Offered fall
Prerequisite: ARABL-UH 2130 (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 course is Level 3 of Intermediate Arabic or an equivalent proficiency level as determined through a placement test. This is a full semester course (or equivalent session) during which students work on reinforcing formal Arabic language skills to prepare them for a full engagement in their society, culture, and heritage. ALH 3 is a learner-centered class in which students are self-driven and autonomously responsible for their own learning. They are expected to 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 used in original Arabic literature in both analytical and contemporary. By the end of this class students should be able to produce publication-quality output and engage in more critical study of the main intellectual debates in Arabic 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.

ARABL-UH 3320
Arabic Language and Heritage IV
(Formerly ARABL-AD 332)
Offered spring
Prerequisite: ARABL-UH 2211 (ARABL-AD 218)
This course complements the language acquired in Levantine 2. A prerequisite for this class is thus Levantine 2 or an equivalent proficiency level as determined through a placement test. This 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 required on a wide range of topics. Students are encouraged and expected 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 skills, oral film summary. This course includes oral interviews, a homestay, guest speakers, and an oral final exam.

ARAB-UH 3450
Directed Study in Arabic Language
(Formerly ARABL-AD 298)
Offered by Application
Topics relating to Arabic Language as arranged.

ARAB-UH 4015X
Arabic Cultural Explorations
(Formerly ARABL-AD 315X)
Offered spring even years
Prerequisites: ARAB-UH 2210J (ARABL-AD 219J) and ARAB-UH 3120 (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 studying such cultural forms as literature, song, film, folklore, etc., in the original language. The course includes fourteen modules: twelve already set, and two final modules to be worked out over the semester by two student teams. The modules center on key texts in categories like language, place, family, and customs, which inform and influence key texts in categories like language, and consciousness.

CHINESE LANGUAGE COURSES

CHINL-UH 101
Elementary Chinese 1
(Formerly CHINL-AD 101)
Offered fall
Open to students with little or no training in Chinese, this course is designed to develop and reinforce language skills in listening, speaking, reading, and writing as Chinese language relates to everyday life situations. The objectives are: to master the Chinese phonetic system (pinyin and tones) with satisfactory pronunciation; to understand the construction of commonly used Chinese characters (both simplified and traditional) and learn to write them correctly; to understand and use correctly basic Chinese grammar and sentence structures; to build up essential vocabulary; to read and write level appropriate passages; to become acquainted with aspects of Chinese culture and society related to the course materials.

CHINL-UH 1102
Elementary Chinese 2
(Formerly CHINL-AD 102)
Offered spring
Prerequisite: CHINL-UH 1101 (CHINL-AD 101)
A continuation of Elementary Chinese I. The course is designed to reinforce and further develop language skills in listening, speaking, reading, and writing as these relate to everyday life situations.

CHINL-UH 2001
Intermediate Chinese 1
(Formerly CHINL-AD 201)
Offered fall
Prerequisite: CHINL-UH 1102 (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 topics-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-UH 2002
Intermediate Chinese 2
(Formerly CHINL-AD 202)
Offered spring
Prerequisite: CHINL-UH 2001 (CHINL-AD 201)
A continuation of Intermediate Chinese I, focusing on semi-formal usage of Chinese language when discussing more academically-influenced cultural or social topics.

CHINL-UH 3001
Advanced Chinese 1
(Formerly CHINL-AD 301)
Offered fall
Prerequisite: CHINL-UH 2002 (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 narrative s or reasoned and structured arguments; to learn to employ basic rhetorical methods; to learn to appreciate stylistic usage of Chinese language.

CHINL-UH 3002
Advanced Chinese 2
(Formerly CHINL-AD 302)
Offered spring
Prerequisite: CHINL-UH 3001 (CHINL-AD 301)
Continuation of Advanced Chinese I. Designed to reinforce and further develop students’ knowledge of formal usage of Chinese language.

CHINL-UH 3190
Directed Study
(Formerly CHINL-AD 298)
Offered by Application
Topics relating to Chinese Language as arranged.

FRENCH LANGUAGE COURSES

FRENL-UH 1101
Elementary French 1
(Formerly FREN-AD 101)
Offered spring
Prerequisite for FRENL-AD 1101 (FREN-AD 101)
This course is designed for students who have very little or no experience in French. Students who have taken French language classes before will be required to take a placement test. The course introduces students to the French language and emphasizes verbal communication, beginning writing, and oral presentation. The strong communicative and cultural approach of the course is designed around a modular structure which spirals and expands on topics and grammar laid out in a visual and contextualized format. Students are encouraged to communicate in French using simple and basic conversation modeled after examples studied in class. This interactive approach will also give the students an opportunity to stimulate their listening/reading/speaking and writing skills. The textbook used in this course is accompanied by an electronic Student Activities Manual companion (eSAM) housed at its website, which comprises a plethora of activities and a media library along with a trackable diagnostic study tool, etc.

FRENL-UH 1102
Elementary French 2
(Formerly FREN-AD 102)
Offered fall
Prerequisite for FRENL-AD 1101 (FREN-AD 101)
FRENL-UH 1002 is designed for students who wish to pursue the study of French at a higher level, and who have either successfully completed the first level course, or been placed at this level following a placement test. In this course, the students will deepen their knowledge of the French language and its diverse cultures. Communication, the core of the methodology, is emphasized all along this course through interactive activities arranged in a visual and contextualized format. This dynamic learning approach allows and encourages the students to communicate more effectively in a group setting. At the end of the course the students will be able to tackle more complex texts, develop an argument, write longer essays and more.

FRENL-UH 2001
Intermediate French 1
(Formerly FREN-AD 201)
Offered fall
Prerequisite: FRENL-UH 1102 (FREN-AD 102)
FRENL-UH 2001 is designed for students who have very little or no experience in French. Students who have taken French language classes before will be required to take a placement test. The course introduces students to the French language and emphasizes verbal communication, beginning writing, and oral presentation. The strong communicative and cultural approach of the course is designed around a modular structure which spirals and expands on topics and grammar laid out in a visual and contextualized format. Students are encouraged to communicate in French using simple and basic conversation modeled after examples studied in class. This interactive approach will also give the students an opportunity to stimulate their listening/reading/speaking and writing skills. The textbook used in this course is accompanied by an electronic Student Activities Manual companion (eSAM) housed at its website, which comprises a plethora of activities and a media library along with a trackable diagnostic study tool, etc.

FRENL-UH 2102
Intermediate French 2
(Formerly FREN-AD 202)
Offered spring
Prerequisite: FRENL-UH 2001 (FREN-AD 201)
FRENL-UH 2102 is designed for students who have already mastered the fundamentals of the French language (pronunciation, grammar, vocabulary), as well as the French and Francophone cultures. In this course, the students will have the opportunity to expand upon their knowledge of French by consolidating and enhancing their abilities to listen,
speak, read and write. This strong communicative and cultural approach of the program includes a textbook, a Student Activities Manual (eSAM) housed at its website in an interactive format. In addition, the students will have the opportunities to give oral presentations, read and discuss excerpts of newspapers articles and literary pieces; write longer essays; watch and discuss short films, etc.

FRENL-UH 2002
Intermediate French 2
(Formerly FREN-AD 202)
Offered fall, spring
Prerequisite: FRENL-UH 2201 (FREN-AD 201)
Crosslisted with African Studies
FRENL-UH 2002 is the continuation of Intermediate French 1. The course is built upon the knowledge acquired in the Intermediate French 1 level and is designed for students who have covered the basic mechanics of the French language necessary to communicate effectively and confidently in any group setting. In this course, students will continue to discuss more complex texts and literary pieces; write essays; watch and discuss short films, give oral presentations, etc.

FRENL-UH 3001
Advanced French 1
(Formerly FREN-AD 301)
Offered fall
Prerequisite: FRENL-UH 2002 (FREN-AD 202)
This Advanced French 1 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.

FRENL-UH 3002
Advanced French 2
(Formerly FREN-AD 302)
Offered occasionally
Prerequisite: FRENL-AD 3001 (FREN-AD 301)
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 capstone project 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. Foundations of Social Science courses (see below) are the principle vehicle for interdisciplinary knowledge formation. In addition, the Political Science major includes many courses that are cross listed with economics, psychology, and philosophy. 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. 228–229.
Foundations of Social Science (FSS) has four components that focus on (1) intellectual traditions in the social sciences, (2) global development in historical perspective, (3) quantitative reasoning and numeracy and (4) gateway courses into the majors.

Students come to NYUAD with a great diversity of backgrounds in terms of their grasp of societal development and globalization, with a vision that is often narrowed by regional foci of high school curricula. FSS is designed to broaden and amplify students’ understandings of the world and global processes. Required and elective courses in each of the majors will be able to build on this foundation, thereby fostering intellectual growth.

Beyond their role in the programs, Foundations of Social Sciences courses are open to all students and will deliver high value to any student curious about the development of societies and social thought; the substance and skills students learn in these courses will be applicable across the liberal arts spectrum. They are designed to foster informed world citizenship.

### Social Science Foundations Courses

#### Required Courses

**SOCSC-UH 1010Q Statistics for the Social and Behavioral Sciences**  
(Formerly SOCSC-AD 110Q)  
**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. Applications to empirical situations in the Social Sciences are an integral part of the course.

**SOCSC-UH 1011 Global Economic, Political and Social Development since 1500 (GEPS)**  
(Formerly SOCSC-AD 117)  
**Offered spring**  
Crosslisted with Economics, Political Science, Social Research and Public Policy  
Why did some countries industrialize before others? Why was it Europeans that conquered the world? How can we explain the great divergence in per capita income across countries? What are the social and political impacts of economic growth? What is the role of political institutions in underpinning economic progress? This course addresses these and other similar questions using simple tools from across the social sciences. Particular emphasis is placed on understanding the role of economic incentives and political institutions in underpinning economic and social development.

**SOCSC-UH 1310 Introduction to Political Theory**  
(Formerly POLSC-AD 120)  
**Offered spring**  
Crosslisted with Economics, Political Science, Social Research and Public Policy  
In a world where interests and values often conflict, how should societies be governed? Which form of government is best? Have we reached what Francis Fukuyama famously termed ‘The End of History’—the notion that there are no serious contenders to liberal democracy? Subjects in this course include ancient and modern theorists such as Aristotle, Machiavelli, Montesquieu, and Burke as well as contemporary Chinese critics of Western liberal democracy.

### Gateway Courses

1 course required per social science major

**SOCSC-UH 1111 Markets**  
(Formerly ECON-AD 101)  
**Offered fall, spring**  
Required for Economics  
Crosslisted with Business and Organizational Studies, Leadership and Social Entrepreneurship; Social Research and Public Policy  
This course offers students an introduction to how economists look at the world and approach problems. It focuses on individual economic decision-makers (households, business firms, and government agencies) and explores how they are linked together and how their decisions shape our economic life. Applications of supply and demand analysis and the role of prices in a market system are explored. Students are also exposed to game theory, the theory of the competitive firm, the idea of market failure, and policy responses. The course relies on cases and examples and incorporates readings from classical and contemporary sources to shed light on modern economic principles and their application to solving the problems that face the global economy.

**SOCSC-UH 1311 Introduction to Political Thinking**  
(Formerly POLSC-AD 130)  
**Offered fall, spring**  
Required for Political Science  
Crosslisted with Social Research and Public Policy  
This course provides an introduction to some of the primary questions in the study of politics and the theories used by political scientists to understand the world. Among other questions, students will
consider why we live in nation states, why peaceful solutions can be so elusive, and why the will of majority often goes unrealized. The course focuses on individual decision makers in the world of politics (citizens, voters, legislators) and explores how they are linked together and how their decisions shape political outcomes. The course also explores how political institutions, such as electoral rules or the design of legislatures, can structure the interactions of these actors. The course relies on cases and examples and incorporates readings from classical and contemporary sources to illustrate how these theories of political behavior and institutions can shed light on current political events.

**METHODS ELECTIVES**

**SOCSC-UH 1210Q Logic of Social Inquiry**
(Formerly SOCSC-AD 112Q) 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.

**SOCSC-UH 2210 Introduction to Game Theory**
(Formerly POLSC-AD 112) Offered fall, spring
**Prerequisites: MATH-UH 1013 (MATH-AD 111) or equivalent**
**Crosslisted with Economics, Mathematics, Political Science, Social Research and Public Policy**
This course introduces the basic concepts of elementary game theory in a way that allows students to use them in solving simple problems. Topics include: the basics of cooperative and non-cooperative game theory; basic solution concepts such as Nash equilibrium and the core; and the extensions of these solutions to dynamic games and situations of incomplete information. Students are exposed to a variety of simple games with varied and useful applications: zero-sum games; the Prisoner's Dilemma; coordination games; the Battle of the Sexes; repeated games; and elementary signaling games. The course relies on a wide array of example applications of game theory in the social sciences.

**SOCSC-UH 2211 Survey Research**
(Formerly SRPP-AD 120) Offered fall, spring
**Prerequisites: SOCSC-UH 1010Q (SOCSC-AD 110) Crosslisted with Economics, Political Science, Social Research and Public Policy**
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.

**SOCSC-UH 2212 Research Design & Causality in Social Science**
Offered fall
**Crosslisted with Political Science, Social Research and Public Policy**
This course will provide students with the “foundations” to undertake research in social science. You will learn how to identify an interesting research question. You will be introduced to different approaches that social scientists take to answer these questions. And because many of the questions we are interested in are causal (What leads to Y? What is the impact of X?), you will learn about different strategies to get at causality. We will also discuss other key issues related to good research like transparency and ethics. This class is hands on. During the course you will create your own research design. Furthermore, we will make use of examples to critically evaluate existing research. This class is highly recommended to students who plan to write a capstone or a research paper.

**SOCSC-UH 3210 Advanced Game Theory**
(Formerly POLSC-AD 113) Offered occasionally
**Prerequisite: SOCSC-UH 2210 (POLSC-AD 112) Crosslisted with Economics, Political Science, 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.

**SOCSC-UH 3220 Econometrics**
(Formerly ECON-AD 210) Offered fall, spring
**Prerequisites: ECON-UH 2020 (POLSC-AD 209) and MATH-UH 1021 (MATH-AD 112) Crosslisted with Economics, Political Science, Social Research and Public Policy**
Application of statistics and economic theory to problems of formulating and estimating models of economic behavior. Matrix algebra is developed as the main tool of analysis in regression. Acquaints students with basic estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroskedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation models and the concept of identification is also provided.

**SOCSC-UH 3221E Experimental Research in the Social Sciences**
(Formerly POLSC-AD 116E) Offered spring
**Crosslisted with Political Science, 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 Experiment Lab. Laboratory. The course should be taken by all social science students who plan to do experiments-based capstones in the laboratory.
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.

Electives are categorized into tracks and culminate in a track-specific Capstone Seminar.

Students who intend to pursue graduate studies in Economics are advised to take some courses from the Theory track.

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

### REQUIRED SOCIAL SCIENCE COURSES

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<th>Course Code</th>
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<tbody>
<tr>
<td>SOCSU-UH 1101</td>
<td>Principles of Macroeconomics</td>
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<tr>
<td>ECON-UH 2010</td>
<td>Intermediate Microeconomics</td>
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<tr>
<td>SOCSU-UH 1111</td>
<td>Microeconomic Applications</td>
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<tr>
<td>SOCSU-UH 2220</td>
<td>Econometrics</td>
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### ELECTIVE COURSES

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<tbody>
<tr>
<td>ECON-UH 2020</td>
<td>Social Research and Public Policy</td>
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<td>ECON-UH 2030</td>
<td>Intermediate Macroeconomics</td>
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<tr>
<td>SOCSU-UH 1010Q</td>
<td>Data Analysis</td>
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### REQUIRED ECONOMICS COURSES

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### NOTE

- This course is required only for students following the 2016-2017 bulletins or earlier bulletins. It will be offered for the last time in Spring 2018.
- ECON-UH 2010 Intermediate Microeconomics (Formerly ECON-AD 105) Offered fall, spring
- ECON-UH 2020 Intermediate Macroeconomics (Formerly ECON-AD 104) Offered fall, spring

### REQUIREMENTS

1. Principles of Macroeconomics (ECON-AD 102)
2. Microeconomic Applications (ECON-AD 101)
3. Econometrics (ECON-AD 111)
4. Data Analysis (ECON-AD 121)

### DATES

- January Term
- Fall Semester
- Spring Semester
- Study Away
booms and recessions; (3) determinants of inflation including capacity constraints, money, credit and expectations; (4) the aims, objectives and tools of monetary and fiscal policies and their relationship with financial intermediation and its regulation. Throughout the course data will regularly be analyzed to critically assess theoretical insights. It is recommended to take this course after Intermediate Microeconomics.

ECON-UH 3010 Economics of Imperfect Markets Offered fall, spring Prerequisites: ECON-UH 2010 (ECON-AD 105) and MATH-UH 1021 (MATH-AD 112) or equivalent This course studies causes, consequences, and remedies for market failures. Causes of market failure include insufficient competition (e.g., monoply or oligopoly), consumption externalities, the presence of public goods, or the presence of information asymmetries (e.g., adverse selection or moral hazard).

ECON-UH 3030 Economic Growth (Formerly ECON-AD 231) Offered spring Prerequisites: ECON-UH 2030 (ECON-AD 104) and MATH-UH 1021 (MATH-AD 112) or equivalent This course introduces the students to the modern analysis of economic growth by addressing questions such as: What explains the considerable growth in incomes per capita that advanced economies have experienced since the late eighteenth century? Why are some countries so much richer than others? Will poor countries close the gap with rich countries? What is the driving force of growth? Are the benefits of growth equally shared between different social classes? How does government policy affect growth? How do the underlying characteristics of an economy—such as its institutions, skill distribution, and demographic trends—affect its growth rate?

ECON-UH 4000 Economic Policy Offered fall, spring (not offered in 2017–2018) The world is neither as simple nor as rational as posited in introductory economic models/ courses. In Economic Policy, students build on their insights from Micro- and Macro- economics to discuss real world policy advice based on empirical and theoretical insights. A handful of important economic policy challenges will be discussed in depth that will vary based on the interests of the professor. How should optimal unemployment insurance be designed? What can the impacts of the introduction of VAT be on the GCC economies? Is inequality good or bad for economic growth?
This course will cover the international aspects of development and poverty reduction in developing countries, including the various dimensions of globalization (trade, migration, capital movements, knowledge transfer), the potential conflicts of interest between developed and developing countries, the need for global governance and the role of international organizations.

**ECON-UH 3450**
A History of the Modern World Economy
(Formerly ECON-UH 314)
Offered occasionally
Prerequisite: ECON-UH 2020 or POLSC-UH 2211
POLS-AD 201
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-UH 3460**
Poverty
(Formerly ECON-UH 224)
Offered spring
Prerequisite: ECON-UH 2010 (ECON-AD 105) and ECON-UH 2311
CROSSTILLED WITH POLITICAL SCIENCE, SOCIAL RESEARCH AND PUBLIC POLICY
International organizations today define poverty as having to do with less than USD 1.90 a day at the prices observed in advanced countries. With such a definition, there are today a little less than 1 billion poor people in the world, or 13 percent of the global population. With the same definition, they were more than 90 per cent two centuries. This seems indeed a huge progress. Yet, there are serious questions behind that definition and those figures. Why USD 1.90 a day? Where does this figure come from? How satisfactory is a definition of poverty that implies that there is practically no poor persons in the United States today? Should poverty be measured with a pure monetary metric? How should the subjective and social aspect of poverty be taken into account? Alternative definitions often paint a much less optimistic landscape, with poverty diminishing much more slowly and in some cases not at all. More fundamentally, how is it the case that, even with the 1.90 USD a day definition, there still are countries today where about half the population is below that level? What are the obstacles these countries face in trying to access a higher standard of living?

**PEACE-UH 101**
Foundations of Peace: Economic and Political Perspectives
CROSSTILLED WITH PEACE STUDIES, POLITICAL SCIENCE
POLSC-UH 2312
Political Economy of Development
CROSSTILLED WITH POLITICAL SCIENCE

**ECON-UH 1501**
Introduction to Accounting (Formerly ECON-AD 321)
Offered fall, spring
Prerequisites: ECON-UH 1501 (ECON-AD 321), SOCSC-UH 1010Q (SOCSC-AD 110) and SOCSC-UH 1111 (ECON-AD 101)
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-UH 2511**
Financial Systems
(Formerly ECON-AD 225)
Offered occasionally
Prerequisites: SOCSC-UH 1111 (ECON-AD 101)
Recent global financial turbulence has demonstrated how important the financial system is to the world economy and how complex it is. Financial systems are centered on key institutions, instruments and markets. But they also involve governments, public policy and regulation. They span the globe from the US, the EU, Japan, Russia, China and the Emerging Markets. In critical ways, country-level financial architectures are integrating to form a more seamless, high-performance whole. This is good for efficiency, innovation and growth, yet it also amplifies problems during times of crisis.

**ECON-UH 3500**
Topics in Entrepreneurship and Finance
Offered occasionally
Prerequisite: SOCSC-UH 3220 (ECON-AD 101)
In this course students work through academic research papers in the area of Development and Economic History that are closely connected to the research interests of the professor. One of the outcomes is a research proposal that each student prepares. Students can take multiple versions of this course for credit.
ECON-UH 351X
Islamic Economics and Finance
(Formerly ECON-AD 334X)
Offered fall
Prerequisite: ECON-UH 2510 (ECON-AD 302) and SOCSUS-UH 111 (ECON-AD 101)
This course provides a foundational understanding of the principles of Islamic economics and mode, products and procedures of Islamic finance. This course familiarizes students with the roles and functionalities of Islamic finance in the context of the financial services industry today.

ECON-UH 3520
Corporate Finance
(Formerly ECON-AD 303)
Offered fall, spring
Prerequisite: ECON-UH 2510 (ECON-AD 302)
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 set s and case studies are integral parts of this course.

GLOBAL MACROECONOMICS TRACK

ECON-UH 2610
International Economics
(Formerly ECON-AD 103)
Offered fall, spring
Prerequisite: SOCSUS-UH 111I (ECON-AD 101I)
Examining both macro 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-UH 2620J
Understanding Financial Crises
(Formerly ECON-221J)
Offered Jan-Feb
Prerequisite: SOCSC-UH 111I (ECON-AD 101I)
The purpose of this course is to understand the key facts and basic mechanisms concerning financial crises and related topics. The course will first begin by studying empirical evidence about financial crises as well as the basic crisis mechanisms (bank runs, sovereign default, currency collapse). The empirical facts will provide a perspective on the recurrence of different types of financial crises (banking crises, currency crises, and sovereign debt crises). Students will study the causes of their crisis, their resolutions, and their long-run consequences. The crisis mechanisms will be introduced through very simple canonical models, with emphasis on intuition and insight over model technicalities. Once these foundations are in place, the course will open up on a series of topics with mixed themes—such as crises and long run growth; inequality and crises; crises, stabilization and reforms—and an in-depth study of major crises episodes, such as the Great Depression, the US Financial Crises of 2007-2008 and the Euro Crisis. The classes will be complemented by visits to the Washington, D.C. institutions and by exchanges with officials who played a key role during past financial crises.

ECON-UH 2621J
Financial Crises and Financial Macroeconomics
(Formerly ECON-AD 226J)
Offered January
This course will review key facts and mechanisms at work before, during and after financial crises. It will be divided into two parts, first looking at the main empirical evidence to establish a “typology” around bank runs, sovereign defaults, and currency collapses. The pedagogical approach will favor simple, up-to-date, canonical models with an emphasis on intuition and insight over model technicalities. The course will then turn to specific topics on the global economy today, including monetary policy and financial crises; financial stability and macro prudential tools; crises and long run growth; the role of International Financial Institutions; selected crisis episodes (including the US Financial Crises of 2007-2008 and the Euro Crisis). Classes will be complemented by visits to relevant institutions such as a major investment bank, the NY Federal Reserve, possibly a day trip to a major investment bank, the NY Federal Reserve, possibly a day trip to Washington, D.C.

ECON-UH 2640
Monetary Economics and Policy
Offered occasionally
Prerequisite: ECON-UH 2030 (ECON-AD 104)
Central Banks across the world are tasked with maintaining price stability and possibly consider economic growth as a secondary objective, but why do independent central banks exist? What are the many roles modern Central Banks must satisfy? Why do people hold cash and are blockchain technologies going to change the way people trade? What are considerations for stabilization policies and why can economies typically not achieve full employment and zero inflation? What are optimal currency areas and why does monetary policy have to consider fiscal policy?

POLSC-UH 2514
Political Economy of International Trade
Crosslisted with Political Science

LABOR AND HEALTH ECONOMICS TRACK

ECON-UH 2710
Labor Economics
(Formerly ECON-AD 216)
Offered occasionally
Prerequisites: SOCSUS-UH 101Q (SOCSUS-AD 110), SOCSUS-UH 111I (ECON-AD 101) and ECON-UH 2010 (ECON-AD 105)
This course will study the collective action behavior of 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.

ECONOMIC THEORY TRACK

ECON-UH 2920
Individual Rationality & Collective Action
(Formerly ECON-AD 220)
Offered occasionally
Prerequisite: ECON-UH 2010 (ECON-AD 105)
How do individuals make decisions? What does it mean to be rational? How do rational individuals behave collectively? Can collective action be efficient? How stable are preferences? This course explores the extent, and limitations, of rationality in individual and collective decision-making. It studies the interaction between individual and collective choices on the market place and in firms, especially when markets fail. It investigates the interplay between the market mechanism and the democratic principle in the economy. The course introduces fundamental concepts, methods and paradigms of decision theory, general equilibrium theory and social choice theory. These are illustrated through short cases borrowed from the current economic, political and business scene. It examines how these tools might lead us to make better decisions; both as individuals or members of groups, and enables a better understanding of the dynamics of collective action.
ECON-UH 3900
Topics in Economic Theory
Offered occasionally
Prerequisite: SOCSC-UH 3220 (ECON-AD 210)
In this course students work through academic research papers in the area of Economic Theory that are closely connected to the research interests of the professor. One of the outcomes is a research proposal that each student prepares. Students can take multiple versions of this course for credit.

ECON-UH 3910
Advanced Microeconomics
(Formerly ECON-AD 305)
Offered fall
Prerequisite: ECON-UH 2010 (ECON-AD 105)
Building on the foundations laid down in Intermediate Microeconomics, this course provides a thorough treatment of some more advanced questions. The course starts with a careful study of the functioning of markets, culminating with the first and second theorem of welfare economics. The next topics cover an introduction to strategic behavior and game theory, and subsequently a study of market failures under adverse selection and moral hazard. This course involves more formal analysis than that used in Intermediate Microeconomics.

ECON-UH 3911
De Gustibus Non est Disputandum
(Formerly ECON-AD 219)
Offered occasionally
Prerequisites: ECON-UH 2010 (ECON-AD 105) and MATH-UH 1013 (MATH-AD 111) or equivalent
So called “non-economic” aspects like social interactions, trust, solidarity, fairness, emotions or cultural and social norms become increasingly acknowledged in various important economic and social policy areas like crime, ethnic conflicts, gender, the welfare state and economic development. The purpose of this course is to introduce the basic tools of microeconomic analysis and other fields (sociobiology, evolutionary anthropology, network theory, population dynamics) to such issues, emphasizing the role of endogenous preferences, culture, social norms and social interactions and their implications for markets, communities and institutions.

ECON-UH 3920J
Collective Welfare and Distributive Justice
(Formerly ECON-AD 324J)
Offered January
Prerequisite: ECON-UH 2010 (ECON-AD 105)
This course explores the contribution of macroeconomic analysis to the normative issues surrounding the design of collective decision processes (voting rules, bargaining protocols), and the fair distribution and exploitation of scarce resources through prices or other market mechanisms. Attention is on the rigorous modeling of individual and collective welfare, and the logical difficulties of combining economic efficiency with the requirements of end-state and procedural justice. Applications include the Gini and other inequality indices, the Borda and Condorcet voting rules, the design of tax schedules, fair division of an inheritance, overcoming the tragedy of the commons, and more.

ECON-UH 3940
Advanced Macroeconomics
(Formerly ECON-AD 306)
Offered spring
Prerequisite: ECON-UH 3030 (ECON-AD 231), ECON-UH 3910 (ECON-AD 305) and SOCSC-UH 3220 (ECON-AD 210)
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 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.

SOCSC-UH 3210
Advanced Game Theory
Offered occasionally
Prerequisites: MATH-UH 1013 (MATH-AD 111) or equivalent and SOCSC-UH 2210 (POLSC-AD 112)
Croslisted with Political Science, Social Research and Public Policy

CAPSTONE
ECON-UH 4030
Capstone Seminar—Behavioral and Experimental
Offered fall
Prerequisites: Any ECON-UH X3XX course and SOCSC-UH 3220 (ECON-AD 210)
By reading and discussing research papers in a specific subfield of Behavioral or Experimental Economis students acquire familiarity with current research methods and topics. Topics vary from semester to semester.

ECON-UH 4050
Capstone Seminar—Entrepreneurship and Finance
Offered fall
Prerequisites: Any ECON-UH 35XX course and SOCSC-UH 3220 (ECON-AD 210)
By reading and discussing research papers in a specific subfield of Entrepreneurship or Finance students acquire familiarity with current research methods and topics. Topics vary from semester to semester.

ECON-UH 4060
Capstone Seminar—Global Macro
Offered fall
Prerequisites: Any ECON-UH 36XX or 3940, course and SOCSC-UH 3220 (ECON-AD 210)
By reading and discussing research papers in a specific subfield of Macroeconomics students acquire familiarity with current research methods and topics. Topics vary from semester to semester.

ECON-UH 4099
Capstone Project
(Formerly ECON-AD 401)
Offered spring
Prerequisite: Any Economics Capstone Seminar The sequel to the Capstone seminar is designed to conclude the capstone experience. Students work closely with faculty and fellow students to complete their 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 do 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 four required Foundations of Social Science courses (Introduction to Political Thinking; Statistics for the Social and Behavioral Sciences; Global Economic, Political, and Social Development in Historical Perspective (GEPS); and Social, Political, and Economic Thought in Historical Perspective (SPET) course), two introductory electives, two methods electives, one breadth elective, 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 Seminar. 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 designs, 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.

**REQUIREMENTS FOR THE MAJOR**

13 courses, distributed as follows:

1. **Required courses:**
   - Introduction to Political Thinking; Statistics for one Social and Behavioral Sciences; Global Economic, Political, and Social Development in Historical Perspective (GEPS); and Social, Political, and Economic Thought in Historical Perspective (SPET) course
   - Two introductory electives
   - Two methods electives
   - Two area electives
   - One breadth elective
   - Two Capstone Seminar and Project

**Minor in Political Science**

The Political Science minor is open to all NYUAD students. The minor requires Introduction to Political Thinking and any three elective political science courses with POLSC-UH or POL-UA numbers—except those identified as “Methods Electives”. Methods electives as well as other political science electives that do not have POLSC-UH or POL-UA numbers may not be counted toward the minor.

**REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE**

4 courses, distributed as follows:

1. Introduction to Political Thinking
2. Political Science non-Methods Electives from within the Political Science major
# Political Science

## Sample Schedule

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

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<th>YEAR 1</th>
<th>Fall Semester</th>
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<td>**Intro to Political Thinking</td>
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<td>**Statistics for Social Sciences</td>
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<td><strong>First-Year Writing Seminar</strong></td>
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<th>Fall Semester</th>
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<th>Fall Semester (Study Away)</th>
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<td><strong>General Elective</strong></td>
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<th>Fall Semester</th>
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<td><strong>Capstone Seminar</strong></td>
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## Political Science Courses

### Required Social Science Courses

**SOCSC-UH 101Q**
Statistics for the Social and Behavioral Sciences
Crosslisted with Economics, Social Research and Public Policy

**SOCSC-UH 101I**
Global Economic, Political and Social Development since 1500
Crosslisted with Economics, Social Research and Public Policy

**SOCSC-UH 1112**
Introduction to Political Thinking
Crosslisted with Social Research and Public Policy

### Methods Electives

**POLSC-UH 2211**
Data Analysis
(Formerly POLSC-AD 209)
Offered fall, spring
Prerequisites: SOCSC-UH 1010Q (SOCSC-AD 110) or MATH-UH 2110Q (MATH-AD 150Q)

### Introductory Electives

**POLSC-UH 1111**
Introduction to Comparative Politics
(Formerly POLSC-AD 150)
Offered fall
Crosslisted with African Studies
This course introduces students to the study of comparative politics and the study of domestic political institutions around the world. The course emphasizes the use of theory and evidence to generate and test hypotheses about both the causes and the consequences of the observed variation in domestic political institutions. For example, the course investigates the factors that lead some countries to democratize, and others to institute authoritarian governments, as well as the consequences of t hose institutional choices for policy outcomes. The course also looks at the variations in institutional arrangements within both democratic and non-democratic governments.

**POLSC-UH 1112**
Introduction to International Politics
(Formerly POLSC-AD 170)
Offered fall, spring
Recommended Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1112
The goal of this course is to introduce the basic analytical concepts and techniques that are essential for understanding international politics. The course is especially concerned with analytically exploring major issues in international politics, such as the causes of war, the emergence of cooperative trade relations between states, the origins and functioning of international organizations such as the United Nations, and the political determinants of financial crises. The focus of the course is neither historical nor descriptive; rather, it requires students to exercise skills in logic and to think of imaginative ways to apply subtle techniques to gain a clearer grasp of the above political issues.

**SOCSC-UH 1310**
Foundations of Modern Social Thought
Crosslisted with Economics, Social Research and Public Policy

**SOCSC-UH 1311**
Introduction to Political Theory
Crosslisted with Economics, Social Research and Public Policy

### Political Science Courses

**SOCSC-UH 101Q**
Statistics for the Social and Behavioral Sciences
Crosslisted with Economics, Social Research and Public Policy

**SOCSC-UH 101I**
Global Economic, Political and Social Development since 1500
Crosslisted with Economics, Social Research and Public Policy

**SOCSC-UH 1112**
Introduction to Political Thinking
Crosslisted with Social Research and Public Policy

**POLSC-UH 2211**
Data Analysis
(Formerly POLSC-AD 209)
Offered fall, spring
Prerequisites: SOCSC-UH 1010Q (SOCSC-AD 110) or MATH-UH 2110Q (MATH-AD 150Q)

**POLSC-UH 1111**
Introduction to Comparative Politics
(Formerly POLSC-AD 150)
Offered fall
Crosslisted with African Studies
This course introduces students to the study of comparative politics and the study of domestic political institutions around the world. The course emphasizes the use of theory and evidence to generate and test hypotheses about both the causes and the consequences of the observed variation in domestic political institutions. For example, the course investigates the factors that lead some countries to democratize, and others to institute authoritarian governments, as well as the consequences of t hose institutional choices for policy outcomes. The course also looks at the variations in institutional arrangements within both democratic and non-democratic governments.
POLSC-UH 2310 Political Psychology (Formerly POLSC-AD 115)
Offered fall even years
This course addresses key theoretical and empirical topics in political psychology, drawing in both the experimental tradition of social psychology and the survey-based tradition of political science. Consideration is given to the political psychology of collective public behavior, including issues of social identity, intergroup relations, and group interaction, as well as individual political attitude formation and decision-making. Social and psychological antecedents and consequences of political orientation and ideological opinions are also addressed.

POLSC-UH 2311 Political Economy of Institutions (Formerly POLSC-AD 133)
Offered fall
The course explores recent research on the economic causes and consequences of differences in political institutions, both 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-UH 2312 Political Economy of Development (Formerly POLSC-AD 134)
Offered occasionally
Crosslisted with Economics
It is now widely acknowledged that politics plays a central role in influencing economic development. This makes the political economy of development a central area of research. While a student with an introductory background to political economy will have familiarity with theories based on voting, this course stresses a variety of other factors that explain why some countries are rich and democratic while others are poor, corrupt, and unstable. After discussing the real meaning of development, the course surveys classical and contemporary theories of economic growth and development ranging from neoclassical to structural to recent endogenous growth theories. Specific topics reviewed in the second part of the course include population growth, migration, the security of property rights, the creation of market economy of redistribution. Examples from historical experience as well as modern developing countries would be used throughout the course.

POLSC-UH 2313J Introduction to Machiavelli (Formerly POLSC-AD 140J)
Offered January
Often described as the founder of the modern science of politics, Niccolo Machiavelli (1469-15127) was also a Florentine diplomat and civil servant who drew upon his deep understanding of Roman history to interpret the colorful, tumultuous, duplicitous, and often violent politics of Renaissance Italy. This class involves a careful reading and analysis of his masterpiece, The Prince, in its historical context, with a focus on its principal theme, namely how and why political leaders gain and lose power. Students also study selected portions of The Discourses, in order to understand the nature of Machiavelli’s “republicanism” and how it relates to the advice and warnings he gave to princes. Our readings and discussions are supplemented by visits to Machiavelli’s tomb in San Lorenzo; the David of Verrocchio in the Bargello (a statue that Machiavelli saw every day on his way to his office); and the estate at Sant’Andrea in Orcia, near San Casciano in Val di Pesa, where Machiavelli retired to write The Prince.

POLSC-UH 2314K Ibn Khaldun and Political Theory (Formerly POLSC-AD 141X)
Offered occasionally
Croslisted with Arab Crossroads Studies
Written by the Maghrebian Muslim historian Ibn Khaldun and usually dated around 1377, the Muqaddimah is often described as the founding text of the philosophy of history and the history of civilizations. Its themes include the secular and religious sources of social solidarity, why individuals identify with their group and subordinate their interests to its norms, why they accept the authority of their political leaders, the tensions between nomadic and sedentary or desert and urban societies, organizational and tactical factors in military success, the division of labor and the economic transition from subsistence to surplus, demographic expansion and collapse, luxury and the decay of tribal solidarity in urban conglomerations, and the social conditions of scientific and artistic flourishing. The course involves a close reading of six chapters of the Muqaddimah (on general social theory, the theory of Bedouin society, the theory of political authority, the theory of urban society, the theory of economic development, and the sociology of science) and draws upon Western political and social theorists, such as Adam Smith and Emile Durkheim, for clarification and perspective.

POLSC-UH 2315 Justice: Normative Theory & Practice (Formerly POLSC-AD 142)
Offered occasionally
This course invites students to engage with several classic treaties of political thinking about a universal concern: justice. In John Rawls’s words, justice “is the first virtue of social institutions, as truth is of systems of thought. A theory however elegant and comprehensive 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 do 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 well-defined principles 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-UH 2316 Gender Parity (Formerly POLSC-AD 143)
Offered fall
Croslisted with African Studies
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 engages beyond gender inequality in the labor market to explore patterns of violence and political participation, 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-UH 2317 Identity and Culture in Politics (Formerly POLSC-AD 146)
Offered spring
Croslisted with New Core: Structures of Thought and Society
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 economic provision, inter-group violence, democratization, and economic growth. Here, identity is not treated as fixed but as constructed, and its formation itself is 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 treated as constructed, and students will understand changes in culture over time as well as their effect on behavior, and assess different approaches to the study of culture.

POLSC-UH 2318 Indian Political Thought: Ideas of India (Formerly POLSC-AD 147)
Offered spring
As India’s economic, military, and cultural power expands, it becomes increasingly important for observers to understand the ideas that have shaped and continue to shape its political trajectory. This is especially so because India’s experiment with constitutional democracy constitutes the most significant attempt to date to establish this form of government in the midst of...
an impoverished, post-colonial, and highly divided society. In this seminar we will examine these ideas in depth. We will study the theories fashioned by the leading Indian intellectuals and statesmen, including Swami Vivekananda, Aurobindo Ghosh, Gopal Gokhale, Lala Lajpat Rai, Bal Gangadhar Tilak, Mahatma Gandhi, Rabindranath Tagore, Vinayak Savarkar, M. N. Roy, B. R. Ambedkar, Jawaharlal Nehru, Jayaprakash Narayan, and Ram Manohar Lohia. We will also examine the Debates of the Constituent Assembly which explicaded the principles and institutions underpinning the Indian Constitution. By the end of the semester, we will be in a position to compare and contrast some of the central themes of Indian political thought since the turn of the twentieth century.

POLSC-UH 2301J Diversity and Society (Formerly POLSC-AD 191J) Offered January

Immigration in Europe, demographic change in the United States, accumulation of inequalities around the world, democratization in developing countries—these are transformative processes that force societies to confront issues of cohesion amid ethnic, religious, and gender diversity. This course will prepare students to apply a social scientific mindset in thinking through these issues. It will present cutting-edge theoretical, experimental, and observational research on the psychological and rational bases of intergroup conflict, processes through which people overcome conflict and embrace diversity, and effects of quotas and Thaddeus, color-blind” policies, and other institutions in promoting or stalling such progress. Through class projects, students will have the opportunity to examine data using experimental games, thick descriptive observation, and other laboratory and field techniques.

POLSC-UH 2321J Women and Peace-building Offered fall

Women have vested interest in promoting peace and preventing conflicts. Among other things, this is due to the fact that conflicts usually have gender specific consequences. For example, in addition to injuries, deaths and other losses experienced by all sexes in a given society are exacerbated during conflicts and wars; existing inequalities between the sexes in a given society are exacerbated during conflicts and wars; and the roles of youth and the unemployed in maintaining or challenging the regime. Students will examine the organization of the state, 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-UH 241J Politics, Social Change & Development in South Asia (Formerly POLSC-AD 153) Offered fall

This course will prepare students to apply comparative analysis to the study of the political institutions. Topics covered in the course include an introduction to the post-1989 period. The course is dedicated to the post-1989 period. The course seeks to link the Arab Middle East to broader questions of political organization and accountability.

POLSC-UH 241K Power and Politics in America (Formerly POLSC-AD 156) Offered fall

This course has as a central focus the 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-UH 241L African Politics (Formerly POLSC-AD 161) Offered fall

The course also includes a televised town hall discussion with the students as participants

POLSC-UH 241M Democracy and Development in Eastern Europe and Russia (Formerly POLSC-AD 162) Offered fall

The aim of this course is to introduce participants to the study of African politics from multiple methodological approaches and in a number of different dimensions. The course begins with the historical roots of contemporary African politics, exploring how pre-colonial institutions and colonialism shaped African politics at independence. Next we look at the political and economic strategies of leaders post-independence and the factors shaping those strategies. The course also includes an examination of the causes and consequences of poor governance, and evaluates the recent patterns of redemocratization on the continent. The course closes with a discussion of present-day challenges:

electoral malfeasance, public health crises, the “new” populism, and China in Africa.

POLSC-UH 241N Media, Power, and the West (Formerly POLSC-AD 172) Offered even years

The course also includes a televised town hall discussion with the students as participants

COMPARATIVE POLITICS ELECTIVES

POLSC-UH 240X Comparative Politics of the Middle East (Formerly POLSC-AD 152X) Offered spring

This course has as a central focus the political institutions of the United States and the effects of the electoral process on political outcomes. The course also places these institutions in the context of other issues of wealth democracies, as a means of illustrating several of the unique features of US political institutions. Topics covered in the course include separation of powers, federalism, and single-member district electoral rules.

PHIL-UH 2614 Political Thought Crosslisted with Legal Studies, Philosophy

The course also includes a televised town hall discussion with the students as participants

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countries were quick to democratize and liberalize, while others retreated. Much of the course is focused on the evolution of society, economy, and polity 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-UH 2416
Health and Governance (Formerly POLSC-AD 164)
Offered spring
Crosslisted with African Studies
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 vice versa? What are the roles of non-governmental actors in health care provision, and under what circumstances can the work of these actors 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 includes case studies 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-UH 2417J
Post-communist Democracy and Authoritarianism (Formerly POLSC-AD 192J)
Offered January
This course introduces students to the politics of the post-communist transition by focusing on three key aspects: democratization efforts in countries that had not democratized successfully during the first round, with a particular focus on the “Colored Revolutions” of Serbia, Georgia, Ukraine, and Kyrgyzstan; and the recent Euromaidan Revolution in Ukraine. In the final part we address the drivers of authoritarian backsliding both among some of the former Soviet Republics (especially Russia) and the more recent wave in some of the region’s erstwhile democratic models, such as Hungary and Poland.

POLSC-UH 2418J
Nations, Nationalism and Beyond (Formerly POLSC-AD 165J)
Offered January
This class is dedicated to the study of nations and nationalism, “national” identities and its bearing on political systems and regimes (empires, federations, states, sub-state units and region); political doctrines (liberalism, republicanism, multiculturalism, cosmopolitanism); and on international relations. We will study the history and the social construction of the state, “nation-states”, and nations. We will then turn to the concept of nationalism, and evaluate the classical theories by improving empirical studies, adopting different angles and use international comparative examples. We will finally move on to transnational dimensions of identity: the recent boom of “dialectical studies”, the audience of “legal or political cosmopolitanism”, “constitutional patriotism” (in Europe in particular), or “status group legal pluralism” will serve as theoretical guidelines to understand how globalization shapes new forms of “long-distance nationalism”, of new legal arrangements which serve to protect (national, ethnic, religious) minorities on the one hand, but seems at odds with democratic justice on the other hand.

POLSC-UH 2410X
Iraq War and its Consequences (Formerly POLSC-AD 163JX)
Offered occasionally
Crosslisted with Arab Crossroads Studies
This course will examine the political consequences for Middle Eastern and global affairs of the 2003 invasion of Iraq, focusing on the causes and effects of sectarian strife, state breakdown, conflicting economic interests, the role of outside powers pursuing their own agendas, the territorial disintegration of the country, and the rise of ISIS. Reading of Eastern Europe and the former Soviet Union and parts of the Balkans. The second part analyzes the successes and failures of sub-sequent democratization efforts in countries that had not democratized successfully during the first round, with a particular focus on the “Colored Revolutions” of Serbia, Georgia, Ukraine, and Kyrgyzstan; and the recent Euromaidan Revolution in Ukraine. In the final part we address the drivers of authoritarian backsliding both among some of the former Soviet Republics (especially Russia) and the more recent wave in some of the region’s erstwhile democratic models, such as Hungary and Poland.

POLSC-UH 2510
International Conflict (Formerly POLSC-AD 171)
Offered occasionally
Prerequisite: POLSC-UH 112 (POLSC-AD 170)
Crosslisted with Peace Studies
This course explores the conditions that lead to the initiation, escalation, spread, termination, and consequences of international conflict as well as the circumstances that promote, preserve, or restore peace. The main objective is to identify strategies that promote cooperative solutions to international disputes and to evaluate those strategies in terms of their historical effectiveness. The course emphasizes the application of models of strategic rational action as tools for assessing relations between nations, coupled with statistical and historical analysis of classes of events.

POLSC-UH 2511
International Organization (Formerly POLSC-AD 172)
Offered occasionally
Prerequisite: POLSC-UH 112 (POLSC-AD 170)
Crosslisted with Peace Studies
This course covers the formal theory of international cooperation, including the reasons why countries choose to cooperate, bargaining over and enforcement of international agreements, and multilateralism. The remainder of the course discusses empirical examples including peacekeeping, collective security, economic and environmental cooperation, human rights treaties, and arms control.

POLSC-UH 2512J
Understanding Insurgency and Counterinsurgency (Formerly POLSC-AD 178J)
Offered January even years
Crosslisted with Peace Studies
Insurgencies continue to be a major threat to peace in developing countries. How do insurgencies arise? Why do people join insurgent movements? What strategies do insurgent movements pursue? How do we address insurgent movements most effectively? This course addresses these questions. It begins with a review of the scholarly literature on insurgency. Students then travel to Kathmandu, Nepal to meet with participants in Nepal’s 10-year civil war from 1996 to 2006 and learn their perspectives on these questions obtained from their experiences.

POLSC-UH 2513J
International Conflict and Economic Development (Formerly POLSC-AD 179J)
Offered January
Crosslisted with Peace Studies
It is now widely acknowledged that political conflicts play a major role in driving economic development trajectories. We will study how political conflicts impact economic development, using examples from Latin America’s rich political and economic history to better understand the conflict-development relationship. The course will follow a seminar format and students will be encouraged to compare the conflict-development relationship in Latin America with that of their own country, and come up with explanations for differences between the two. The course will include multiple field trips to significant sites for Argentina’s political conflicts.

POLSC-UH 2514
Political Economy of International Trade (Formerly POLSC-AD 180)
Offered fall
Crosslisted with Economics
This course covers five major topics in international political economy: international trade policy (tariffs, quotas, trade agreements); international migration and remittances; offshoring and outsourcing; international finance (exchange rates, currency crises, central bank policy); crises of the international economy: the 1930s, 2007-2009, and the current crises of the Euro and of European sovereign debt.

POLSC-UH 2515JX
Islamic Extremism (Formerly POLSC-AD 186JX)
Offered occasionally
The terrorist attacks of 9/11 transformed the foreign policy of the United States and re-shaped its national security. Subsequent attacks in Europe, the Middle East and elsewhere have focused the world’s attention on the problem of Islamic terrorism. In this class we will seek to understand both the causes of the sudden rise of violent extremism in the Muslim world and the response it has provoked. This course will examine the evolution of the threat, from Al Qaeda, with its focus on mounting spectacular attacks on symbolic targets in the West, to the Islamic State, which has attracted thousands of men and women from around the world to its violent nation-building project in the heart of the Arab world. Western nations have deployed military, intelligence and police tactics against Al Qaeda with some success, but those methods may not work against ISIS. Alternative approaches have also failed to corner 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...
The imbalance in spending. The course assumes no prior mathematical modeling, although students should not be afraid of math. Students should expect to use algebra to solve problems (if you can solve two equations for two unknowns then you have all the required math skills).

**POLSC-UH 2518 Theories of International Cooperation**
Offered occasionally
This course examines the United Nations’ origin, processes and impact within both global and local contexts. The UN system, comprised of multiple organs, programs, funds and agencies, is a critical 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, 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 practical workings of the UN’s activities 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.

**POLSC-UH 2517J Modeling Politics and International Relations**
Offered January
This course provides a gentle introduction to modeling politics. The course starts with a simple introduction to game theory. These techniques will then be used to investigate political problems. Topics will include the policy position of political parties (the median voter problem), allocating cabinet positions within governments (divide the dollar problem), use of the Presidential veto (and other agenda setting problems) and how political institutions affect the types of policies government implement (selectorate theory). International relations problems will also be considered: models of bargaining and war, arms expenditures, the demographic peace and the provision of foreign aid. The objective of the course is to explain contemporary political events in a systematic manner through the use of models. For instance, recently US President Trump has told NATO members that they need to spend more of their defense. Using a model of collective action we will see why the US spends so much that its NATO allies and how changes in threats over time have affected

**POLSC-UH 2519 Nuclear Politics**
Offered occasionally
This course focuses on the politics of nuclear weapons. Why do states seek nuclear weapons? What are the implications of nuclear proliferation? How do non-proliferation deals emerge, and what explains their content? To answer these questions, we will review the relevant academic literature on the spread of nuclear weapons, and study the histories of various nuclear programs. While some of the literature we will cover uses game theory, there are no prerequisites for this course.

**POLSC-UH 2520 Interstate Crises and Conflict**
Offered occasionally
This course introduces students to analytical approaches to the study of international conflict. Why do states fight costly wars, or get into costly arms races? What factors affect the likelihood of disputes? How do the causes of domestic politics in international crises? How does uncertainty affect the emergence of conflict among states? To answer these and related questions, we will review both theoretical and empirical literature on the causes of conflict.

**POLSC-UH 3510 International Political Economy**
(Formerly POLSC-AH 173)
Offered occasionally
Prerequisite: POLSC-UH 1112 (POLSC-AH 170)
This course serves as an introduction to the contemporary international political-economic system and introduces students to some of the main analytical frameworks that political economists use to understand this system. How do governments and firms choose to cooperate in setting their policies? How do they provide to states in international crises? What explains the variation of states’ reactions to another state’s pursuit of nuclear technology? When do non-proliferation deals emerge, and what explains their content? To answer these questions, we will review the relevant academic literature on the spread of nuclear weapons, and study the histories of various nuclear programs. While some of the literature we will cover uses game theory, there are no prerequisites for this course.

**POLSC-UH 2521 Nuclear War and International Intervention**
(Formerly POLSC-AH 177)
Offered occasionally
Prerequisites: POLSC-UH 1112 (POLSC-AH 170) and POLSC-UH 2211 (POLSC-AH 209)
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 first part, starting with the causes of civil conflict, then moving on to what, if anything, the international community can do to ameliorate this problem.

**POLSC-UH 3511J Nation-Building**
(Formerly POLSC-AH 176J)
Offered occasionally
Crosslisted with Peace Studies
Nation-Building explores the range of strategies which strong states use in order to build the capacity of weak ones. This is a matter, not of morality, but of national security. Thanks to globalisation, the poisons which brew inside weak states now can infect neighbors, or countries halfway across the globe; the terrorist attacks of 9/11 reinforced this lesson with terrible force. But is it really possible for outsiders to help build solid economic and political structures in fragile states? Is “democracy promotion” a contradiction in terms? Experience in places like Afghanistan or Haiti is hardly encouraging. The class asks what can be done, and by whom, and in what kind of setting. The class will visit UN officials in New York and government officials in Washington, as well as experts in both places.

**POLSC-UH 3512J Civil and Political Rights**
Offered occasionally
Crosslisted with Legal Studies, Peace Studies
Civil and political rights are among the most fundamental rights known to humanity. The course will look at how new technology, whether it be modernizing technologies such as the telephone, or new forms of communication, such as social media, has changed statecraft throughout history: how the press, the telephone, and now, Twitter. This offers an introduction to that theory. It will address questions such as: “What do we mean by international cooperation?” “Why do rational states cooperate in setting their policies?” “Why do states comply with their agreements when there is no authority to enforce them?” and “How are those cooperative agreements negotiated?” We will also delve into questions about the role of domestic political actors in international cooperation and the theoretical implications of actors caring not only about material rewards but also about social pressure and status. The course will start with an empirical economic discussion for and against the theories we discuss in class.
# BREADTH ELECTIVES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>POLSC-UH 2910</td>
<td>Business, Politics, and Society (Formerly POLSC-AD 189)</td>
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</table>

Offered fall

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 to 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.

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ACS-UH 2610X</td>
<td>Oil and Energy in the Middle East Crosslisted with Arab Crossroads Studies, The Environment</td>
</tr>
<tr>
<td>ECON-UH 2310EQ</td>
<td>Behavioral Economics Crosslisted with Economics</td>
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<tr>
<td>ECON-UH 2320</td>
<td>Experimental Economics Crosslisted with Economics, Social Research and Public Policy</td>
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<tbody>
<tr>
<td>ECON-UH 3460</td>
<td>Poverty Crosslisted with Economics, Social Research and Public Policy</td>
</tr>
<tr>
<td>EDUC-UH 1001J</td>
<td>International Peacebuilding and the Role of Education Crosslisted with Education, Peace Studies, Social Research and Public Policy</td>
</tr>
<tr>
<td>HIST-UH 3318</td>
<td>US Foreign Policy since 1898 Crosslisted with History</td>
</tr>
<tr>
<td>HIST-AD 3319</td>
<td>African American Freedom Struggle Crosslisted with African Studies, History</td>
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<tr>
<td>LAW-UH 2110</td>
<td>Punishment in Politics, Law and Society Crosslisted with Legal Studies, Social Research and Public Policy</td>
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</tbody>
</table>

# LAW-UH 2113J International Law Crosslisted with Legal Studies, Peace Studies, Social Research and Public Policy

# PEACE-UH 1011 Foundations of Peace: Economic and Political Perspectives Crosslisted with Economics, Peace Studies

# PEACE-UH 1110 Transitional Justice Crosslisted with Economics, Peace Studies

# SOCSC-UH 1210Q Logic of Social Inquiry Crosslisted with Economics, Social Research and Public Policy

# SRPP-UH 2412X Islamist Social Movements in the Middle East Crosslisted with Arab Crossroads Studies, Social Research and Public Policy

# SRPP-UH 2611 Social Policy Crosslisted with Social Research and Public Policy

# SRPP-UH 2619 Leadership and Diplomacy Crosslisted with Leadership and Social Entrepreneurship, Social Research and Public Policy

## CAPSTONE

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>POLSC-UH 4000</td>
<td>Capstone Seminar (Formerly POLSC-AD 400)</td>
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<tr>
<td>Offered fall, spring</td>
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</table>

Students develop a research question, construct a research design that allows them to test potential answers to that question, collect relevant data, analyze the results, and write a senior thesis.

<table>
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<tr>
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<tbody>
<tr>
<td>POLSC-UH 4001</td>
<td>Capstone Project (Formerly POLSC-AD 401)</td>
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<td>Offered fall, spring</td>
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</table>

Students develop a research question, construct a research design that allows them to test potential answers to that question, collect relevant data, analyze the results, and write a senior thesis.

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 work with 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. Students 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 their 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 project.

To declare a major, students must meet with the Program Head to discuss their plan of study.
## REQUIREMENTS FOR THE MAJOR

14 courses, distributed as follows:

- 4 Foundations of Social Sciences: Statistics for Social and Behavioral Sciences; Introduction to the Study of Society; Global Economic, Political and Social Development since 1500; 1 course on Social, Political, and Economic Thought in Historical Perspective (currently SOCSC-UH 1310 or SOCSC-UH 1311)
- 2 Research Methods Electives
- 2 Social Structure and Global Processes Electives
- 2 Public Policy and Institutions Electives
- 2 Society and Culture Electives
- 2 Capstone

## Minor in Social Research and Public Policy

The minor in Social Research and Public Policy is open to all NYUAD students. Please note that only courses offered in/cross listed with the program are eligible to count for electives in the minor. Exceptions for courses offered elsewhere in the NYU global network must be approved by the Program Head.

## REQUIREMENTS FOR THE MINOR IN SOCIAL RESEARCH AND PUBLIC POLICY

5 courses, distributed as follows:

- 1 Introduction to the Study of Society (can be replaced with Markets or Introduction to Political Thinking)
- 1 Global Economic, Political and Social Development since 1500
- 1 Statistics for Social Science
- 1 Social Research and Public Policy (SRPP-UH) Institutions and Public Policy elective
- 1 Social Research and Public Policy (SRPP-UH) elective, from any category

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### SOCIAL RESEARCH AND PUBLIC POLICY

#### SAMPLE SCHEDULE

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

#### YEAR 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tr>
<td>&quot;GEPS&quot;</td>
<td>STATISTICS FOR SOCIAL SCIENCES</td>
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<td>GENERAL ELECTIVE</td>
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<td>GENERAL ELECTIVE</td>
<td>COLOQUIUM</td>
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<tr>
<td>FIRST-YEAR WRITING SEMINAR</td>
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#### YEAR 2

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<tr>
<td>&quot;SPET&quot;</td>
<td>POLICY &amp; INSTITUTIONS ELECTIVE</td>
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<tr>
<td>SOCIETY AND CULTURE ELECTIVE</td>
<td>STRUCTURE &amp; PROCESSES ELECTIVE</td>
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<td>GENERAL ELECTIVE</td>
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<td>GENERAL ELECTIVE</td>
<td>COLOQUIUM</td>
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#### YEAR 3

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<td>METHODS ELECTIVE</td>
<td>STRUCTURE &amp; PROCESSES ELECTIVE</td>
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<td>COLOQUIUM</td>
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#### YEAR 4

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<th>Spring Semester</th>
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<td>CAPSTONE SEMINAR</td>
<td>METHODS ELECTIVE</td>
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<tr>
<td>GENERAL ELECTIVE</td>
<td>GENERAL ELECTIVE</td>
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<tr>
<td>CAPSTONE PROJECT</td>
<td>SOCIETY AND CULTURE ELECTIVE</td>
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<tr>
<td>GENERAL ELECTIVE</td>
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### SOCIAL RESEARCH AND PUBLIC POLICY COURSES

#### REQUIRED SOCIAL SCIENCE COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Prerequisites</th>
<th>Notes</th>
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<tbody>
<tr>
<td>SOCSC-UH 1010Q</td>
<td>Statistics for the Social and Behavioral Sciences</td>
<td>Crosslisted with Economics, Political Science</td>
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<tr>
<td>SOCSC-UH 1011</td>
<td>Global Economic, Political and Social Development since 1500</td>
<td>Crosslisted with Economics, Political Science</td>
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<tr>
<td>SOCSC-UH 1113</td>
<td>Introduction to the Study of Society</td>
<td>Crosslisted with Economics, Political Science</td>
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#### METHODS ELECTIVES

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<th>Prerequisites</th>
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<tbody>
<tr>
<td>SRPP-UH 2211</td>
<td>Ethnographic Field Research</td>
<td>Offered fall, spring</td>
<td>(Formerly SRPP-AD 125)</td>
<td>Crosslisted with Anthropology, Arab Crossroads Studies</td>
</tr>
<tr>
<td>SRPP-UH 2212</td>
<td>Epidemiology: a Knowledge and Skills Foundation Course</td>
<td>Offered occasionally</td>
<td>(Formerly SRPP-AD 152)</td>
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#### SOCIAL STRUCTURE AND GLOBAL PROCESSES ELECTIVES

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<tr>
<td>SOCSC-UH 1210Q</td>
<td>Logic of Social Inquiry</td>
<td>Crosslisted with Economics, Political Science</td>
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<tr>
<td>SOCSC-UH 2210</td>
<td>Introduction to Game Theory</td>
<td>Crosslisted with Economics, Mathematical, Political Science</td>
<td>Prerequisites: MATH-UH 1013 (MATH-AD 111) or equivalent</td>
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<tr>
<td>SOCSC-UH 2211</td>
<td>Survey Research</td>
<td>Crosslisted with Economics, Political Science</td>
<td>Prerequisites: SOCSC-UH 1010Q (SOCSC-AD 110)</td>
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<tr>
<td>SOCSC-UH 2212</td>
<td>Research Design &amp; Causality in Social Science</td>
<td>Crosslisted with Political Science</td>
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<tr>
<td>SOCSC-UH 3210</td>
<td>Advanced Game Theory</td>
<td>Crosslisted with Economics, Political Science</td>
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<tr>
<td>SOCSC-UH 3220</td>
<td>Econometrics</td>
<td>Crosslisted with Economics, Political Science</td>
<td>Prerequisites: ECON-UH 2020 (POLSC-AD 209) and MATH-UH 1021 (MATH-AD 112)</td>
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<tr>
<td>SOCSC-UH 3221</td>
<td>Experimental Research in the Social Sciences</td>
<td>Crosslisted with Political Science</td>
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#### SOCIAL AND POLITICAL THOUGHT ELECTIVES

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<th>Prerequisites</th>
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<tr>
<td>SOCSC-UH 1310</td>
<td>Foundations of Modern Social Thought</td>
<td>Crosslisted with Economics, Political Science OR Crosslisted with Political Science</td>
<td>Equivalent</td>
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<tr>
<td>SOCSC-UH 1311</td>
<td>Introduction to Political Theory</td>
<td>Crosslisted with Economics, Political Science</td>
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#### CROSSLISTED COURSES

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<th>Instructor(s)</th>
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<tr>
<td>SOCSC-UH 3221E</td>
<td>Foundations of Modern Social Thought</td>
<td>Crosslisted with Economics, Political Science</td>
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<td>SOCSC-UH 3220</td>
<td>Econometrics</td>
<td>Crosslisted with Economics, Political Science</td>
<td>Prerequisites: ECON-UH 2020 (POLSC-AD 209) and MATH-UH 1021 (MATH-AD 112)</td>
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<tr>
<td>POLSC-UH 2211</td>
<td>Data Analysis</td>
<td>Crosslisted with Political Science</td>
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<tr>
<td>SOCSC-UH 1210Q</td>
<td>Logic of Social Inquiry</td>
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<tr>
<td>SOCSC-UH 2210</td>
<td>Introduction to Game Theory</td>
<td>Crosslisted with Economics, Mathematical, Political Science</td>
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<tr>
<td>SOCSC-UH 3221</td>
<td>Experimental Research in the Social Sciences</td>
<td>Crosslisted with Political Science</td>
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</table>
SRPP-UH 1414
Social Dimensions of Health
(Formerly SRPP-AD 164)
Offered occasionally
This is an introductory-level course on social variables (e.g., social class, social networks/support, poverty, income, workplace environments, residential segregation, race/ethnicity, discrimination, housing conditions, work environments, and income inequality) that affect population health and oversees theories of distribution, with an emphasis on social theories including social production of disease and ecosocial theory.

SRPP-UH 1611
Introduction to Global Health
(Formerly SRPP-AD 151)
Offered occasionally
Crosslisted with Environmental Science
Despite the significant progress made towards achieving globally set targets for health in some countries, others—particularly in sub-Saharan Africa—are falling behind. This course introduces students to the main concepts of the public health field and the critical links between global health and social and economic development. Lectures explore major theories of global health, including the social determinants of health, the global distribution of disease burden and risk factors, key measures to address the disease burden in cost-effective ways, and the role of health systems and diverse global actors in responding to the health needs of populations worldwide. The course is global in coverage, but with a focus on low- and middle-income countries and on the health of the poor.

SRPP-UH 1612
Global Health and Economic Development
(Formerly SRPP-AD 162)
Offered occasionally
This course examines the relationships among poverty, disease, and economic 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 is competing for 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-UH 2410
Gender and Society
(Formerly SRPP-AD 131)
Offered spring
Recommenced Pre-requisite: SOCSC-UH 1210Q
In every society, whether one is born male or female affects how one is expected to behave and the opportunities one confronts. However, how gender is organized varies between societies and across time. This course draws upon research from sociology, economics, psychology, and anthropology to examine gender, providing information on how gender is organized in various parts of the world. Topics include how male and female children are socialized, women’s and men’s roles in the family, trends in women’s education and employment, the sex gap in pay, and how gender is affected by public policies.

SRPP-UH 2411
Health and Inequality
(Formerly SRPP-AD 127; Foundational elective)
Offered fall
Recommended Pre-requisite: SOCSC-UH 1210Q
The course offers an overview of the causes and outcomes of social inequality. Topics in this course include: the concepts, theories, and measures of inequality; race, gender, and other caste systems; social mobility and social change; intersections of structural stratification with family, schooling, and work; political power and role of elites; and composite patterns of inequality, including capitalist, socialist, and post-socialist societies.

SRPP-UH 2412X
Islamist Social Movements in the Middle East
(Formerly SRPP-AD 160X)
Offered spring
Crosslisted with Arab Crossroads Studies, Political Science
This course critically examines theories and case studies of religious social movements with a special focus on Islamist social movements in the Middle East. The course will begin by introducing students to the theories of 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 and local and global social movements. The course will turn to empirical cases of Islamist movements, analyzing their 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 jihadi 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-UH 2413J
Connecting Neighborhoods and Health: An Introduction to Spatial Epidemiology
(Formerly SRPP-AD 153J)
Offered January
Epidemiology is the study of the distribution and determinants of diseases in human populations. Traditional epidemiology focuses on demographic (e.g. age) and behavioral (e.g. physical activity) determinants of health outcomes such as cardiovascular disease and cancer. This course will focus on Spatial Epidemiology, i.e. the spatial distribution and spatial determinants of health and well-being in human populations across the globe. The course will elucidate connections between neighborhood (e.g. residential, social and work) characteristics (e.g. crime rate, density of fast food restaurants, distance to parks) and multiple health outcomes (e.g. obesity, mental health, substance use). The course provides a historical, theoretical and methodological overview of the dynamic and re-emerging field of Spatial Epidemiology.

SRPP-UH 2614X
Immigration, Ethnicity and Public Policy
(Formerly SRPP-AD 143; Foundational elective)
Offered fall
This course exposes students to recent theories of immigration and their bearing on governmental policies toward immigration and immigrant settlement. A central focus of the course is the social processes by which immigration gives rise to ethnic minorities in successive generations. Topics covered in the course include: immigrant entrepreneurship and its bearing on successful economic adaptation; immigrant transnational organizations and their impact on the development of sending countries and regions; the adaptation process of the second generation; public ideologies of immigration and their impact on governmental policy.

SRPP-UH 2617J
Global Burden of Non-communicable Diseases
(Formerly SRPP-AD 154J)
Offered fall
Non-communicable diseases (NCD’s) including heart disease, obesity, depression, and dementia were thought to impact the health of more developed, affluent countries while the major

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public debate requires both theoretical lenses, communication, propagandistic conflicts, and processes. Finding your way in the realm of mass than it sounds. The construction of what becomes Enrollment is restricted to Sophomores, Offered fall; not offered in 2017–2018 (Formerly SRPP-AD 139) Social Science Analysis of Global News SRPP-UH 3410 Empires and imperialism (Formerly SRPP-AD 159) Offered occasionally 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 has 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 this 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 period of European overseas expansion from the twentieth 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. ANTH-UH 2155

The Anthropology of Forced Migration Crosslisted with Anthropology

CSTS-UH 1017

Revolution and Social Change Crosslisted with Core: Structures of Thought and Society

CSTS-UH 1053

Understanding Urbanization Crosslisted with Core: Structures of Thought and Society

ECON-UH 3460

Poverty Crosslisted with Economics, Political Science

This course is designed to give an introduction to the law, policy, philosophy, institutions, and practice of modern international human rights. Offered occasionally Whether as heroes or agents of creative destruction, entrepreneurs and their innovations have had a transformative influence on modern economic growth and the wealth of nations. The first part of the seminar introduces the classical and contemporary writings on the rise of entrepreneurship in the West and the global diffusion of modern entrepreneurial spirit and firm. Classical approaches pioneered the study of entrepreneurship in its rational orientation to profit making through innovative activity. Contemporary approaches shift the emphasis away from analysis of individual attributes and instead focus on the role of social networks, organizational forms, and institutional environment in facilitating entrepreneurial activity. The last part of the seminar will focus on research and policy with regard to poverty reduction and economic well-being in low-, middle- and high-income countries. In the course, students will learn to critically examine international treaties and charters that specifically target but also more general human rights and other 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-UH 1611

Introduction to Global Health (Formerly SRPP-AD 151)

Offered occasionally

Crosslisted with The Environment

Despite the significant progress made towards achieving globally set targets for health in some countries, others—particularly in sub-Saharan Africa—are falling behind. This course introduces students to the main concepts of the public health field and the critical links between global health and social and economic development. Using 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-UH 1612

Global Health and Economic Development (Formerly SRPP-AD 162)

Offered occasionally

This course will examine 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 how health affects 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-UH 1613J

21st-Century International Human Rights (Formerly SRPP-AD 134J)

Offered occasionally

Crosslisted with Legal Studies, Leadership and Social Entrepreneurship

This 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-UH 1615

Law, Society, and Public Policy (Formerly SRPP-AD 130)

Offered occasionally

Crosslisted with Legal Studies

This course explores legal perspectives on law and legal institutions: the meaning and complexity of legal issues; the relation between law and social change; the effects of law, use 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.
The aim of this course is to study human conditions, public opinion about the appropriate ways to protect society from their deleterious effects. The role of social policy-making in theory and practice. 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-UH 2611 Social Policy
(Formerly SRPP-AD 111)
Offered occasionally
Prerequisite: SOCSC-UH 1200 (SOCSC-AD 1200)
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 patterns of urban poverty across global north and south cities that challenge and complicate reigning theories and concepts. Students will be asked to compare and contrast historical and contemporary patterns of urban poverty across global north and south cities, with a focus on the limits and possibilities of social policies (state- and non-state-sponsored) for addressing urban distress.

SRPP-UH 2612X State Formation: The Case of the United Arab Emirates
(Formerly SRPP-AD 136X)
Offered spring
Crosslisted with Arab Crossroads Studies
Commonly (and wrongly) people take for granted the existence of such political and cultural units as France and Germany, or Japan and India. But in the Middle East, states and national cultures are at the same time ancient and recently created. Here the complex processes of state-formation are still current, and the United Arab Emirates, which is barely forty years old, serves as a rich and richly varied example for the comparative understanding of state-building, cultural imagination, and economic development.

SRPP-UH 2613 Urban Poverty and Social Policy
(Formerly SRPP-AD 141)
Offered occasionally
Crosslisted with Urbanization
This course explores theoretical and empirical connections between economic development, urbanization, urban poverty and distress and state/non-state responses to urban poverty and distress. The course begins with an exploration of theoretical and conceptual perspectives on urbanization and welfare state policies, then moves on to examine illustrative cases from global north and south cities that challenge and complicate reigning theories and concepts. 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-UH 2614X Women and Work in the Gulf
(Formerly SRPP-AD 140X)
SRPP-UH 2616 Immigration, Ethnicity and Public Policy
(Formerly SRPP-AD 143)
Offered fall 1
SRPP-UH 2617J Global Burden of Non-communicable Diseases
(Formerly SRPP-AD 154J)
Offered January
SRPP-UH 2618 Welfare States in Comparative Perspective
(Formerly SRPP-AD 158)
Offered spring
SRPP-UH 2619 Leadership and Diplomacy
(Formerly SRPP-AD 163)
Offered annually
Crosslisted with Leadership and Social Entrepreneurship, Political Science
What role can diplomacy play in solving contemporary problems such as violent conflicts, territorial disputes, and climate change? The course will explore this question by examining the theoretical and practical dimensions of modern diplomacy, focusing on the importance of diplomatic leadership. The course will cover the changing nature of diplomacy over the past century, while concentrating on contemporary diplomatic themes and challenges including: the changing nature of diplomacy in the 21st century; the impact of domestic politics on state diplomacy; the strengths and limits of international organizations; the emergence of influential non-state international actors; changing diplomatic practices such as the widespread use of summits, conferences, and public diplomacy; and, finally, the need for diplomatic leadership to help mediate relations between an ever-growing number of groups and states in a more complex world.

SRPP-UH 2620 Education and Society
Crosslisted with Education
SRPP-UH 2630 Public Policy Analysis: Case studies for Effective Formulation and Implementation
(Formerly SRPP-AD 157)
Offered fall
Prerequisite: SRPP-UH 2610 (SRPP-AD 150)
This course is an intermediate public policy class. Students will have the opportunity to build on skills introduced at the intro level such as: memos, 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 public policy issues to allow for policy makers to knowledgeably make 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 global policy challenges revolving around issues such as immigration, the climate crisis, food security and security using current case studies. Finally, students will 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-UH 1810X Islam and Society
(Formerly SRPP-AD 112X)
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 a variety of methodological tools, including case studies, to explore the role of religion in the world today.

SRPP-UH 225 International Peacebuilding and the Role of Education
Crosslisted with Education, Peace Studies, Political Science
LAW-UH 2110 Punishment in Politics, Law and Society
Crosslisted with Legal Studies, Political Science
LAW-UH 2113J International Law
Crosslisted with Legal Studies, Peace Studies, Political Science
LAW-UH 2121 Renewable Energy Law and Policy
Crosslisted with Legal Studies, The Environment
SOCSC-UH 111 Markets
(Formerly ECON-AD 101)
Offered fall, spring
Crosslisted with Economics, Business and Organizational Studies, Leadership and Social Entrepreneurship
SOCSC-UH 1112 Introduction to Political Thinking
(Formerly POLSC-AD 130)
Offered fall, spring
Crosslisted with Political Science
SOCIETY AND CULTURE
SRPP-UH 2611 Social Policy
(Formerly SRPP-AD 111)
Offered occasionally
Prerequisite: SOCSC-UH 1200 (SOCSC-AD 1200)
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.
State Formation: The Case of the United Arab Emirates
(Formerly SRPP-AD 136X)
Offered spring
Crosslisted with Arab Crossroads Studies

Commonly (and wrongly) people take for granted the existence of such political and cultural units as France and Germany, or Japan and India. But in the Middle East, states and national cultures are at the same time ancient and recently created. Here the complex processes of state-formation are still current, and the United Arab Emirates, which is barely forty years old, serves as a rich and richly varied example for the comparative understanding of state-building, cultural imagination, and economic development.

Social Science Analysis of Global News
(Formerly SRPP-AD 139)
Offered fall
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, propagandistic conflicts, and public debate requires both theoretical lenses and good practical skills which this course intends to supply.

Topics in Contemporary Theory
(Formerly SRPP-AD 145)
Offered fall

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.

Anthropology and the Arab World
Crosslisted with Anthropology, Arab Crossroads Studies, Arab Music Studies,

Introduction to Anthropology
Crosslisted with Anthropology

India: Topics in Anthropology & History
Crosslisted with Anthropology
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.
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.

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.
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 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-UH 1101EQ, 1102EQ, 1103)
1 Foundations of Science 2: Forces and Interactions (SCIEN-UH 1201EQ, 1202EQ, 1203)
1 Foundations of Science 3: Systems in Flux (SCIEN-UH 1301, 1302, 1303, 1304)
1 Foundations of Science 4: Form and Function (SCIEN-UH 1401, 1402, 1403, 1404)
1 Calculus with Applications: Science and Engineering (MATH-UH 1012)
1 Multivariable Calculus with Applications: Science and Engineering (MATH-AD 1020)

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 COURSES

SCIENCE COURSES

SCIENCE COURSES

sci-uh 1100eq, 1020eq, 1103 foundations of science 1: energy & matter (formerly sci-uh 101eq, 1020eq, 121)
offered fall, spring
prerequisites: math-uh 101 (math-ad 110), math-uh 1012 (math-ad 111) or math-uh 1013
components: physics (1.5 credits), chemistry (1.5 credits), lab (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. weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

sci-uh 1200eq, 1020eq, 1203 foundations of science 2: forces & interactions (formerly sci-uh 103eq, 104 eq, 122)
offered fall, spring
prerequisites: foundations of science 1
components: physics (1.5 credits), chemistry (1.5 credits), lab (1 credit)
foundations of science 2: forces and interactions introduces students to fundamental forces, including gravity and electrical forces. concurrently, atomic theory, the theory of molecular bonding, and atomic and molecular structures and shapes, in which forces and energy play a role, are investigated. students apply these concepts to understanding molecules related to the life sciences. laboratory exercises focus on acquisition of data and analysis with a continued emphasis on technical presentation. weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

sci-uh 1301, 1302, 1303, 1304 foundations of science 3: systems in flux (formerly sci-uh-ad 105, 106, 109, 123)
offered fall, spring
prerequisites: foundations of science 2, math-uh 1020 (math-ad 112) or math-uh 1021 (math-ad 112)
components: physics (1 credit), chemistry (1.5 credits), biology (1.5 credits), lab (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. weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

sci-uh 1401, 1402, 1403, 1404 foundations of science 4: form and function (formerly sci-uh-ad 107, 108, 110, 124)
offered fall, spring
prerequisites: foundations of science 3, math-uh 1020 (math-ad 112) or math-uh 1021 (math-ad 112)
components: physics (1 credit), chemistry (1.5 credits), biology (1.5 credits), lab (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 function/form 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. weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

sci-uh 1501, 1502, 1503 foundations of science 5: propagating change (formerly sci-uh-ad 111, 112, 125)
offered fall, spring
prerequisites: foundations of science 4
components: biology (1.5 credits), physics (1.5 credits), lab (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 propagated 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.

sci-uh 1601, 1602, 1603 foundations of science 6: oscillations and uncertainties (formerly sci-uh-ad 113, 114, 126)
offered fall, spring
prerequisites: foundations of science 5
components: biology (1.5 credits), physics (1.5 credits), lab (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-UH 1003Q formerly 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 site 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* I at the student’s chosen site. Students majoring in Biology must successfully complete the *Foundations of Science* sequence before going abroad. While other required courses may be taken during study abroad, the program strongly recommends that not more than one chemistry elective be taken while studying away. Effective from 2018–19, the study abroad semester for students majoring in biology will occur in the fall semester of the third year, not the spring semester.

The *Research Seminar in Biology* will take place in the spring semester of junior year also effective from 2019–20.

**REQUIREMENTS FOR THE MAJOR**

17 courses, distributed as follows:

| 6.5 | Foundations of Science 1–6 |
| 4   | Required courses: Calculus with Applications: Science and Engineering |
|     | Multivariable Calculus: Science and Engineering |
|     | Human Physiology |
|     | 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 strongly 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
18 courses, distributed as follows:

- 6.5 Foundations of Science 1–6
- 8 Required courses:
  - Calculus with Applications: Science and Engineering
  - Multivariable Calculus: Science and Engineering
  - Human Physiology
  - 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
and basic genetic data analyses. Topics include variation, speciation, fitness, adaptation, mutation, genetic drift, natural selection, and phylogenetic systematics. The course focuses on developing students’ understanding of these concepts while reviewing the evidence supporting evolutionary theory.

BIOL-UH 2114  Genetics  
(Formerly BIOL-AD 214)  
Offered occasionally  
Prerequisites: Foundations of Science 1-6  
Why do offspring often exhibit physical features of their parents? Why do combinations of certain features in offspring translate into specific characteristics that either enhance or diminish the organism’s fitness? The course covers the concepts, theories and research methods used in the field of genetics. Students learn about the major types of genetic variation and how they are generated, distributed and maintained across genomes and between individuals. The course covers concepts such as mutation, recombination, transmission systems, cytoplasmic inheritance, population genetics, and multifactorial inheritance. Emphasis is placed on patterns of Mendelian and non-Mendelian inheritance and the use of genetic methods to analyze protein function, gene regulation, and disease.

BIOL-UH 2120  Ecology  
(Formerly BIOL-AD 220)  
Offered occasionally  
Prerequisites: Foundations of Science 1-6  
Crosslisted with The Environment  
How is life on Earth? 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). This course will use a combination of literature, government data sets, and field excursions to develop an understanding of how ecologists investigate the patterns of community development through ecological survey and research, and how manipulative experiments are designed to deduce processes structuring organisms in highly dynamic field conditions. Emphasis will be placed on quantitative analyses, interpretation, and reporting using both empirical and modeled data.

BIOL-UH 3101  Behavioral and Integrative Neuroscience  
(Formerly BIOL-AD 140)  
Offered occasionally  
Prerequisites: BIOL-UH 2100 (BIOL-AD 101)  
Required for Brain and Cognitive Science  
The behavioral response of an animal to a stimulus is the summed effect of a variety of internally coordinated processes starting at the molecular level and resulting in a change of activity in associated neural circuits. This course covers the molecular and cellular foundations of behavior, including synaptic plasticity, and neural coding of behavior, with particular emphasis on mammalian sensory, motor, regulatory, and motivational mechanisms. Students will also consider higher mental processes such as those involved in language and memory.

BIOL-UH 3115  Genome Biology  
(Formerly BIOL-AD 215)  
Offered occasionally  
Prerequisites: Foundations of Science 1-6  
What is personalized medicine? What is the microbiome, and why should anyone care? How can human migration patterns in ancient times or the domestication of plants be understood? How can understanding the human genome influence knowledge about heritable diseases? Fueled largely by the Human Genome Project, modern biological science has entered a new, revolutionary era in the 21st century. Genomics and bioinformatics—the collection and analysis of vast amounts of sequence and functional data—are transforming how “omics”-based understanding of biological processes is developed. This course introduces students to fundamental concepts and current topics in genome science.

BIOL-UH 3116  Immunology  
Offered occasionally  
Prerequisites: Foundations of Science 1-6  
This course offers a comprehensive view of modern immunology at the evolutionary, cellular and molecular levels and enables the students to understand the defense mechanisms in the vertebrate immune system. The course presents the major groups of pathogens and their transmission. The fundamental principles of cellular and molecular immunology will be discussed, with emphasis upon the interrelationships between innate and adaptive host defense. The nature of immunological specificity and its underlying molecular biology will be presented. This will be followed by a discussion on the emergence and evolution of the vertebrate immune system. The course concludes with presentation and discussion of current and emerging concepts and methodologies in tumor immunology and treatment of infectious diseases.
BIOL-UH 3160
Special Topics in Biology
(Formerly BIOL-AD 320)
Offered occasionally
Special Topics in Biology offers high-level courses or seminars on a wide variety of topics in the life sciences. Topics vary from semester to semester.

CHEM-UH 3020
Biochemistry: Macromolecular Structure and Function
Prerequisite: CHEM-UH 2010 (CHEM-AD 101)
Crosslisted with Chemistry

CHEM-UH 3021
Biochemistry: Metabolism
Prerequisite is CHEM-UH 2010 (CHEM-AD 101)
Crosslisted with Chemistry

BIOL-UH 3219
Experimental Developmental Biology
(Formerly BIOL-AD 219)
Offered spring
Prerequisite: BIOL-UH 2010 (BIOL-AD 101)
Embryonic development has fascinated biologists for centuries and is often the focus of heated political debate. This course introduces students to basic principles of developmental biology and is based in laboratory work in 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.

BIOL-UH 3220
Experimental Systems Biology
Offered occasionally
Prerequisites: Foundations of Science 1-6 or Foundations of Science 1-4 and instructor permission
A typical cell expresses thousands of gene products and synthesizes nearly as many metabolites. How do these components interact with each other and what are the rules governing such interactions? Systems biology attempts first to define what the cell's parts list is, then through establishing how these elements interact, define the emergent properties of such interactions. This course combines lecture, class discussions, and lab experiments to explore key elements of systems biology while exploring the genetic basis of disorders with complex inheritance patterns, such as autism and schizophrenia. Students will carry out high-throughput transcriptomics sequencing of human brain RNA samples to measure the expression of gene products implicated in complex neurological disorders such as autism or schizophrenia. Clustering, gene-set enrichment, and network reconstruction will be carried out to explore the relationship between gene expression and gene function. Last, students will be introduced to yeast two-hybrid (Y2H) technology through carrying out pairwise interaction assays; reconstruction of networks based on existing Y2H datasets, particularly those relevant to autism; will also be carried out and studied.

BIOL-UH 3210
Behavioral and Integrative Neuroscience
(Formerly BIOL-AD 140)
Offered spring
Prerequisite: BIOL-UH 2010 (BIOL-AD 101)
Crosstown with Psychology
Required for Brain and Cognitive Science
The behavioral response of an animal to a stimulus is the summed effect of a variety of internally coordinated processes. Understanding the molecular and physiological basis of behavior, with particular emphasis on mammalian sensory, motor, regulatory, and motivational mechanisms. Students will also consider higher mental processes such as those involved in language and memory.

BIOL-UH 3117
Molecular Neurobiology
(Formerly BIOL-AD 217)
Offered occasionally
Prerequisites: BIOL-UH 2010 (BIOL-AD 101)
Crosstown with Biology
Required for Brain and Cognitive Science
Can we understand how the brain works at the level of individual cells, genes and even molecules? This seminar course provides students with broad exposure to current questions and experimental approaches in molecular and cellular neuroscience. Classes are organized into three modules: the control of neuronal cell form and its developmental determinants; neuronal cell function; and the mechanisms underlying neuronal signaling and synaptic plasticity.

BIOL-UH 4001
Capstone Project in Biology 1
(Formerly BIOL-AD 400)
Offered fall, spring
Prerequisite: BIOL-UH 3090 (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 laboratory 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-UH 4002
Capstone Project in Biology 2
(Formerly BIOL-AD 401)
Offered fall, spring
Prerequisite: BIOL-UH 4001 (BIOL-AD 400)

ADDITIONAL COURSES FOR BRAIN AND COGNITIVE SCIENCE

PSYCH-UH 1001
Introduction to Psychology
Crosstown with Psychology
Required for Brain and Cognitive Science

PSYCH-UH 2410
Cognition
Prerequisite: PSYCH-UH 2410 (PSYCH-AD 101)
Crosstown with Psychology
Required for Brain and Cognitive Science

PSYCH-UH 3021
Behavioral and Integrative Neuroscience
(Formerly BIOL-AD 140)
Offered spring
Prerequisite: BIOL-UH 2010 (BIOL-AD 101)
Crosstown with Biology
Required for Brain and Cognitive Science
The behavioral response of an animal to a stimulus is the summed effect of a variety of internally coordinated processes starting at the molecular level and resulting in a change of activity in associated neural circuits. This course covers the molecular, physiological and anatomical bases of behavior, with particular emphasis on mammalian sensory, motor, regulatory, and motivational mechanisms. Students will also consider higher mental processes such as those involved in language and memory.
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. While other required courses may be taken during study abroad, the program strongly recommends that not more than one chemistry elective be taken while studying away.
CHEMISTRY COURSES

REQUIRED COURSES

SCIENCE-UH 1101-1603
Foundations of Science 1-6
CHEM-UH 2010
Organic Chemistry 1
(Formerly CHEM-AD 101)
Offered fall, spring
Prerequisites: Foundations of Science 1-4
Crosslisted with Biology
Organic chemistry is the study of carbon-containing compounds. Organic Chemistry 1 presents the structure and bonding, conformational analysis, stereochemistry, and spectroscopy of organic materials, subjects that partly trace their roots to the development of quantum theory. The topics covered include basic reaction mechanisms, such as substitution and elimination, and the reactions of aliphatic and aromatic hydrocarbons, alcohols, ethers, carbonyl compounds, and carboxylic acids. The course incorporates modern analytical methods that are the cornerstone of contemporary organic chemistry.

CHEM-UH 3010
Organic Chemistry 2
(Formerly CHEM-AD 102)
Offered spring
Prerequisite: CHEM-UH 3010 (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; and biologically important molecules. The course continues the emphasis on modern analytical methods that are the cornerstone of contemporary organic chemistry.

CHEM-UH 3011
Physical Chemistry: Thermodynamics and Kinetics
(Formerly CHEM-AD 103)
Offered fall
Prerequisites: Foundations of Science 1-6
Co-requisite: CHEM-UH 3014
This course covers the fundamental concepts in physical chemistry: equilibrium thermodynamics and chemical kinetics, which examine the relationship between energy and matter and rates of reactions, respectively. The definition and the interpretation of basic issues in chemistry, including internal energy, transition states, chemical potential, reaction rates, phase transitions and catalysis, are described in detail. This course uses an extensive mathematical apparatus. The course provides a firm theoretical and practical knowledge necessary to resolve typical chemical problems by focusing on the deeper understanding of their physical foundation and meaning.

CHEM-UH 3012
Physical Chemistry Laboratory: Thermodynamics and Kinetics
(Formerly CHEM-AD 203)
Offered fall
Co-requisite: CHEM-UH 3011
2 credits
This laboratory-based course follows CHEM-UH 3011 and provides students skills required for performing experiments in physical sciences. The course introduces the principles and practices of physicochemical methods in thermodynamics and kinetics, and it continues with introducing more contemporary experimental and computational methods used in analytical, organic, physical, and biological chemistry laboratories. The experiments include thermochemical techniques such as calorimetry to determine the heat exchange during chemical reactions or physical processes, construction and interpretation of phase diagrams of binary and ternary mixtures, measurement and prediction of kinetic rates of chemical reactions, and determination of rate constants. A computational experiment is also included. The experiments are highly focused on the processes of experimentation, data recording, analysis, and interpretation of the observations. After completion of this course, the students will be able to approach a chemical problem, set up a hypothesis, perform accurate measurements, interpret the results, verify the hypothesis, draw conclusions, and communicate effectively orally and in writing.

CHEM-UH 3013
Physical Chemistry: Quantum Mechanics and Spectroscopy
(Formerly CHEM-AD 104)
Offered spring
Prerequisites: Foundations of Science 1-6
Co-requisite: CHEM-UH 3014
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
students to modern concepts in analytical chemistry and quantitative analysis and the application of these concepts in the life sciences and environmental science. In addition, students learn about the components and applications of modern instruments utilized in everyday research laboratories. The course includes a strong laboratory component that demands independence and creativity from students.

CHEM-UH 3020 Biochemistry: Macromolecular Structure and Function (Formerly CHEM-AD 301) Offered spring Prerequisite: CHEM-UH 2010 (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 covers the study of biology with a rigorous investigation of biological macromolecules, including the structure and function of proteins, nucleic acids, carbohydrates, and lipids. This discussion then leads to the investigation of enzyme structure, including their mechanism of action and their regulation, moving toward a deep understanding of information flow in cells via detailed biochemical studies of replication, transcription, and translation.

CHEM-UH 3021 Analytical Chemistry (Formerly CHEM-AD 314) Offered fall Prerequisites: Foundations of Science 1–6 and CHEM-UH 3010 (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-UH 3016 Biophysical Chemistry (Formerly CHEM-AD 315) Offered fall Prerequisites: Foundations of Science 1–4 and CHEM-UH 2010 (CHEM-AD 101); CHEM-UH 2010 may be taken as a co-requisite As one of the major disciplines of chemistry, analytical chemistry is a ‘measurement science’ that describes the concentration, identification, and quantification of molecules through the use of methods utilized in science, engineering and medicine. This course aims to introduce students to modern concepts in analytical chemistry and quantitative analysis and the application of these concepts in the life sciences and environmental science. In addition, students learn about the components and applications of modern instruments utilized in everyday research laboratories. The course includes a strong laboratory component that demands independence and creativity from students.
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, Natural Science, or Sound and Music Computing. 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 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 1 at the student's chosen site within NYU's global network. The program strongly recommends that at least one elective Computer Science course be taken in Abu Dhabi.

CHEM-UH 4001
Capstone Project in Chemistry 1
(Formerly CHEM-AD 400)
Offered fall, spring
Prerequisite: CHEM-UH 3090 (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-UH 4002
Capstone Project in Chemistry 2
(Formerly CHEM-AD 401)
Offered fall, spring
Prerequisite: CHEM-UH 4001 (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.
### REQUIREMENTS FOR THE MAJOR

17.5 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Required courses</td>
<td>- Introduction to Computer Science - Discrete Mathematics - Data Structures - Operating Systems - Computer Networks - Algorithms - Calculus with Applications to Science and Engineering - CS Research Seminar - CS Capstone Project 1</td>
</tr>
<tr>
<td>2 Computer Science Electives</td>
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</tr>
<tr>
<td>.5 Research Seminar in Computer Science (half course)</td>
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</tr>
<tr>
<td>2 Capstone Project in Computer Science</td>
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</tr>
<tr>
<td>4 Students majoring in computer science must complete one of the following: minor in Applied Mathematics, Natural Sciences, Economics, Engineering, or Sound and Music Computing. Note that completing a major in Mathematics, Biology, Chemistry, Physics, Economics, or Engineering precludes the need to complete one of the four listed minors.</td>
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</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Courses</th>
</tr>
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<tbody>
<tr>
<td>1 Introduction to Computer Science</td>
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<tr>
<td>1 Discrete Mathematics</td>
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<tr>
<td>1 Data Structures</td>
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<tr>
<td>1 Algorithms</td>
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<tr>
<td>1 Elective from within the Computer Science major</td>
<td></td>
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</tbody>
</table>

### 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 Seminar
- January Term

**Spring Semester**
- Algorithms
- Data Structures
- Core
- Colloquium

#### YEAR 2

**Fall Semester**
- Operating Systems
- Computer Science Elective
- Minor 1
- Core
- January Term

**Spring Semester**
- Software Engineering
- Minor 2
- Minor 3
- Core

#### YEAR 3

**Fall Semester (New York)**
- Computer Science Elective
- General Elective (New York)
- General Elective (New York)
- General Elective (New York)
- January Term

**Spring Semester**
- CS Research Seminar
- Minor 4

#### YEAR 4

**Fall Semester**
- CS Capstone Project 1
- Minor 4
- Core

**Spring Semester**
- CS Capstone Project 2
- General Elective
- General Elective
- General Elective
REQUIRED COURSES

CS-UH 1001
Introduction to Computer Science
(Formerly CS-AD 101)
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-UH 1002
Discrete Mathematics
(Formerly CS-AD 116)
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 on the other hand deals with real numbers. Topics in this course include: sets, counting techniques, logic, proof techniques, solving recurrence relations, number theory, probability, statistics, graph theory, and discrete geometry. These mathematical tools are illustrated with applications in computer science.

CS-UH 1050
Data Structures
(Formerly CS-AD 103)
Offered fall, spring
Prerequisites: CS-UH 1001 (CS-AD 101) and CS-UH 1002 (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 organization in a computer, and how to work efficiently with large quantities of data. Students learn how to design data structures for representing information in computer memory, emphasizing abstract data types and their implementation, and designing algorithms using these representations. This course is taught using the C++ programming language.

CS-UH 1052
Algorithms
(Formerly CS-AD 105)
Offered fall, spring
Prerequisites: CS-UH 1002 (CS-AD 116); Prerequisite or Corequisite: CS-UH 1050 (CS-AD 103)
Crosslisted with Sound and Music Computing
Interactive Media
Algorithms lie at the very heart of computer science. An algorithm is an effective procedure, expressed as a finite list of precisely defined instructions, for solving problems that arise in applications in any domain of knowledge. All computer programs are translations of algorithms into some programming language. Often the most difficult parts of designing an algorithm are to make sure that when it is programmed in a computer, it runs as fast as possible and does what it was designed to do. This course covers the 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-UH 2010
Computer Systems Organization
(Formerly CS-AD 104)
Offered fall
Prerequisites: CS-UH 1002 (CS-AD 103) and CS-UH 1052 (CS-AD 105)
The course starts with the C++ programming language, moves down to assembly and machine-level code, and concludes with basic operating systems and architectural concepts. Students learn to read assembly code and reverse-engineer programs in binary. Topics in this course include the C++ programming language, data representation, machine-level code, memory organization and management, performance evaluation and optimization, and concurrency.

CS-UH 2012
Software Engineering
(Formerly CS-AD 209)
Offered spring
Prerequisite: CS-UH 1052 (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 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-UH 3010
Operating Systems
(Formerly CS-AD 106)
Offered spring
Prerequisites: CS-UH 1052 (CS-AD 105) and CS-UH 2010 (CS-AD 104)
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 operating system design and implementation. 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-UH 3012
Computer Networks
(Formerly CS-AD 217)
Offered fall
Prerequisites: CS-UH 1052 (CS-AD 105) and CS-UH 2010 (CS-AD 104)
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 multi-week projects requiring significant design and implementation. The goal is for students to learn not only what computer networks are and how they work today, but also why they are designed the way they are and how they are likely to evolve in the future. Examples are drawn primarily from the internet.

MATH-UH 1012
Calculus with Applications to Science and Engineering
Prerequisite: MATH-UH 1002 (MATH-AD 102) or Math Placement Test
Crosslisted with Biology, Chemistry, Engineering, Physics

ARTIFICIAL INTELLIGENCE ELECTIVES

CS-UH 2213
Artificial Intelligence
(Formerly CS-AD 212)
Offered occasionally
Prerequisite: CS-UH 1052 (CS-AD 105)
There are many cognitive tasks that people do easily and almost unconsciously but that are extremely difficult to perform 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 with uncertainty; machine learning; Perceptrons; Bayesian networks; Markov models; and applications to areas such as computer vision, natural language processing, music processing, computer games, robotics, and planning.

CS-UH 2214
Database Systems
(Formerly CS-AD 214)
Offered fall
Prerequisite: CS-UH 1052 (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 a variety of 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-UH 2215
Computer Graphics
(Formerly CS-AD 216)
Offered fall
Prerequisite: CS-UH 1052 (CS-AD 105) Crosslisted with Design
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, fundamentals 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.
Natural Language Processing
(Formerly CS-AD 220)
Offered spring
Prerequisite: CS-UH 1052 (CS-AD 105)
The field of natural language processing (NLP), also known as computational linguistics, is interested in the modeling and processing of human (i.e., natural) languages. This course covers foundational NLP concepts and ideas, such as finite state methods, n-gram modeling, hidden Markov models, part-of-speech tagging, context-free grammars, syntactic parsing and semantic representations. The course surveys a range of NLP applications such as information retrieval, summarization and machine translation. Concepts taught in class are reinforced in practice by hands-on assignments.

Computer Security
(Formerly CS-AD 170)
Offered fall
Prerequisites: CS-UH 1052 (CS-AD 105) and CS-UH 3010 (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 theory 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 activities for securing different types of systems and respective networks.

Directed Study in Computer Science
(Formerly CS-AD 298)
Offered by application
Prerequisite: CS-UH 1052 (CS-AD 105); students must receive permission from the faculty in the Program of Computer Science; special permission must be given for this course to count toward the major in Computer Science.
This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in Computer Science. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member. Forms for Directed Study in Computer Science are available from the Program Head in Computer Science.

Special Topics in Computer Science
(Formerly CS-AD 219)
Offered occasionally
Prerequisites: CS-UH 1001 (CS-AD 101), CS-UH 1002 (CS-AD 116) and instructor permission
Special Topics in 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.

ECON-UH 2411
Technology and Economic Development: Markets and Networks
Crosslisted with Economics

Research Seminar in Computer Science
(Formerly CS-AD 390)
Offered fall, spring
Prerequisite: Must be a Junior and Computer Science must be declared as primary major.
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, and be in Abu Dhabi. Students who have chosen Computer Science as their secondary major do not need to complete the research seminar course; students must instead take two Computer Science electives which are not research courses.

Capstone Project in Computer Science 1
(Formerly CS-AD 400)
Offered fall, spring
Prerequisite: CS-UH 3090 (CS-AD 390)
The capstone experience in Computer Science requires students to engage in a 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.

Capstone Project in Computer Science 2
(Formerly CS-AD 401)
Offered fall, spring
Prerequisite: CS-UH 4001 (CS-AD 400)
Continuation of CS-UH 4001
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; Real Analysis 1; Probability and Statistics; and Abstract Algebra 1.

Students select two electives. To attain greater depth in analysis or algebra, students choose Abstract Algebra 2, Vector Analysis, Real Analysis 2, or Functions of Complex Variables. The second elective must be a course in applied mathematics, such as Numerical Methods, Cryptography, Mathematical Modeling, or Introduction to Game Theory.

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. Presentations 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 Science, 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 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 I at the student’s chosen site. Students must complete Calculus, Multivariable Calculus, Linear Algebra, and Foundations of Mathematics before studying abroad. While other required courses may be taken during study away, the program strongly recommends that not more than one mathematics elective be taken while studying away.

Effective from 2018–19, the study abroad semester for students majoring in math will occur in the fall semester of the third year, not the spring semester. The Research Seminar in Math will take place in the spring semester of junior year, also beginning in 2018–19.

REQUIREMENTS FOR THE MAJOR
16.5 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
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<tbody>
<tr>
<td>8 Required courses</td>
<td>Foundations of Mathematics; Calculus; Multivariable Calculus with Applications to Science and Engineering; Linear Algebra; Ordinary Differential Equations; Probability and Statistics; Abstract Algebra I; Real Analysis I</td>
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<tr>
<td>2 Mathematics Electives</td>
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<td>.5 Research Seminar in Mathematics (half course)</td>
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<td>2 Capstone Project in Mathematics</td>
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<td>4 Students majoring in mathematics must complete one of the following: minor in Computer Science, Natural Science, Economics, or Engineering. Note that completing a major in Computer Science, Biology, Chemistry, Physics or Economics precludes the need to complete one of the three listed minors.</td>
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### MATHEMATICS
#### SAMPLE SCHEDULE

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

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<th>YEAR 1</th>
<th>Fall Semester</th>
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<th>Spring Semester (Study Away)</th>
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|        | CAPSTONE      |                |
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|        | IN MATHEMATICS|                |
|        | GENERAL      |                |
|        | ELECTIVE     |                |
|        | COLLOQUIUM   |                |

### MATHEMATICS COURSES

#### COURSES FOR NON-MAJORS

**MATH-UH 1001**  
Mathematical Functions  
(Formerly MATH-AD 101)  
Offered fall  
A fundamental understanding of mathematical functions is critical before engaging in the rigors of calculus. This course examines single variable functions, including their algebraic and geometric properties. By necessity, the course begins with a rigorous exploration of the following question: What is a function, and how can it be represented geometrically as a graph? The course delves into standard function manipulations and examines a range of mathematical functions, including polynomial, rational, trigonometric, exponential, and logarithmic functions. Placement into Mathematical Functions is decided by discussion with mentors and the results of a mathematics placement examination.

**MATH-UH 1005**  
Trigonometry and Differential Calculus  
Prerequisites: Math Placement Test and intended major in Biology, Chemistry, Physics, or Engineering  
A vector is a mathematical measure of change in magnitude and direction of a physical event. A displacement from one location to another in a two or three-dimensional space, and the quantity and direction of force applied to move an object are examples of vectors. This course studies the algebra of vector addition, subtraction, and the dot product and cross product multiplications, 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. Polar coordinates and parametric equations are introduced, and some basic properties of real and complex numbers are reviewed and several applications of the algebra of complex numbers are presented to illustrate how to use them in applications. The concepts of limits and continuity are explored deeply, along with their application to rates of change, and then to the derivative. The algorithms of basic calculus are formally developed and applied as a foundation for further study.

**MATH-UH 1009J**  
Integral Calculus  
Prerequisite: MATH-UH 1005  
This course presents the fundamentals of calculus by examining functions and their derivatives and integrals. 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 and engineering. This course also provides instruction in how to model situations in order to solve problems. Applications include graphing, and maximizing and minimizing functions.
Calculus with Applications to Science and Engineering (Formerly MATH-AD 111)
Offered fall, spring
Prerequisite: MATH-UH 1002 (MATH-AD 102) or Math Placement Test
Crosslisted with Biology, Chemistry, Computer Science, Engineering, Physics
This course presents the basic principles 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. This course also provides instruction in how to model situations in order to solve problems. Applications include graphing, and maximizing and minimizing functions. In addition to two weekly lectures, students attend a weekly recitation focused on applications. Placement into Calculus with Applications is decided by discussion with mentors and the results of a mathematics placement examination. This course focuses on the needs of students in science and engineering. Note: Although the topics covered in Calculus with Applications (MATH-AD 111) 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.

Calculus with Applications to Economics (Formerly MATH-AD 115)
Offered fall, spring
Prerequisite: MATH-UH 1002 (MATH-AD 102) or Math Placement Test
Crosslisted with Economics
This course explores functions of several variables and has applications to science and engineering as well as economics. This special course for those majoring in economics includes: vectors in the plane and space; partial derivatives with applications; Lagrange multipliers; constrained and unconstrained optimization; double and triple integrals; spherical and cylindrical coordinates; surface and line integrals.

Fundamentals of Linear Algebra
(Formerly MATH-AD 115)
Offered fall
Prerequisite: MATH-UH 1012 (MATH-AD 111) or equivalent
Crosslisted with Engineering 2 credits
In many applications of engineering and mathematics, a response of systems is a linear function of the input. These linear systems, which arise in elasticity, in circuits, and in numerical simulations, use linear equations in many unknowns. The associated matrix algebra is a rich field of mathematics. It is also central to the analysis and numerical solutions of linear ordinary and partial differential equations used in engineering and other fields. The topics include practical approaches to systems of linear equations, matrices, determinants, Gaussian elimination, basis and dimension, linear transformations, eigenvalues and eigenvectors.

Fundamentals of Ordinary Differential Equations
(Formerly MATH-AD 120)
Offered fall
Prerequisite: MATH-UH 1023 (MATH-AD 115) or equivalent
Crosslisted with Engineering 2 credits
Ordinary differential equations arise in virtually all fields of engineering. 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. This course studies first- and second-order equations.

Foundations of Mathematics
(Formerly MATH-AD 103)
Offered fall
Mathematics is a convenient and powerful language, providing a deep, unified framework for all scientific developments. All existing results from the three fundamental categories of mathematics—geometry, algebra, and analysis—can be formally expressed in terms of set theory, predicates, quantifiers, and logical connectives. This course explores the axiomatic method, formal systems of logic and formal languages, and set theory. In addition, the system of real numbers and all other fundamental number systems can be firmly established on the ground of natural numerals. Therefore, the course introduces elementary arithmetic and the universal method of constructing new objects from already known sets by means of equivalence relations. Abstract concepts are introduced through basic but fundamental and universal examples or problems, carefully chosen as illuminants of broader ideas and sources of new theoretical and practical applications.

Calculus
(Formerly MATH-AD 110)
Offered fall
Prerequisite: MATH-UH 1002 (MATH-AD 102) or Math Placement Test
Pre- or Co-requisite: MATH-UH 1010 (MATH-AD 103)
This course presents the foundations of calculus by examining functions and their derivatives and integrals, with an emphasis on proofs and theorems and an introduction to basic mathematical analysis. While the derivative measures the instantaneous rate of change of a function, the definite integral measures the total accumulation of a function over an interval. The relationship between differentiation (finding a derivative) and integration (determining an integral) is described in the Fundamental Theorem of Calculus. In addition to two weekly lectures, students attend a weekly recitation that provides opportunities for rigorous analysis of proofs and theorems associated with the material. This course is primarily intended for students considering Mathematics as a major. Placement into Calculus is decided by discussion with mentors and the results of a mathematics placement examination. With permission of the Program in Mathematics, Calculus with Applications may substitute for Calculus. Note: Although the topics covered in this Calculus are the same as those covered in Calculus with Applications (MATH-AD 111), Calculus places more emphasis on proofs, while Calculus with Applications places a relatively greater emphasis on examples and applications. Students who complete Calculus will be able to follow simple proofs and recognize different types of proofs, such as proofs by induction and proofs by contradiction.
MATH-UH 2010
Ordinary Differential Equations
(Formerly MATH-AD 121)
Offered fall, spring
Prerequisite: MATH-UH 1020 (MATH-AD 112) or equivalent; Corequisite: MATH-UH 1022
Crosslisted with Physics
This course is a continuation of the study of differential equations, focusing on the solutions of differential equations that arise in virtually all fields of applied mathematics. Newton's equations of motion, the wave equation of electromagnetism, and the diffusion equation of heat flow are examples. The course covers the solution of these equations, including methods such as separation of variables, power series, and Laplace transforms. Students are introduced to the theory of differential equations and their applications in physics, engineering, and other fields.

MATH-UH 2011
Probability and Statistics
(Formerly MATH-AD 150Q)
Offered spring
Prerequisite: MATH-UH 1020 (MATH-AD 112) or equivalent
Crosslisted with Physics
This course introduces the fundamental concepts of probability and statistics, including probability theory, random variables, distributions, hypothesis testing, and regression analysis. It aims to develop a strong foundation in statistical methods and their applications in various fields.

MATH-UH 2100
Mathematical Electives
(Formerly MATH-AD 120Q)
Offered fall
Prerequisite: MATH-UH 1020 (MATH-AD 112) or equivalent
Crosslisted with Physics
This course offers a selection of advanced topics in mathematics, tailored to students' interests and career goals. It may include areas such as abstract algebra, number theory, real analysis, complex analysis, and topology. Each topic emphasizes both theoretical foundations and practical applications.

MATH-UH 2410
Mathematical Modeling
(Formerly MATH-AD 213)
Offered occasionally
Prerequisite: MATH-UH 1020 (MATH-AD 112) or equivalent
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 aims to equip students with the skills to formulate and analyze models that can be validated by numerical simulation and comparison with data. The mathematical tools to be developed include dimensional analysis, optimization, simulation, probability, and differential equations. Students will apply these tools to real-world problems, such as traffic flow, economic models, and biological systems.

Mathematics Electives

MATH-UH 2140
Real Analysis 1
(Formerly MATH-AD 231)
Offered fall
Prerequisites: MATH-UH 1010 (MATH-AD 110) or equivalent
This course provides a rigorous foundation in real analysis, covering topics such as the real number system, sequences and series, limits, continuity, differentiation, and integration. Students will learn to construct rigorous mathematical proofs and apply them to understand key theorems in calculus.

MATH-UH 2411
Vector Analysis
(Formerly MATH-AD 221)
Offered fall
Prerequisites: MATH-UH 1020 (MATH-AD 112) or equivalent, and MATH-UH 1022 (MATH-AD 116)
The course introduces the calculus of several variables where the notion of a manifold is introduced, emphasizing vector methods. Topics include 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-UH 3410
Introduction to Cryptography
(Formerly MATH-AD 210)
Offered occasionally
Prerequisite: MATH-UH 1010 (MATH-AD 103) and MATH-UH 1022 (MATH-AD 201)
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. Behind every cryptographic protocol there is a computationally hard math problem upon which the security of the cryptographic protocol is based. This course covers the mathematical 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-UH 3411
Dynamical Systems
(Formerly MATH-AD 211)
Offered occasionally
Prerequisites: MATH-UH 2010 (MATH-AD 121) or equivalent, and MATH-UH 2012 (MATH-AD 202)
This course studies the simplest examples of dynamical systems and chaos. Applications to physics, chemistry, biology, and population dynamics are given. In particular the course will involve the study of many examples coming from physics, biology and engineering. The examples studied will depend on the interests of the students and their majors.

MATH-UH 3413
Numerical Methods
(Formerly MATH-AD 214)
Offered occasionally
Prerequisite: MATH-UH 1020 (MATH-AD 112) or equivalent, and MATH-UH 1022 (MATH-AD 116)
Crosslisted with Physics
The 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 life sciences. Topics covered in this course include numerical algorithms for solving linear equations and nonlinear systems of equations, least squares problems, eigenvalue problems, interpolation, numerical quadrature, optimization, and differential equations. Theory and practical examples are combined to study these topics.

MATH-UH 3414
Partial Differential Equations
(Formerly MATH-AD 216)
Offered occasionally
Prerequisite: MATH-UH 2010 (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.

Abstract Algebra 1
(Formerly MATH-AD 201)
Offered fall
Prerequisites: MATH-UH 1010 (MATH-AD 103) and MATH-UH 1022 (MATH-AD 116)
Algebra is a part of every field of mathematics, and has applications in the discrete systems of computer science. Fractions, together with their familiar laws of addition, multiplication, and division, provide an example of algebra. The complex numbers form another. This course introduces more general algebras and their properties and applications. Topics considered in this course include groups, homomorphisms, automorphisms, and conjugation groups, Rings, ideals and quotient rings, Euclidean rings, and polynomial rings are also considered.

Abstract Algebra 2
(Formerly MATH-AD 202)
Offered spring
Prerequisite: MATH-UH 2012 (MATH-AD 102)
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, Galois fields and roots of polynomials, constructions with straight edge and compass, and elements of Galois theory.

Real Analysis builds a more rigorous foundation for calculus and prepares the way for more advanced courses. The emphasis is on the careful formulation of the concepts and the formulation and proof of key theorems. The goal is to understand the need for and the nature of a mathematical proof. The course studies the real number system, the convergence of sequences and series, functions of one real variable, continuity, connectedness, compactness, and metric spaces.

Laplace transforms, linear systems, numerical methods.
MATH-UH 3610 
**Functions of Complex Variables** 
(Formerly MATH-AD 212) 
Offered spring 
Prerequisites: MATH-UH 1020 (MATH-AD 112) or equivalent, and MATH-UH 1022 (MATH-AD 116) 
Crosslisted with Physics 
Complex analysis, also known as the theory of functions of a complex variable, is the branch of mathematical analysis devoted to complex valued functions of complex variable. It is further used in other branches of mathematics, including algebraic geometry and number theory, and also has diverse applications in science and engineering: fluid dynamics, elasticity, nuclear and electrical engineering, to name just a few examples. The geometrical content of analysis in the complex plane is especially appealing. Topics covered include: complex numbers and complex functions; differentiation and the Cauchy-Riemann equations, Cauchy’s theorem, and the Cauchy integral formula; singularities, residues, Taylor and Laurent series; fractional linear transformations and conformal mappings. 

MATH-UH 3611 
**Number Theory** 
(Formerly MATH-AD 215) 
Offered occasionally 
Prerequisites: MATH-UH 1022 (MATH-AD 116) and MATH-UH 2012 (MATH-AD 201) 
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-UH 3612 
**Differential Geometry** 
Offered occasionally 
Prerequisites: MATH-UH 1020 (MATH-AD 112), MATH-UH 1022 (MATH-AD 116), and MATH-UH 2010 (MATH-AD 121) 
This course is a transition from vector calculus to differential geometry, the study of curved spaces. The course plan is to move from a study of extrinsic geometry of curves and surfaces in space, familiar from multivariable calculus, to the intrinsic geometry of manifolds. This includes the study of tangent spaces and vector fields and the concept of Riemannian manifolds and leading to explicit characterizations of metrics, connections, and curvatures. Computational tools will include tensor algebra and differential forms. Using these, derivatives on manifolds and integration on manifolds will generalize the corresponding notions from multivariable calculus. Further topics also include the Riemannian curvature, the Gauss-Bonnet theorem, symmetry, homogeneous spaces, and applications such as Electromagnetism and General Relativity. 

MATH-UH 4610 
**Topology** 
(Formerly MATH-AD 331) 
Offered occasionally 
Prerequisite: MATH-UH 2013 (MATH-AD 231) 
This course is a basic introduction to topology, with a balance between point-set topology, geometric topology, and algebraic topology. The concept of a topological space is introduced and some of its more important properties, like connectedness and compactness, are studied. Then the main focus is on topological surfaces with the aim of establishing the fundamental classification theorem for compact surfaces, connecting to the Euler characteristic. After developing the foundations and the geometric intuition, computational algebraic aspects such as homology are introduced. Further classification uses homotopy, the fundamental group, and covering spaces. The concepts are illustrated in various applications, including the Brouwer Fixed Point Theorem. 

MATH-UH 4650 
**Directed Study in Mathematics** 
(Formerly MATH-AD 298) 
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 3.5 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-UH 4660 
**Special Topics in Mathematics** 
(Formerly MATH-AD 320) 
Offered occasionally 
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. Instructor approval required. 

SOCSC-UH 2210 
**Introduction to Game Theory** 
Crosslisted with Economics, Political Science, Social Research and Public Policy 

PHYS-UH 3010 
**Mechanics** 
Prerequisites: Foundations of Science I–IV, and MATH-UH 1022 (MATH-AD 116) or MATH-UH 2010 (MATH-AD 121) 
Crosslisted with Physics 

**CAPSTONE EXPERIENCE** 

MATH-UH 3090 
**Research Seminar in Mathematics** 
(Formerly MATH-AD 390) 
Offered fall 
Prerequisites: MATH-UH 2010 (MATH-AD 121), MATH-UH 2011G (MATH-AD 150G), and MATH-UH 2013 (MATH-AD 231); Mathematics must be declared as primary 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 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 1. Students who have chosen Mathematics as their secondary major do not need to complete the research seminar course; students must instead take two courses in their chosen elective which are not research courses. 

MATH-UH 4001 
**Capstone Project in Mathematics 1** 
(Formerly MATH-AD 400) 
Offered fall, spring 
Prerequisite: MATH-UH 3090 (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-UH 4002 
**Capstone Project in Mathematics 2** 
(Formerly MATH-AD 401) 
Offered fall, spring 
Prerequisite: MATH-UH 4001 (MATH-AD 400) 
Continuation of Capstone Project in Mathematics 1 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. While other required courses may be taken during study abroad, the program strongly recommends that not more than one physics elective be taken while studying away.

**REQUIREMENTS FOR THE MAJOR**

19.5 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
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<tbody>
<tr>
<td>6.5</td>
<td>Foundations of Science 1–6</td>
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<td>5.5</td>
<td>Required courses:</td>
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<tr>
<td></td>
<td>Electromagnetism and Special Relativity (half course)</td>
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<td></td>
<td>Mechanics</td>
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<td>Electricity and Magnetism</td>
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<td>Quantum Mechanics</td>
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<td>Advanced Physics Laboratory</td>
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<td>Statistical Mechanics and Thermodynamics</td>
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<td>4</td>
<td>Mathematics courses:</td>
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<td></td>
<td>Calculus with Applications: Science and Engineering;</td>
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<td>Multivariable Calculus</td>
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<td>Linear Algebra</td>
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<td>Ordinary Differential Equations</td>
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<td>1</td>
<td>Physics Elective</td>
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<td>.5</td>
<td>Research Seminar in Physics (half course)</td>
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<td>2</td>
<td>Capstone Project in Physics</td>
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</tbody>
</table>
PHYSICS COURSES

REQUIRED FOR MAJORS

SCIENCE-UH 1101-1603
Foundations of Science 1–6

- PHYS-UH 2010
  Electromagnetism and Special Relativity
  (Formerly PHYS-AD 100)
  Offered fall, spring
  Prerequisites: Foundations of Science 1–2 and
  MATH-UH 1022 (MATH-AD 116) or equivalent.
  Crosslisted with Mathematics

- PHYS-UH 3010
  Mechanics
  (Formerly PHYS-AD 300)
  Offered fall
  Prerequisites: Foundations of Science 1–4,
  and MATH-UH 1022 (MATH-AD 116) or MATH-UH 3010 (MATH-AD 121)
  Crosslisted with Mathematics

- PHYS-UH 3012
  Quantum Mechanics 1
  (Formerly PHYS-AD 302)
  Offered fall
  Prerequisites: Foundations of Science 1–6 and
  MATH-UH 1022 (MATH-AD 116) or equivalent.
  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.

- PHYS-UH 3013
  Advanced Physics Laboratory
  (Formerly PHYS-AD 303)
  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.

- PHYS-UH 3014
  Statistical Mechanics and Thermodynamics
  (Formerly PHYS-AD 305)
  Offered spring
  Prerequisites: Foundations of Science 1–4
  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.

- PHYS-UH 3011
  Electricity and Magnetism
  (Formerly PHYS-AD 301)
  Offered fall
  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.
MATH-UH 1012
Calculus with Applications to Science and Engineering
Prerequisite: MATH-UH 1002 (MATH-AD 102) or Math Placement Test
Crosslisted with Biology, Chemistry, Computer Science, Engineering

MATH-UH 1020
Multivariable Calculus with Applications to Science and Engineering
Prerequisite: MATH-UH 1011 (MATH-AD 110), MATH-UH 1012 (MATH-AD 111) or equivalent
Crosslisted with Biology, Chemistry, Engineering, Mathematics

MATH-UH 1022
Linear Algebra
Pre- or Corequisite: MATH-UH 1011 (MATH-AD 110), MATH-UH 1012 (MATH-AD 111) or equivalent
Crosslisted with Mathematics

MATH-UH 2010
Ordinary Differential Equations
Prerequisite: MATH-UH 1020 (MATH-AD 112) or equivalent; Corequisite: MATH-UH 2022
Crosslisted with Mathematics

ELECTIVES

PHYS-UH 3211
General Relativity
(Formerly PHYS-AD 320)
Offered fall
Prerequisites: MATH-UH 1024 (MATH-AD 120)
General Relativity is currently the leading description for gravity. This topic is important for determining the evolution and fate of the universe, to the motion of small objects in the Solar System and the Earth, and is perhaps the best tested theory in all of physics. This course will involve learning the basic mathematical framework of general relativity (including differential geometry and field equations), as well as applications to various topics in astronomy and astrophysics.

PHYS-UH 3213
Computational Physics
(Formerly PHYS-AD 313)
Offered occasionally
Prerequisites: Foundations of Science 1-4 and MATH-UH 2010 (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-UH 3214
Astrophysics
(Formerly PHYS-AD 314)
Offered occasionally
Prerequisites: Foundations of Science 1-6
This course is about 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. This not only includes mechanics, electricity and magnetism, quantum and statistical mechanics, but also nuclear physics, particle physics, optics, plasma physics, 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. Topics may include depending on student interests: generation and propagation of light, two-body and multi-body dynamics, stellar structure and evolution, stellar atmospheres, winds, shocks, accretion, and the consequences of strong gravity.

PHYS-UH 3217
Multi-wavelength Astronomy
(Formerly PHYS-AD 317)
Offered occasionally
Prerequisites: Foundations of Science 1-4
Astronomy is 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 who 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-UH 3218
Forensic Science
(Formerly PHYS-AD 318)
Offered occasionally
Prerequisites: Foundations of Science 1-4
This course covers the techniques of current interest where numerical techniques provide unique physical insight, such as forensic science. Topics may include radiative transmission and detection, radiometric observation, and thermometry. 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 science is explored in depth. These tools of forensics are rooted in the fields of physics, physical chemistry, chemical physics, and applied chemistry, engineering, biochemistry, and biology. Examples include light microscopes, scanning electron microscopy and materials analysis, x-ray spectroscopies, various spectoscopies used for molecular identification such as infrared and Raman spectoscopies, mass spectropy and chromatography, electrophoretosis, forensic serology, DNA sequencing, and next generation techniques.

PHYS-UH 3250
Directed Study in Physics
(Formerly PHYS-AD 325)
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.

PHYS-UH 3260
Special Topics in Physics
(Formerly PHYS-AD 316)
Offered occasionally
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-UH 4212
Quantum Mechanics II
(Formerly PHYS-AD 312)
Offered spring
Prerequisite: PHYS-UH 3012 (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 WKBJ approximation, the adiabatic approximation, second quantization processes. Applications of these formalisms to problems in atomic physics, nuclear physics, and astrophysics will also be explored.

PHYS-UH 4215
Particle Physics
(Formerly PHYS-AD 315)
Offered occasionally
Prerequisite: PHYS-UH 3012 (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 constitutents 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.

ENG-ENH 3611
Electronics
Prerequisite: ENGR-UH 2019 (ENGR-AD 119)
Crosslisted with Engineering

MATH-UH 2011Q
Probability and Statistics
Prerequisite: MATH-UH 1020 (MATH-AD 112) or equivalent
Crosslisted with Mathematics

MATH-UH 3411
Dynamical Systems
Prerequisites: MATH-UH 1022 (MATH-AD 116) and MATH-UH 2010 (MATH-AD 121)
Crosslisted with Mathematics

MATH-UH 3413
Numerical Methods
Prerequisites: MATH-UH 1020 (MATH-AD 112) or equivalent, and MATH-UH 1022 (MATH-AD 116)
Crosslisted with Mathematics

MATH-UH 3414
Partial Differential Equations
Prerequisite: MATH-UH 2010 (MATH-AD 121)
Crosslisted with Mathematics
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: 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. The program strongly recommends that at least three basic electives and one advanced elective be taken in Abu Dhabi.
Effective from 2018–19, the study abroad semester for students majoring in psychology will occur in the fall semester of the third year, not the spring semester. The Research Seminar in Psychology will take place in the spring semester of junior year also beginning 2018–19.

**REQUIREMENTS FOR THE MAJOR**

12.5 courses, distributed as follows:

<table>
<thead>
<tr>
<th>4 Required courses:</th>
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<tr>
<td>Introduction to Psychology</td>
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<tr>
<td>Research Methods in Psychology</td>
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<tr>
<td>Biopsychology</td>
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<tr>
<td>Statistics for Psychology</td>
</tr>
<tr>
<td>2 Electives from the Social and Developmental Psychology series</td>
</tr>
<tr>
<td>2 Electives from the Cognition and Perception series</td>
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<tr>
<td>2 Advanced electives; at least one must have a lab component</td>
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<tr>
<td>.5 Research Seminar in Psychology (half course)</td>
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<tr>
<td>2 Capstone Project in Psychology</td>
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</table>

**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-UH 1002EQ).

*Note that PSYCNI-UH 1000, PSYCH-UH 1003, and PSYCH-UH 1004Q do not count toward the minor.*
PSYCHOLOGY COURSES

COURSES FOR NON-MAJORS

PSYCH-UH 1001
Introduction to Linguistics
(Formerly PSYCH-AD 101)
Offered occasionally
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 achieve levels of 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-UH 1001
Introduction to Psychology
(Formerly PSYCH-AD 101)
Offered fall, spring
Croslisted with Biology
Introduction to the fundamental principles of psychology, 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, as well as social and abnormal behavior. Opportunities to apply knowledge gained in lectures and readings are available through computer-based demonstrations, in-class exercises, and required field experiences.

PSYCH-UH 1002EQ
Research Methods in Psychology
(Formerly PSYCH-AD 102EQ)
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 determine what is true. This course introduces the student to scientific research methods in psychological science, 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-UH 1003
Biopsychology
(Formerly PSYCH-AD 105)
Offered fall
Biopsychology is the study of the biological basis of behavior. In this course, students explore the biological underpinnings of psychological processes. This course covers the structure, function, and development of the human nervous system and how it plays a role in human behavior. The course provides an overview of the major biological processes and mechanisms that underlie mental processes and behaviors, including: brain and peripheral nervous system, neuroanatomy and neurophysiology, functional neuroimaging, neuropsychology, the development of the nervous system, and neuropharmacology. This course is required for all psychology majors.

PSYCH-UH 1004Q
Statistics for Psychology
(Formerly PSYCH-AD 106Q)
Offered fall
Statistics form a critical component of research, and this course is designed to introduce students to the fundamental principles of statistical inference. The course covers descriptive and inferential statistics, including hypothesis testing, confidence intervals, and correlation. This course is required for all psychology majors.

PSYCH-UH 2211
Social Psychology
(Formerly PSYCH-AD 150)
Offered spring
Prerequisite: PSYCH-UH 1002 (PSYCH-AD 101)
This course introduces students to social psychology, focusing on how our thoughts, feelings, and behaviors are influenced by social situations and the real or imagined presence of others (including parents, peers, authorities, and groups). This course covers several important subfields in social psychology, including the study of human motivation, social influence, and group behavior. The course is required for all psychology majors.

PSYCH-UH 2212
Psychology of Language
(Formerly PSYCH-AD 315)
Offered occasionally
Prerequisite: PSYCN-UH 1000 (PSYCH-AD 100) or PSYCH-UH 1001 (PSYCH-AD 101); Recommended: PSYCH-UH 1002 (PSYCH-AD 102)
This course is an introduction to the psychology of language. It covers 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 in these areas, discuss their implications for theories of language in the mind, and focus on the research techniques used by psychologists.

PSYCH-UH 2213
Motivation and Volition
(Formerly PSYCH-AD 316)
Offered occasionally
Prerequisite: PSYCH-UH 1001 (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, decision-making, self-regulation, and cognitive-neuropsychological research as well as the perspective of economics on motivation and volition.

PSYCHOLOGY ELECTIVES: COGNITION AND PERCEPTION

PSYCH-UH 2211
Introduction to Biopsychology
(Formerly PSYCH-AD 100)
Offered fall
Croslisted with Biology
The course provides an introduction to the fundamental principles of psychology, 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, as well as social and abnormal behavior. Opportunities to apply knowledge gained in lectures and readings are available through computer-based demonstrations, in-class exercises, and required field experiences.

PSYCH-UH 2212
Psychology of Language
(Formerly PSYCH-AD 315)
Offered occasionally
Prerequisite: PSYCN-UH 1000 (PSYCH-AD 100) or PSYCH-UH 1001 (PSYCH-AD 101); Recommended: PSYCH-UH 1002 (PSYCH-AD 102)
This course is an introduction to the psychology of language. It covers 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 in these areas, discuss their implications for theories of language in the mind, and focus on the research techniques used by psychologists.

PSYCH-UH 2213
Motivation and Volition
(Formerly PSYCH-AD 316)
Offered occasionally
Prerequisite: PSYCH-UH 1001 (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, decision-making, self-regulation, and cognitive-neuropsychological research as well as the perspective of economics on motivation and volition.

PSYCH-UH 2214
Cognition
(Formerly PSYCH-AD 110)
Offered occasionally
Prerequisite: PSYCH-UH 1001 (PSYCH-AD 101)
Croslisted with Biology
Cognitive psychology is the scientific study of the human mind and human thinking. This course is aimed at providing the student with a better understanding of how we humans perceive and think about ourselves and about the world. Our perception and thought processes are fraught with biases that nonetheless routinely inform how we think about these biases and understanding their effects is crucial in a world in which human societies are becoming increasingly more interconnected. The course covers attention, memory, language, concepts, reasoning, problem-solving, expertise, creativity, and decision-making.
The course will emphasize how psychologists use experiments to learn about the structure of the human mind.

PSYCH-UH 2411 Perception
(Formerly PSYCH-AD 112)
Offered occasionally
Prerequisite: PSYCH-UH 1001 (PSYCH-AD 101)
How do we construct a conception of physical reality based on sensory experience? This course provides a survey of basic facts, theories, and methods for studying sensation and perception. The major emphasis is on vision and audition, but other modalities may be covered. Representative topics include: receptor function and physiology; color; motion; depth; psycho physics of detection, discrimination, and appearance; perceptual constancies; adaptation, pattern recognition, and the interaction of knowledge and perception.

PSYCH-UH 2412 Mind and Brain
(Formerly PSYCH-AD 311)
Offered occasionally
Prerequisite: PSYCH-UH 1001 (PSYCH-AD 101) or BIOL-UH 3101 (BIOL-AD 140); Recommended: PSYCH-UH 1002 (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.

ADVANCED PSYCHOLOGY ELECTIVES

PSYCH-UH 2610 Prejudice and Stereotyping
(Formerly PSYCH-AD 317)
Offered occasionally
Prerequisites: PSYCH-UH 1001 (PSYCH-AD 101) and PSYCH-UH 1002 (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-UH 3611 EQ Lab in Multisensory Perception and Action
(Formerly PSYCH-AD 325EQ)
Offered occasionally
Prerequisites: PSYCH-UH 1001 (PSYCH-AD 101) and PSYCH-UH 1002 (PSYCH-AD 102); Foundations of Science 1–4; Recommended: PSYCH-UH 2411 (PSYCH-AD 150)
Lab component
Our perceptual experiences are the product of the information gathered through all of 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.

PSYCH-UH 3650 Directed Study in Psychology
(Formerly PSYCH-AD 298)
Offered by application
Prerequisite: Permission from the faculty in the Program in Psychology; special permission must be obtained to take 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 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. This course is only 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-UH 3660 Special Topics in Psychology
(Formerly PSYCH-AD 190)
Offered occasionally
Prerequisites: PSYCH-UH 1001 (PSYCH-AD 101) and PSYCH-UH 1002 (PSYCH-AD 102), and instructor permission
Special Topics offers high-level seminars on a wide variety of topics, including the history of psychology, emotional intelligence, intergroup relations, clinical and counseling psychology, and other focal themes. The topics reflect areas of research of the faculty.

CAPSTONE EXPERIENCE

PSYCH-UH 3090 Research Seminar in Psychology
(Formerly PSYCH-AD 390)
Offered fall
Prerequisite: Psychology must be declared as primary major
2 credits
The 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 capstone 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. Students who have chosen Psychology as their
secondary major do not need to complete the research seminar course; students must instead take two courses in their chosen elective which are not research courses.

PSYCH-UH 4001
Capstone Project in Psychology 1
(Formerly PSYCH-AD 400)
Offered fall, spring
Prerequisite: PSYCH-UH 3090 (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-UH 4002
Capstone Project in Psychology 2
(Formerly PSYCH-AD 401)
Offered fall, spring
Prerequisite: PSYCH-UH 4001 (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 engineering 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 five thematic areas: Cyber Security; Robotics; Urban Systems; Environmental Sustainability; 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 and innovation; 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 full 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: Cyber Security; Robotics; Urban Systems; Environmental Sustainability; and Biomedical and Health Systems. Students, in consultation with their academic mentor, are encouraged to cluster their engineering electives in one of the five research areas. Students in General Engineering are encouraged to specialize in one of these areas or in Biological Engineering.

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 strongly encouraged to participate in co-curricular programs, such as Engineering for Social Impact (ESI), 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's 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 place into Multivariable Calculus during the Marhaba Math Placement Assessment 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-UH 1020 Multivariable Calculus be completed in Abu Dhabi prior to the study away semester; NYU Tandon option requires MATH-UH 1024 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 in engineering courses, 16 credits in science courses, and 16 credits in mathematics courses, all with grades of C or higher.

Students should discuss study away plans with their faculty mentors well in advance in order to develop a program of study that allows them to pursue their interests while progressing towards timely completion of degree requirements. A study away semester in New York may be combined with summer research opportunities at the New York campus.
CAPSTONE DESIGN PROJECT
The goal of the Capstone Design Project is to provide students with a major design experience that leverages the knowledge and skills acquired through their undergraduate studies. Its structure includes a process of design with measurable metrics, and incorporation of appropriate engineering standards and multiple realistic constraints. Emphasis is placed on clearly framing the design problem and following the design process to result in an optimized design solution. Students are encouraged to build prototypes of their designs and seek validation of their solutions through simulations and experiments, as appropriate.

The Capstone Project aims to be collaborative and trans-disciplinary across several engineering streams. The emphasis is on students applying the design process to solve real-world problems in a 21st century, global context. The projects address engineering and technology topics that overlap with the sciences, social sciences, liberal arts or business. The Capstone provides an opportunity to integrate technical, human, aesthetic, business, and ethical concerns with engineering design. Students practice critical skills in communication, team-building, and project management. There is a mid-semester review of the projects. Students complete their design, as well as build and test their prototypes, if applicable, in spring semester. The senior year culminates in a comprehensive project report and design review by a committee of faculty and other professionals.

INTERNSHIPS
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 acquire specific skills and knowledge, build professional networks and gain 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 can vary in length from a summer to a semester or a year. They do not earn academic credit.

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 five thematic research areas discussed below.

Cyber Security concerns the security and privacy considerations stemming from the ubiquitous use of technology. 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. Furthermore, these systems consist of interconnected devices that allow objects to be sensed and/or controlled remotely, creating opportunities for more direct integration of the physical world into computer-based systems, and resulting in improved efficiency, accuracy and economic benefit in addition to reduced human intervention. At the same time, there is now a wider attack surface for malicious entities to create harm in a wide variety of ways, such as stealing/manipulation of sensitive information and/or assets, creating disruption in critical infrastructures, etc. This crucial research program involves multi-disciplinary research in security and privacy in broad range of areas, such as cryptology, digital forensics, trusted hardware design, smart grid security, economics of information security in critical infrastructure, transportation security, system and network security, mission critical system security, and cyber infrastructure connections and security.

Robotics is a multidisciplinary research area that address the theory of mechanics, sensing, planning, and control of intelligent robots in the physical world. The program examines consolidated methodologies and technologies of robotics systems including robot design, sensing and perception, manipulation and interfaces, mobile and distributed robotics, and human-robot interaction. From a largely dominated industrial focus, robotics has been rapidly expanding into the challenges of the human world (human-centered and life-like robotics). Therefore, the new generation of robots is expected to safely and dependably co-habitat with humans in homes, workspaces, and communities, providing support services, entertainment, education, healthcare, manufacturing, and assistance. Furthermore, the program considers also a much wider range of applications than physical robots, reaching across diverse research areas and scientific disciplines, such as: biomechanics, haptics, neuroscience, virtual simulation, animation, surgery, and sensor networks. It is indeed at the intersection of disciplines that the most striking advances are expected to happen.
**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.

**Environmental Sustainability** explores how the needs of a growing world population for improved living standards (including needs for energy, housing, mobility, and water) are met in a sustainable manner. Courses in this program include Life-Cycle Assessment of Infrastructure Systems, Chemistry, Biology, Materials Science, Modeling & Analysis, System Control Theory, and Sensing Technology. Examples of research include design of energy-efficient buildings, low-carbon transportation systems, clean water technologies, desalination technologies, environmental robotics, and chemical micro-sensors.

**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.
4 Mathematics courses:
MATH-UH 1012 Calculus with Applications: Science and Engineering; MATH-UH 1020 Multivariable Calculus: Science and Engineering; MATH-UH 1023 Fundamentals of Linear Algebra (half course); MATH-UH 1024 Fundamentals of Ordinary Differential Equations (half course); ENGR-UH 2010Q Probability and Statistics for Engineers (half course); ENGR-UH 2025 Fundamentals of Discrete Math (half course)

4.25 Engineering Common Courses:
ENGR-UH 1000 Computer Programming for Engineers; ENGR-UH 1010 Engineering Ethics (1-cr course); ENGR-UH 1021J Design and Innovation (half course); ENGR-UH 2011 Engineering Statics (half course); ENGR-UH 2012 Conservation Laws in Engineering (half course); ENGR-UH 2013 Digital Logic (half course); ENGR-UH 2017 Numerical Methods (half course); ENGR-UH 2019 Circuits Fundamentals (half course)

9.5 Discipline-specific required and elective courses (38 credits)

2 ENGR-UH 4010 (half course), 4011 (half course), and 4012: Capstone Seminar and Design Project

Minor in Engineering for Non-Majors
The minors in Engineering, open to all NYUAD non-engineering students, offer exposure to one particular field within Engineering, which can be one of the four degree programs in Engineering or one of the five thematic research areas in Engineering. Knowledge of engineering principles is essential for problem solving in various fields ranging from the Sciences to Social Sciences and Arts. To earn a minor in one particular engineering field, the students complete 16 credits in engineering courses relevant to that field in addition to any math and/or science prerequisites that the engineering courses may have. The course of study for the minor must be approved, in writing, by the student’s mentor and the Dean of Engineering.

Requirements for the Minor in Disciplinary/General Engineering

4 ENGR-AD Courses, totaling 16 credits, which count toward the Engineering major/specialization, as approved by the Engineering Dean and student’s mentor.

(Sci-UH 1201-1203); Foundations of Science 3: Systems in Flux (Sci-UH 1301-1304); Foundations of Science 4: Form and Function (Sci-UH 1401-1404)

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

Year 1
Fall Semester
- Calculus with Applications or Calculus
- General Elective
- First-Year Writing Seminar

Spring Semester
- Multivariable Calculus
- Foundations of Science 2
- Colloquium

January Term
ECC: Design & Innovation

Year 2
Fall Semester
- Linear Algebra
- Foundations of Science 3
- Engineering Elective

Spring Semester
- ECC: Statics
- ECC: Cons. Laws

January Term
ECC: Design & Innovation

Year 3
Fall Semester
- Probability & Statistics
- Engineering Elective
- Colloquium

Spring Semester
- Engineering Materials
- Discrete Mathematics

January Term
ECC: Design & Innovation

Year 4
Fall Semester
- Capstone Seminar
- Instrumentation
- Engineering Elective

Spring Semester
- Capstone Design I
- Engineering Elective

January Term
ECC: Design & Innovation

2017-18 | Engineering
CIVIL ENGINEERING

SAMPLE SCHEDULE
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| COMPUTER ENGINEERING |

SAMPLE SCHEDULE
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ENGINEERING COURSES

Note: unless stated otherwise, engineering courses include labs in addition to lectures.

COURSES FOR NON-MAJORS

ENGR-UH 111J Innovation and Entrepreneurship
(Formerly ENGR-AD 297J)
Offered January
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 their ideas in the marketplace through the key areas of new venture. The first part of the course helps students brainstorm about new ideas and test the basic 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. The course covers customer discovery, market sizing, pricing, competition, distribution, funding, developing a minimal viable product and many other facets of creating a new venture. The course ends 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-UH 111J Human + Machine: Applications in Mediated Reality
(Formerly ENGR-AD 120)
Offered January
What will the world of logistics look like in 20 years? Is it a world devoid of human interaction, dominated by unplanned autonomous vehicles, operated at peak efficiency by an artificial intelligence supported by machine learning, or is it one in which the relative strengths of human and machine coalesce to bring about an even better result? This proposal outlines a novel experiment to investigate this question by delivering a short-form course, entitled Human + Machine: Applications in Mediated Reality, designed to foster and operationalize innovation through design thinking and technologies at the frontier of the recently possible. To the question above, combining the strengths of both humans and technology to tackle a real business challenge is not only well-suited for today’s rapidly changing business and technology landscape, it is also an imperative for both institutions: the change-makers of the future must be comfortable at the intersection of business, technology, design and art—this is a foundational principle upon which NYU operates, and the opportunity to design a course to inspire students to innovate alongside industry is one that deserves exploration.

ENGINEERING COMMON COURSES

ENGR-UH 1000 Computer Programming for Engineers
(Formerly ENGR-AD 101)
Offered fall
Prerequisite: Restricted to Freshmen and Sophomores only
The objective of the course is for students to acquire the fundamental knowledge of computer programming, develop transferrable programming skills, and learn to solve engineering problems via programming. The course is primarily based on the C++ programming language and an introduction to another programming language such as MATLAB (to demonstrate transferring programming knowledge from one language to another). The course explores the application of engineering computation in various engineering domains including mechanical, civil, computer, and electrical engineering. The following topics are covered: introduction to computer systems, standard input/output, file input/output, decision structures, loop structures, functions, arrays, addressing, dynamically allocated memory, structures, introduction to object oriented programming, problem solving via programming algorithm design, and applications in another programming language such as MATLAB.

ENGR-UH 1010 Engineering Ethics
(Formerly ENGR-AD 21)
Offered spring
1 credit
Real-world engineering problems require engineers with theoretical knowledge of their chosen field as well as dexterity with a broad range of conceptual and digital tools. Professional ethics is introduced, and students research, discuss, and analyze the relevant aspects of engineering ethics case studies. In tandem, students are introduced to best-practice design methods as well as a number of contemporary digital tools.

ENGR-UH 1021J Design and Innovation
(Formerly ENGR-AD 110J)
Offered January
Prerequisite: ENGR-UH 1000 (ENGR-AD 101)
2 credits
Crosslisted with Design, Interactive Media
The course introduces students to the history and culture of design and development philosophies and practices, the modern principles of technology design, and concepts of innovation, sourcing, shaping, and evaluating ideas and inventions. The course emphasizes 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-UH 1111 Engineering Statics
(Formerly ENGR-AD 111)
Offered fall, spring
Prerequisites: Foundations of Science 1-2 and MATH-UH 1012 (MATH-AD 111) or equivalent 2 credits
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-UH 1112 Conservation Laws in Engineering
(Formerly ENGR-AD 112)
Offered fall, spring
Prerequisites: Foundations of Science 1-2 and MATH-UH 1012 (MATH-AD 111) or equivalent 2 credits
Conservation laws play a fundamental role in the analysis of engineering problems by providing a framework to derive relationships between various physical properties of closed systems and control volumes. This course aims to introduce the students to these laws, namely the conservation of mass, conservation of force and linear momentum, conservation of torque and angular momentum, conservation of energy, conservation of chemical species, and conservation of charge—derived in integral form. Selected case studies are used to demonstrate the application of these laws for the simplification of complex engineering problems. In addition, this course also helps the students develop a deeper understanding of the concepts of work, heat, and thermodynamic properties of pure substances.

ENGR-UH 2013 Digital Logic
(Formerly ENGR-AD 113)
Offered fall, spring
2 credits
This module provides a rigorous introduction to topics in logic design, primarily via the use of combinational circuits but also touching upon basic concepts in sequential circuits. Introductory topics include: classification of digital systems, number systems and binary arithmetic, error detection and correction, and switching algebra. Combinational design analysis and synthesis topics include: logic function optimization, arithmetic units such as adders and subtractors, and control units such as decoder and multiplexers. A brief overview of sequential circuits by introducing basic memory elements such as flip-flops, and state diagrams concludes the module.

ENGR-UH 2017 Numerical Methods
(Formerly ENGR-AD 117)
Offered fall, spring
Prerequisites: ENGR-UH 1000 (ENGR-AD 101) and MATH-UH 1024 (MATH-AD 120) or equivalent 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, introduction to ordinary differential equations, and optimization. MATLAB software is the primary computing environment.

ENGR-UH 2019 Circuits Fundamentals
(Formerly ENGR-AD 119)
Offered fall, spring
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, Thévenin’s and Norton’s theorems, and source free and forced responses of RL, RC and RLC circuits. The labs cover various electric circuits concepts such as demonstrating current and voltage division laws, Thévenin’s and Norton’s equivalent circuit, and RL, RC, and RLC circuits analysis.
REQUIRED MATH COURSES

ENGR-UH 2010Q Probability and Statistics for Engineers  
(Formerly ENGR-AD 291Q)  
Offered fall  
Prerequisite: MATH-UH 1012 (MATH-AD 111) or equivalent  
2 credits  
Note: This course may be replaced with MATH-UH 10030 (MATH-AD 107) or MATH-UH 2010Q (MATH-AD 150).  
Introductions to probability and statistics with an emphasis on how these topics are relevant in engineering disciplines. Topics in probability theory include sample spaces, and counting, random variables (discrete and continuous), probability distributions, cumulative density functions, rules and theorems of probability, expectation, and variance. Topics in statistics include hypothesis testing, error types, confidence intervals, correlation, and linear regression. The course emphasizes correct application of probability and statistics and highlights the limitations of each method presented.

ENGR-UH 2025 Fundamentals of Discrete Math  
(Formerly ENGR-AD 195)  
Offered spring  
Prerequisite: MATH-UH 1012 (MATH-AD 111) or equivalent  
2 credits  
Note: This course may be replaced with CS-UH 1002 (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-UH 2211 Solid Mechanics  
(Formerly ENGR-AD 237)  
Offered spring  
Prerequisite: ENGR-UH 2011 (ENGR-AD 111) Civil (required), Mechanical (required)  
2 credits  
Designed as a first course in the mechanics of materials, this course introduces students to the basic concepts of stress and strain in the normal and tangential directions, and the two dimensional transformations in various coordinate systems. Topics include stress-strain relationships for members subject to axial forces, torsion, and bending moments.

ENGR-UH 2210 Fluid Mechanics  
(Formerly ENGR-AD 211)  
Offered spring  
Prerequisite: ENGR-UH 2012 (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, fluid mechanics, equilibrium, the laws of conservation of mass and momentum, Bernoulli’s equation, and control volume analysis and conservation laws previously introduced in the curriculum. These concepts are applied to internal flows, such as within a pipe, duct, or channel and to external flows, such as over flat surfaces and airfoils.

ENGR-UH 2212 Advanced Digital Logic  
(Formerly ENGR-AD 201)  
Offered spring  
Prerequisite: ENGR-UH 2013 (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-UH 2310 Fundamentals of Complex Variables  
(Formerly ENGR-AD 194)  
Offered spring  
Prerequisite: MATH-UH 1020 (MATH-AD 112) or equivalent  
Electrical (required)  
2 credits  
Lecture and recitation.  
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 calculus, power and Laurent series, and residue theory.
ENGR-UH 3100 Instrumentation, Sensors, Actuators (Formerly ENGR-AD 116) Offered fall
Prerequisite: ENGR-UH 2019 (ENGR-AD 119) Civil (elective), Electrical (required), General Engineering (required), Mechanical (required)
The course focuses on electrical circuits and components, passive and active filtering for signal conditioning, dynamic measurement system response characteristics, analog signal processing, digital representation, data acquisition, sensors, actuators and actuator characteristics. Studies of measurement systems via computer simulation also are discussed. The laboratory experiments draw upon examples from all disciplines of engineering such as data acquisition, operational amplifiers, temperature measurement, and motion and force measurements.

ENGR-UH 3120 Engineering Materials (Formerly ENGR-AD 118)
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 of solids to the study of properties as well as to the selection and use of engineering materials. The course content includes examination of engineering materials such as metals, plastics, and composites with an emphasis on material selection. Through an immersive laboratory component, the course has an emphasis on material selection and design in environmental engineering. 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 material selection and design in environmental engineering.

ENGR-UH 3120 Structural Components Analysis (Formerly ENGR-AD 335)
Offered fall
Prerequisite: ENGR-UH 2211 (ENGR-AD 237) and ENGR-UH 2311 (ENGR-AD 214) Computer (required) also qualifies as hardware elective, Electrical (elective) 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 structures; thin-walled sections; inelastic torsion; analysis of composite and unsymmetrical beams; inelastic bending; beam deflections; elastic buckling of columns; and strength failure criteria.

ENGR-UH 3230 Finite Element Modeling and Analysis (Formerly ENGR-AD 341) Offered annually
Prerequisites: ENGR-UH 2221 (ENGR-AD 237), ENGR-UH 2212 (ENGR-AD 231), and MATH-UH 1024 (MATH-AD 210) Civil (elective), Mechanical (elective) 2 credits
Students study the basic theory and equations involved in the finite element analysis (FEA) for simulating behavior of materials and structures. Topics include use of shape functions, numerical integration, assembly of finite elements into a structure, and solution of the resulting system of equations. The course emphasizes both theory and application of modeling for simulation. Students also learn to recognize modeling errors and inconsistencies that could lead to either inaccurate or invalid results.

ENGR-UH 3230 Very Large Scale Integration Circuit Design (Formerly ENGR-AD 327) Offered occasionally
Prerequisites: ENGR-UH 2310 (ENGR-AD 201) and ENGR-UH 2311 (ENGR-AD 214) Computer (required) also qualifies as hardware elective, Electrical (elective) 2 credits
The course offers an overview of integrated circuit-design process: planning, design, fabrication and testing; VLSI design and custom VLSI design methodology; and implementation of VLSI design and custom VLSI design tools.

ENGR-UH 3230 Machine Vision (Formerly ENGR-AD 328) Offered occasionally
Prerequisite: ENGR-UH 1000 (ENGR-AD 101) Computer (elective), Electrical (elective) 2 credits
This course provides an introduction to machine vision, and provides students with hands-on knowledge of various techniques enabling machines to enter the visual world of humans, towards various applications such as quality inspection, material handling, and industrial applications. Data-driven approaches relying on statistical and machine-learning techniques are emphasized. Camera and calibration, transform domains, multi-resolution and pyramids, clustering and classification, grouping and fitting techniques, as well special detection and recognition techniques are covered. Practical lab exercises complement the lectures. The students further specialize and consolidate their knowledge through semester-long hands-on projects.

ENGR-UH 3410 Structural Systems (Formerly ENGR-AD 336) Offered fall
Prerequisite: ENGR-UH 3210 (ENGR-AD 335) Civil (required) 2 credits
This course provides an in-depth coverage of structural analysis techniques. Topics in this course include: analysis of statically determinate beams, frames and trusses; truss deflections; flexural analysis of beams and trusses; deflection calculations using geometrical 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-UH 3410 Environmental Engineering (Formerly ENGR-AD 339) Offered fall
Prerequisite: ENGR-UH 2221 (ENGR-AD 231) Civil (required) 2 credits
This course introduces water and wastewater treatment; stream assimilation and public health; industrial pollution and solid waste management; and laboratory analysis of water and wastewater samples and treatment process tests. Students gain an understanding of the interrelatedness of environmental problems around the world and how different socioeconomic, technological, ethical, and other factors can impact both transport and the approach to solving environmental problems. Factors and parameters affecting design of environmental systems are discussed and design in environmental engineering is introduced.

ENGR-UH 3410 Geotechnical Engineering (Formerly ENGR-AD 342) Offered spring
Prerequisites: ENGR-UH 2211 (ENGR-AD 237) and ENGR-UH 2221 (ENGR-AD 231) Civil (required) 2 credits
This course introduces soil mechanics and foundation engineering, including origin of soils, processes and soil engineering; effective stress and seepage; consolidation; shear strength; slope stability; and bearing capacity. Design in geotechnical engineering is introduced and parameters affecting design are discussed.

ENGR-UH 3413 Transportation and Traffic Engineering (Formerly ENGR-UH 344) Offered annually
Prerequisites: ENGR-UH 1000 (ENGR-AD 101), ENGR-UH 2210 (ENGR-AD 239), and MATH-UH 1024 (MATH-AD 120) Civil (required) 2 credits
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-carrying, highway capacity, highway design methods, 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.
This course presents an overview of fundamental data structures, which are commonplace in programming, as well as associated basic algorithms. This course offers an introduction to programming, linked lists, stacks, queues, trees, hashing, sorting, and basic graph algorithms are covered. Core topics such as Floyd’s algorithm, minimum spanning tree algorithms, and branch and bound techniques are also covered. Practical lab exercises complement the lectures. The students further specialize and conduct their knowledge through lab projects to demonstrate the operation and applications of various data structures.

ENGR-UH 3511 Computer Organization and Architecture
(Formerly ENGR-AD 206) Offered fall
Prerequisite: ENGR-UH 2310 (ENGR-AD 201) Computer (required), Electrical (elective)
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, computer organization procedure calls, memory management, arithmetic and logical unit, virtual and cache memory organization, I/O processing and interrupts, fundamental of reliability aspects. The course covers performance and distributed system models. The labs emphasize experiential learning of computer organization and architecture concepts, and require students to use learned knowledge to create and build prototypes and evaluate their performance.

ENGR-UH 3512 Computer Networks
(Formerly ENGR-AD 208) Offered spring
Prerequisite: Computer (required), Electrical (elective)
The course introduces the basic concepts of computer and communication networks, including flow control, congestion control, end-to-end reliability, routing, framing, error-recovery, multiple access, and statistical multiplexing. There is in-depth presentation of the different networking layers, with emphasis on the Internet reference model. Protocols and architectures such as the TCP, IP, Ethernet, wireless networks etc. are described in order to illustrate important networking concepts. The course includes an introduction to quantitative analysis of real networks. The labs cover basic concepts of computer networking and applications, and require students to use existing networking APIs to create and build computer network prototypes and real-life applications.

ENGR-UH 3515 Database Systems
(Formerly ENGR-AD 213) Offered fall
Prerequisite: ENGR-UH 3510 (ENGR-AD 204) Computer (elective)
The course presents an overview of fundamental database systems, the relational model and relational data definition and data manipulation languages, design of relational databases and normalization techniques, query processing and optimization, transaction processing focusing on concurrency and recovery. Social and ethical responsibility of database architects and administrators are also discussed. Lab sessions emphasize experiential learning of database systems and applications and an insight into various database management systems and query languages.

ENGR-UH 3520 Operating Systems
(Formerly ENGR-AD 211) Offered fall
Prerequisite: ENGR-UH 3510 (ENGR-AD 204) and ENGR-UH 3511 (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, process structure, handling, file structures; directories, fault-tolerance, virtual memory, I/O management; interrupt handling, file structures; directories, fault-tolerance. The course includes discussion of the role of the operating system in security systems and related ethical practice.

ENGR-UH 3530 Embedded Systems
(Formerly ENGR-AD 313) Offered fall
Prerequisite: ENGR-UH 2310 (ENGR-AD 201) and ENGR-UH 3510 (ENGR-AD 202) Computer (required), Electrical (elective)
The 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 operating systems. Practical lab exercises complement the lectures. The students further specialize and consolidate their knowledge through semester-long hands-on projects.

ENGR-UH 3610 Signals and Systems
(Formerly ENGR-AD 203) Offered fall
Prerequisite: MATH-UH 1012 (MATH-AD 111) or equivalent; Corequisite: ENGR-UH 2610 (ENGR-AD 196) Computer (elective), Electrical (required)
This module covers analytical techniques for analyzing, characterizing and synthesizing engineering systems and subsystems 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 shifts, convolution, operations on sinusoidal signals include addition of signals with the same frequency via the phasor addition rule, conversion between time-shift and phase, and addition of signals with different frequencies via the introduction of the frequency spectrum concept. Topics on discrete time systems include: FIR and IIR filtering, impulse response, causality, linearity, time invariance, and convolution. Time and frequency domain representations of systems and conversions between these representations are also studied. Z-transform domain, the concept of poles and zeros, stability and their relevance to the time and frequency domains are also covered. Topics on continuous time systems include continuous-time convolution, the Laplace transform, the concept of poles and zeros, stability and continuous-time signals, and the Sampling theorem.

ENGR-UH 3611 Electronics
(Formerly ENGR-AD 222) Offered fall
Prerequisite: ENGR-UH 2019 (ENGR-AD 119) Crosslisted with Physics Computer (elective), Electrical (required)
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 region; common-emitter 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 junction transistor and field-effect transistor amplifiers; and, diode circuits. The students are introduced to designing and analyzing circuits using the PSpice simulation tool.
ENGR-UH 3613
Electromagnetics
(Formerly ENGR-AD 223)
Offered spring
Prerequisites: ENGR-UH 231I (ENGR-AD 214) and ENGR-UH 2610 (ENGR-AD 194)
Electrical (required)
Electromagnetic wave propagation in free space and in dielectrics is studied starting from a consideration of distributed inductance and capacitance transmission lines. Electromagnetic plane waves are observed as a special case. Reflection and transmission at discontinuities are discussed for pulsed sources, while impedance transformation and 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-UH 3620
Analog and Digital Communication Theory
(Formerly ENGR-AD 216)
Offered spring
Prerequisite: ENGR-UH 3610 (ENGR-AD 203)
Electrical (required)
Crosslisted with Media, Culture and Communication
The course introduces the principles of the various analog communication fundamentals. Topics covered include: amplitude modulation and demodulation; angle modulation and demodulation; noise performance of various receivers; and information theory with source coding theorem are also dealt with. The labs emphasize experiential learning of basic analog and digital communication theory concepts and applications, including experiments demonstrating analog and digital modulation techniques.

ENGR-UH 3630
Digital Signal Processing
(Formerly ENGR-AD 318)
Offered occasionally
Prerequisite: ENGR-UH 3610 (ENGR-AD 335)
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 systems, the discrete Fourier transform, fast Fourier transform algorithms, filter design techniques. The labs cover experiential learning of digital signal processing concepts, and require students to use knowledge to create and build prototypes that demonstrate their understanding of the material covered in the lecture.

ENGR-UH 3650
Multimedia Systems and Communications
(Formerly ENGR-UH 320)
Offered occasionally
Prerequisite: ENGR-UH 2000 (ENGR-AD 101)
Computer (required), Electrical (elective)
The course introduces the basic concepts of multimedia enabling technologies, services, and applications. Topics covered in this course include image and video compression and standards, multimedia networking standards and protocols (such as RTP, RTSP, and IRTP), multimodality and synchronization, Multimedia Internet, Quality of Service and Quality of Experience, and Multimedia Security and digital watermarking. The labs cover practices of multimedia systems design, and require students to use existing platforms to create and build multimedia contents and applications.

ENGR-UH 3710
Thermodynamics
(Formerly ENGR-UH 233)
Offered fall
Prerequisite: ENGR-UH 2012 (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; Carnot and Clausius statements of the 2nd law; entropy and entropy production; heat engines, refrigerators, heat pumps, efficiencies, coefficients of performance.

ENGR-UH 3713
Machine Component Design
(Formerly ENGR-UH 333)
Offered fall
Prerequisite: ENGR-UH 3210 (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 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-UH 3720
Computer-Aided Design
(Formerly ENGR-UH 230)
Offered occasionally
Prerequisite: ENGR-UH 1000 (ENGR-AD 101)
Computer (required), Mechanical (required)
2 credits
Crosslisted with Design
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 software tools. The labs emphasize experiential learning of CAD concepts and applications using software tools.

ENGR-UH 3750
Vibrations
(Formerly ENGR-UH 232)
Offered annually
Prerequisites: ENGR-UH 2210 (ENGR-AD 239) and MATH-UH 1024 (MATH-AD 120)
Mechanical (elective)
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 resonance control of systems subjected to free, transient, and forced vibration situations. Starting with single-degree-of-freedom systems, the course progresses to modeling and analyzing the response of multiple-degree-of-freedom systems using analytical methods. Practical applications of this material include vibration isolation, suspension systems, and active vibration control. The lab component includes vibration testing and modal analysis of structures subjected to impulse or harmonic excitation, and involves concepts such as digital acquisition of signals from accelerometers, signal conditioning and frequency spectrum analysis to determine the natural frequencies of the structure.

ENGR-UH 3751
Heat Transport
(Formerly ENGR-UH 235)
Offered fall
Prerequisites: ENGR-UH 2212 (ENGR-AD 221) and ENGR-UH 3710 (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 developed. 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-UH 4140
Mechatronics
(Formerly ENGR-AD 349)
Offered occasionally
Prerequisite: ENGR-UH 3710 (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-UH 4141
Fundamentals and Applications of MEMS
(Formerly ENGR-AD 380)
Offered annually
Prerequisite: ENGR-UH 3710 (ENGR-AD 116)
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, electromagnetic sensors and actuators, MEMS-based medical and surgical devices, and biomedical lab-on-a-chip devices. 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-UH 4142
Bio-sensors and Bio-chips
(Formerly ENGR-AD 381)
Offered annually
Prerequisite: ENGR-UH 3710 (ENGR-AD 116)
Computer (elective; also qualifies as hardware elective), Electrical (elective), Mechanical (elective)
The 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 instill principles and methodologies used in the design, fabrication, and application of biosensors and bioelectronic devices. The fundamentals of measurement science are applied to optical, electronic, chemical, mass, and pressure signal transduction. Upon successful completion of this course, students are expected to be able to explain biosensing and transducing techniques, design, and construct biosensors instrumentation.

ENGR-UH 4150 Directed Study in Engineering (Formerly ENGR-AD 258) Offered by application Prerequisite: Junior standing Civil (elective), Computer (elective), Electrical (elective), General Engineering (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 must have 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.

ENGR-UH 4160 Selected Topics in Biomedical and Health Systems (Formerly ENGR-AD 389) Offered annually Prerequisite: Junior standing This course explores advanced topics of special interest in biomedical and health care systems and applications and is designed to aid students in gaining extra knowledge in an area not covered in the program’s mainstay courses. 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-UH 4320 Hardware Security (Formerly ENGR-AD 312) Offered occasionally Prerequisites: ENGR-UH 2310 (ENGR-AD 201) and ENGR-UH 2510 (ENGR-AD 202) Computer (elective; also qualifies as hardware elective), Electrical (elective) This course covers topics related to security and trustworthiness of electronic hardware. Lectures and in-class discussions on recent research papers cover the following topics: Trustworthiness of integrated circuits; counterfeit chips, hardware Trojans, reverse engineering and IP piracy. Design-for-Trust: hardening design metrics; split manufacturing, IC camouflaging, Encryption hardware; AES, DES, etc. Testability vs Security; misuse of test structures 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-UH 4330 Robotics (Formerly ENGR-AD 305) Offered occasionally Prerequisite: MATH-UH 1023 (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. Laboratory-based 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-UH 4350 Game Engineering (Formerly ENGR-AD 264) Offered occasionally Prerequisite: ENGR-UH 2510 (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-UH 4420 Urban Infrastructure Systems (Formerly ENGR-AD 270) Offered occasionally Civil (elective) Crosslisted with Urbanization This 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-UH 4421 Water Resources Engineering (Formerly ENGR-AD 346) Offered occasionally Prerequisite: ENGR-UH 2221 (ENGR-AD 231) Civil (elective) 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-UH 4422 Data Analysis for Urban Systems (Formerly ENGR-AD 347) Offered occasionally Prerequisite: ENGR-UH 2101Q (ENGR-AD 291) Civil (elective) 2 credits 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-UH 4430 Monitoring of Smart Cities (Formerly ENGR-AD 271) Offered occasionally Civil (elective) Crosslisted with Urbanization This course covers approaches for instrumentation and monitoring for condition assessment of physical civil infrastructure and the natural environment in cities. This course includes sensors for monitoring strains, fracture, corrosion, and movements, environmental conditions including air and water quality and techniques for monitoring. The course includes lectures on hardware, signal conditioning, error analysis, data processing and archival methodologies.

ENGR-UH 4431 Foundation Engineering Design (Formerly ENGR-AD 343) Offered annually Prerequisite: ENGR-UH 3412 (ENGR-AD 342) Civil (elective; also qualifies as design elective) 2 credits This course introduces the development of foundation engineering, including site exploration, soil sampling, interpretation of boring logs, bearing capacity of footings, settlement of structures, lateral earth pressure. Design of retaining walls, design of braced excavations and sheet pile walls; and design of deep foundations are covered.

ENGR-UH 4432 Design of Traffic Systems (Formerly ENGR-AD 345) Offered annually Prerequisite: ENGR-UH 3413 (ENGR-AD 344) Civil (elective; also qualifies as design elective) 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, surface and subgrade design, 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-UH 4440 Selected Topics in Urban Systems (Formerly ENGR-AD 379) Offered occasionally Prerequisite: Junior standing 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-UH 4450 Computer Graphics and Vision (Formerly ENGR-AD 322) Offered occasionally Prerequisites: ENGR-UH 2510 (ENGR-AD 202) and ENGR-UH 2610 (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 vision theory including...
ENGR-UH 4550
Human Computer Interaction and Tangible Interfaces
(Formerly ENGR-AD 262)
Offered occasionally
Prerequisite: ENGR-UH 1000 (ENGR-AD 101) Computer (elective)
The course introduces the basic concepts of psychological principles of human-computer interaction, evaluation methods, usability engineering, user-centered design and prototyping, interaction paradigms and models, tangible interfaces that provide physical interaction with digital information. The labs cover practices of user interfaces design and evaluation, and require students to use existing platforms to create and build human computer interaction applications.

ENGR-UH 4551
Advanced Algorithms
(Formerly ENGR-AD 303)
Offered occasionally
Prerequisite: ENGR-UH 3510 (ENGR-AD 204) Computer (elective)
This course covers techniques in advanced design and analysis of algorithms. Topics include: amortized analysis of algorithms; advanced data structures: binomial heaps; Fibonacci heaps; data structures for disjoint sets; analysis of union by rank with path compression; graph and algorithms: elementary graph algorithms, maximum flow, matching algorithms. Randomized algorithms theory of NP completeness and approaches to finding (approximate) solutions to NP complete problems. Selected additional topics may vary.

ENGR-UH 4560
Selected Topics in Information and Computational Systems
(Formerly ENGR-AD 368)
Offered annually
Prerequisite: Junior standing Computer (elective), Electrical (Elective)
This 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-UH 4610
Control Systems Engineering
(Formerly ENGR-AD 315)
Offered spring
Prerequisite: ENGR-UH 3110 (ENGR-AD 116) Electrical (required), Mechanical (elective)
The course introduces the principles of dynamic system modeling, analysis, and feedback control design with extensive, hands-on computer simulation. Topics include: modeling and analysis of dynamic systems; description of interconnected systems via transfer functions and block/signal-flow diagrams; system response characterization as transient and steady-state responses and error considerations; stability of dynamical systems; Routh-Hurwitz and Nyquist criteria; graphical methods for dynamical system analysis and design (root locus and Bode plots); and computer-aided feedback control design for mechanical, aerospace, robotic, thermo-fluid, and vibratory systems.

ENGR-UH 4660
Selected Topics in Communication and Electronic Systems
(Formerly ENGR-AD 369)
Offered annually
Prerequisite: Junior standing Computer (elective), 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-UH 4710
Thermal Energy Systems
(Formerly ENGR-AD 331)
Offered spring
Prerequisite: ENGR-UH 3751 (ENGR-AD 235) Mechanical (required)
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.

CAPSTONE EXPERIENCE

ENGR-UH 4010, 4011 and 4012
Senior Capstone Design
Offered fall
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 experiences are to include a variety of constraints such as economic factors, safety and reliability, aesthetics, ethics, and social impact.

ENGR-UH 4010
Senior Capstone Seminar
(Formerly ENGR-AD 400)
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-UH 4011
Senior Design Capstone Project I
(Formerly ENGR-AD 401)
Offered fall
Prerequisite: ENGR-UH 4010
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-UH 4020
Senior Design Capstone Project II
(Formerly ENGR-AD 402)
Offered spring
Prerequisite: ENGR-UH 4011 (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
Offered occasionally
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, and is open to all other students in the university. The hour-long seminars are presented once a week by experts from academia, industry, and government on a wide range of topics spanning all engineering disciplines. The objective of this course is to expose the students to the state of the art in different areas, from fundamental research to innovative applications, as well as to build their understanding about unanswered questions and contemporary issues in engineering.
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 students who hold a Master’s degree 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 major programs have introduced a comparable Foundations of Social Science series. The majors within the arts and humanities are in the process of transitioning from a required Arts and Humanities colloquia courses to a requirement that all majors in this division complete at least one course from another Art or Humanity program. Even the different programs within engineering draw on a common core of science, engineering, and mathematical courses.

NYUAD’s multidisciplinary major and minors take this integration of discipline even further, supporting work across the disciplines and requiring students to think about particularly 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 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. It uses this location to think through both the broader interactions of the Arab world with the surrounding regions, as well as an invitation to investigate the historical and contemporary religious, cultural, and ethnic diversity of the Arabic speaking world. In doing so, it provides a portal for the global NYU community to study and engage with the social, cultural and intellectual diversity of the Arab world and its neighbors.

The historical, sociopolitical, and cultural interactions among these regions have opened engaging domains of study in both the humanities and social sciences. One example of these interactions can be seen in the Gulf, where the flow of people, ideas, and commodities has resulted in 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. Similar sites of intense interaction can be found in the Levant, Central Asia, West and East Africa, as well as South Asia, and ACS courses consider regions such as these particularly productive for studying the Arab world’s diversity. Yet ACS courses move beyond geographic descriptions to consider thematic approaches to the Arab world’s diversity that consider more specific religious, historical, political, anthropological, literary and artistic topics.

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 Language 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.

History and Religion, which includes a broad and solid grounding in the pre-modern and modern social, cultural, religious and economic landscapes of the region. These courses focus on primary source documents to introduce students to the rich and varied history of the region as well as to the doctrinal and social aspects of the religious traditions that have shaped it.

Society and Politics, which includes a detailed and nuanced examination of the contemporary landscape of the region. These courses draw on anthropology, ethnography, political science, and sociology to elucidate the complex cultural, social, and political developments taking place today.

Arts and Literature, which includes a careful study of the literary, artistic and philosophical landscapes of the region. These courses explore the literatures, arts, and physical environments of the region within their broader historical and social contexts.

Upon completion of the major in Arab Crossroads Studies at 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;
• Bring a solid background in knowledge of the Arab world and Arabic to job opportunities in policy making, journalism, diplomacy, consulting, and finance;
• 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 before doing so. With the permission of their mentor and the approval of the Arab Crossroads Studies Program, ACS majors may also elect to study abroad during the fall of their junior year. All majors should expect to be in Abu Dhabi for the spring semester of their junior year and throughout their senior year. Finally, only one elective can be taken during J-term and it is strongly recommended that not more than two non-language courses be taken while studying away.

**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. 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.
ARAB CROSSROADS
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1

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ARAB CROSSROADS COURSES

REQUIRED COURSES

ACS-UH 1010X
Anthropology and the Arab World
(Formerly ACS-AD 101X)
Offered spring
Crosslisted with Anthropology, Arab Music Studies, 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; literature, film and fieldwork; the Islamic Revival; faith, medicine, and bioethics; displacement and dispossession; refugees and human rights; and the Arab uprisings.

ACS-UH 1011X
Introduction to Modern Arabic Literature
(Formerly ACS-AD 111X)
Offered fall
Crosslisted with Arab Music Studies; 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-UH 1012X
Emergence of the Modern Middle East
(Formerly ACS-AD 131X)
Offered fall
Crosslisted with Arab Music Studies, History
At the crossroads between Asia, Africa and Europe, the region that Europeans and North Americans labeled “The Middle East” presents a dynamic and heterogeneous landscape of peninsulas and isthmuses, republics and monarchies, oil producing countries, and labor exporting nations. This course examines the recent history of the region from the mid-18th century until the Arab uprisings of 2010-2012. We explore the late 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 multi-form protests that have shaken them. The Egyptian, Iranian, Palestinian, and Saudi experiences are examined more closely.

ACS-UH 3010X
Problems and Methods in Arab Crossroads Studies
(Formerly ACS-AD 390X)
Offered spring
This seminar introduces students to the main theoretical and epistemological trends in the study of the Arab crossroads region, and offers practical examples of the methodologies used by scholars in the humanities and the qualitative social sciences. We begin with the strengths and weaknesses of area studies, and the politics of producing knowledge on a region of global economic and political importance, then turn to specific areas of research that have attracted attention in the fields of history, anthropology, literature, and politics, before exploring the various methodological approaches used by practitioners of these fields. The course culminates in an extended research proposal for a capstone project.

ARTS AND LITERATURE ELECTIVES

ACS-UH 1210X
Emirati Literature and Culture
(Formerly ACS-AD 112X)
Offered occasionally
In this course, we discuss the salient features of Emirati culture and of the literature that expresses cultural life. Guest speakers who are experts on aspects of Emirati culture will participate in several class meetings.

ACS-UH 1211X
UAE from Pre-History to 2030: History, Environment, Society and Culture
(Formerly ACS-AD 112X)
Offered spring even years
Crosslisted with History
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-UH 2212X Introduction to Islamic Texts (Formerly ACS-AD 265X)
Offered fall
Pre-1800 Islamic World
This class is divided roughly into two broad sections: in the first half of the semester samples of the Qur’an are read, translated and analyzed for orthographic and phonetic features, as well as structure and meaning and basic aspects of variant styles within the developing scripture. Early Surahs are read, as well as, later, samples of narrative and, in the last section, of legalistic (i.e. Medinan) materials. In the second half of the semester we read examples of Hadith and Qur’anic exegesis, highlighting throughout the styles and protocols of this literature. The Hadith come mostly out of Bukhari and the Sirah of the Prophet; and the exegesis includes readings from Baydawi, Qurtubi, Razi and Qushayri (the last being an example of mystical hermeneutics).

ANTH-UH 2114X Listening to Islam
Offered spring 2018
Crosslisted with Anthropology, Music, Theater

ARTH-UH 1110X Introduction to Visual Culture
Crosslisted with Art and Art History

ARTH-UH 1810X Islamic Art and Architecture
Crosslisted with Art and Art History

ARTH-UH 2117 Caricatures: Photography from the Middle East, South Asia, and the Far East
Crosslisted with Art and Art History

ARTH-UH 2181X Modern Art of the Arab World
Crosslisted with Art and Art History

ARTH-UH 2801X Silk Roads, Sea Routes and Shared Heritage
Crosslisted with Art and Art History, History, Museum and Cultural Studies

FILMM-UH 1013X Understanding MENASA Film and New Media
Crosslisted with Film and New Media, Media, Culture and Communication

LITCW-UH 2321X Masterpieces of Pre-Modern Arabic Literature in Translation
Crosslisted with Literature and Creative Writing

LITCW-UH 2340 Inventions of Love: East and West
Crosslisted with Literature and Creative Writing

LITCW-UH 2361 Travel, Geography, and Imagination in Arabic and Islamic Visual Literatures
Crosslisted with Literature and Creative Writing, The Ancient World

MUSIC-UH 1611X Music of the Middle East and North Africa
Crosslisted with Anthropology, African Studies, Arab Music Studies

THEAT-UH 1510JX Theater in the Arab World
Crosslisted with Theater

HISTORY AND RELIGION ELECTIVES

ACS-UH 1410X Making of the Muslim Middle East
(Formerly ACS-AD 201X)
Offered fall odd years
Crosslisted with History
Pre-1800
Islam changed and shaped the Middle East, the Mediterranean world, and South Asia following its emergence in the seventh century. Muslims subsequently developed and expressed their faith in the disciplines of law, theology, and mysticism, even as their religious communities fractured into a variety of Sunni and Shi’a groups. This course focuses on primary sources to examine the richness of Islamicate civilization in the pre-modern world, including inter-religious relations as well as political and economic trends.

ACS-UH 2410X Paradise Lost: Muslims, Christians and Jews in Al-Andalus
(Formerly ACS-AD 202X)
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 subsequently mourned in contemporary Islamist discourse as a lost paradise. In this course we investigate the rich and complex history of Al-Andalus, focusing on the changing relationships between Muslim, Christian, and Jewish communities.

ACS-UH 2411X Heritage, History and Memory in the Modern “Middle East”
(Formerly ACS-AD 203X)
Offered spring even years
Crosslisted with Anthropology, History, Museum and Cultural Heritage Studies
Pre-1800
How do those who live in “the Middle East” relate to their past(s), and what discourses do they draw on to represent and authorize it today? How is “the past” recovered, commemorated, embodied, erased, marketed and consumed in the modern Middle East? This course focuses on various thematics of history, heritage, and memory practices: national commemorations and contested sites and events; embodied and gendered memories; invented traditions and structural nostalgias; the problems of writing oral histories; the politics of archaeology; museums and exhibitions; and the construction (and destruction) of tangible, intangible, and world heritage.
came to China from the Gulf in the 9th and the 10th centuries, and the great travellers like Abu Abdullah 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 the great travelogues, the narrative of Ma Huan, the Chinese Muslim who sailed from China to Mecca and other cities in the region in the 15th century. The class visits Qianmen and other port cities in the Yangzi Delta and north in the Grand Canal on the way to Beijing.

ACS-UH 2414X
Jews in the Muslim World in the Middle Ages
(Formerly ACS-AD 206X)
Offered occasionally
Crosslisted with History
Pre-1800
This course examines the history and culture of the Jews in the medieval Islamic world, beginning with the historiographical debate about this contentious subject. The syllabus moves from the early encounter between Islam and the Jews at the time of the Prophet Mohammed, 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 in these regions, recording 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 the Jews were received in the Muslim world. We will also read literary sources showing how deeply influenced the Jews were by Arabic culture. Where relevant, comparisons will be drawn with the situation of the Christian minority in the Islamic world and with that of Jews living in Medieval Latin Europe.

ACS-UH 2415X
History of Modern Iran
(Formerly ACS-AD 207JX)
Offered January
Crosslisted with History
Pre-1800
This course provides an overview of the issues and events of the Pahlavi period. Part I will cover the social, cultural, and religious developments in the 19th century, the Iranian Revolution to the 1979 Islamic Revolution and since. Offered occasionally

ACS-UH 2416X
Nationalism in the Middle East
(Formerly ACS-AD 210X)
Offered occasionally
Crosslisted with History
As one of the most influential political ideas that has shaped the modern world, nationalism has had a long lasting impact on the history of the modern and contemporary Middle East. Covering the Arab World, Turkey and Iran this course examines how we can best understand the cultural, political and ideological development of nationalism. How should we analyze nationalism? What are its origins? How and why has its impact on the countries of the Middle East differed? This course will analyze the historiographical debate about this contentious topic, and examine the role of Islam in shaping nationalism. Part I will focus on the process whereby, during the 19th century, many leftist intellectuals sought to reclaim authority from religious and secular leaders. Part II will examine how these trends emerging in the Middle East have been shaped by the changing economic, political, and religious conditions since World War II. Part III will turn to the social, cultural, and religious diversity of the corresponding periods in Chinese history—the Tang, Song, and Yuan dynasties, and the great travelogues, the narrative of Ma Huan, the Chinese Muslim who sailed from China to Mecca and other cities in the region in the 15th century. The class visits Qianmen and other port cities in the Yangzi Delta and north in the Grand Canal on the way to Beijing.

ACS-UH 2417
Ottoman Crossroads
(Formerly ACS-AD 209)
Offered occasionally
Crosslisted with History
Connecting three continents for four centuries, the Ottoman Empire brought locations as far flung as Yemen, Tunisia and Bosnia into the same cultural, legal and economic space. This course explores the Empire's legacy in what has come to be known as the Middle East and beyond. After examining the role of imperialist powers during the Constitutional Revolution and subsequent politics of oil in the Pahlavi period. Part I will cover the social, cultural, and religious developments in the 19th century, the Iranian Revolution to the 1979 Islamic Revolution and since. Offered occasionally

ACS-UH 2418X
Anthropology of the Fatwa
Crosslisted with Anthropology, Legal Studies, Social Research and Public Policy
This course provides an overview of the issues surrounding global energy supplies, oil's unique economic properties, and its role in shaping the political economy of the Middle East and U.S. strategic interests in the region. We begin...
by discussing the basic science and availability of energy sources, the state of technology, the functioning of energy markets, the challenges of coping with global climate change and the key role of the oil reserves in the Middle East. The second part of the course focuses on the history of oil in the Middle East and its impact on societies in the region.

ACS-UH 2611X
War and Media in the Middle East
(Formerly ACS-AD 233X)
Offered occasionally
Crosslisted with Film and New Media, Peace Studies, Media, Culture and Communication
This course examines two simultaneous processes of the oil reserves in the Middle East. The second part of the course focuses on the history of oil in the Middle East and its impact on societies in the region.

ANTH-UH 2116
Displacement and Dispossession in the Modern Middle East
Crosslisted with Anthropology
Core: Structures of Thought and Society

ECON-UH 2451X
Economic History of the Middle East
Crosslisted with Economics, History

LAW-UH 2115X
Comparative Legal Systems: United States and United Arab Emirates
Crosslisted with Legal Studies

LEAD-UH 100J
Critical Issues in Social Entrepreneurship:
Innovations in the Middle East
Crosslisted with Business and Organizational Studies, Leadership and Social Entrepreneurship

MUSST-UH 1002
World Heritage Sites & Universal Collections
Crosslisted with Art and Art History, Museum and Cultural Heritage Studies

MUSST-UH 200UX
Sharing Heritage of the Arabian Trade Routes
Crosslisted with Art and Art History, History, Museum and Cultural Heritage Studies

POLSC-UH 2314X
Ibn Khaldun and Political Theory
Crosslisted with Political Science
Pre-1800

POLSC-UH 2410X
Comparative Politics of the Middle East
Crosslisted with Political Science

POLSC-UH 2413JX
Bridging the Divide Between the Arab World and the West
Crosslisted with Political Science

POLSC-UH 3410X
Iraq War and its Consequences
Crosslisted with Political Science

SRPP-UH 1413X
Social Change and Development in the Arab World
Crosslisted with Social Research and Public Policy

SRPP-UH 1810X
Islam and Society
Crosslisted with Social Research and Public Policy

SRPP-UH 2211
Ethnographic Field Research
Prerequisite: SOCSC-UH 1210Q (SRPP-AD 112Q)
Crosslisted with Anthropology, Social Research and Public Policy

SRPP-UH 2412X
Islamist Social Movements in the Middle East
Crosslisted with Political Science, Social Research and Public Policy

SRPP-UH 2612X
State Formation: The Case of the United Arab Emirates
Crosslisted with Social Research and Public Policy

SRPP-UH 2614X
Women and Work in the Gulf
Crosslisted with Social Research and Public Policy

TOPICAL RESEARCH

ACS-UH 3910
Directed Study
(Formerly ACS-AD 298)
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

ACS-UH 4000
Arab Crossroads Studies Senior Capstone Seminar
(Formerly ACS-AD 400)
Offered fall
Prerequisite: Declared Arab Crossroads Studies Major
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-UH 4001
Arab Crossroads Studies Senior Capstone Project
(Formerly ACS-AD 401)
Offered spring
Prerequisite: ACS-UH 4000
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.
This minor in African studies provides students with the opportunity to engage with the study of Africa from a range of disciplines, acquire in-depth knowledge of African societies and cultures, and become conversant with the major social concerns, intellectual debates, and artistic expressions relevant to the continent. The minor is expected to appeal in particular to students who wish to pursue careers on the continent in public service, non-profit work, or business, and to those who wish to undertake graduate study related to Africa.

Minor in African Studies

Minors in African studies must complete the required “Africa in the World” plus three Africa-focused electives. To ensure the appropriate breadth within the minor’s choice of electives, each minor must take at least one elective in Arts and Humanities and one in Social Sciences. In addition to electives at NYUAD, minors may satisfy the elective requirements by taking another course in the NYU global network that contains significant material on Africa and in which their final project (if required) includes Africa as a major area/subject of focus.

The mastery of African languages (including Arabic, French, and Portuguese) directly contributes to the minor’s learning objectives. Minors may meet one elective requirement through a language course. In the case of relevant languages offered at NYUAD (i.e. Arabic and French), only courses that correspond to at least the Intermediate 2 level may count towards the minor. For African languages only offered at other sites of the GNU, any 4 credits of language study may count.

Requirements for the Minor in African Studies

4 courses, distributed as follows:

1. Africa in the World
2. African-focused elective from Arts & Humanities
3. African-focused elective from Social Sciences
4. Additional African focused elective from any area

African Studies Courses

Required Courses:

HIST-UH 1105
Africa in the World
Crosslisted with History

Arts and Humanities Electives:

ARAB-LUH 2120
Intermediate Arabic 2
Crosslisted with Arabic Language
Note: This course may be substituted with higher level Arabic language course

FRENL-UH 2002
Intermediate French 2
Crosslisted with French Language
Note: This course may be substituted with higher level French language course

HIST-UH 3310
Humanitarianism in Africa: A Critical History
Crosslisted with History

HIST-UH 3315
Love in Africa
Crosslisted with History

HIST-UH 3316
African History through Film and Literature
Crosslisted with Film and New Media, History

HIST-UH 3319
African American Freedom Struggle
Crosslisted with History, Political Science

HIST-UH 3510X
Muslim Societies in African History
Crosslisted with Arab Crossroads Studies, History

MUSIC-UH 1611X
Arab Music Cultures
Crosslisted with Anthropology, Arab Crossroads Studies, Music, Arab Music Studies

MUSIC-UH 1662
African Popular Music
Crosslisted with Anthropology, Music

THEAT-UH 1514
African Women Playwrights
Crosslisted with Literature and Creative Writing, Theater

Social Sciences Electives:

POLSC-UH 1111
Introduction to Comparative Politics
Crosslisted with Political Science

POLSC-UH 2316
Gender Parity
Crosslisted with Political Science

POLSC-UH 2414
African Politics
Crosslisted with Political Science

POLSC-UH 2416
Health and Governance
Crosslisted with Political Science
The Ancient World multidisciplinary minor focuses on the shared and overlapping periods in the development of cultures and societies 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 or geographic regions and may include up to two semesters of intermediate or higher level ancient language study. Students are strongly encouraged to include among these four courses one on archaeology or material culture.

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

- 2 Ancient World or crosslisted courses covering at least two disciplines or geographic regions and up to two semesters of intermediate or higher level ancient language study.
- 2 courses in crosslisted courses with History, Archaeology, or Art History.
- 1 course in crosslisted courses with Literature and Creative Writing.
- 1 course in crosslisted courses with Arab Crossroads Studies.

ANCIENT WORLD COURSES

AW-UH 1110
Ancient Empires
(Formerly MDANC-AD 110)
Offered occasionally
Crosslisted with History
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.

AW-UH 1111
Archaeology of the Near East from the Origins of Agriculture to Alexander the Great
(Formerly MDANC-AD 112)
Offered fall 2017
Crosslisted with Arab Crossroads Studies, History
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.

AW-UH 113X
Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period
(Formerly MDANC-AD 114X)
Offered spring 2018
Crosslisted with Arab Crossroads Studies, History
The course explores relations between the various steppe and oasis cultures in Central Asia and the Mediterranean world from the Achaemenid period up to the early Middle Ages. These relations are characterized by a broad spectrum of different forms of contact and exchange. Direct contacts were established, for example, by military campaigns, diplomatic exchanges, migrations or colonization. Less direct forms of cultural transmission resulted from complex transcontinental trade flows. The course will focus on the consequences 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.

HIST-UH 1120
Silk Roads Past and Present
Crosslisted with Art, Crossroads Studies, Art and Art History, History

LITCW-UH 2311
Classical Literature and Its Global Reception
Crosslisted with Literature and Creative Writing

LITCW-UH 2361
Travel, Geography, and Imagination in Arabic and Islamicate Literatures
Crosslisted with Arab Crossroads Studies, Literature and Creative Writing
Arab Music Studies is an interdisciplinary field concerned with the production and dissemination of knowledge about Arab music as a repertoire (or set of repertoires), system of musical practice, and cultural phenomenon. The minor in Arab music studies offers students an opportunity to explore Arab history, society, and culture from a musical direction. It is expected to appeal to students interested in pursuing careers in the arts (especially in the MENA) and/or graduate work in anthropology, ethnomusicology, or Middle Eastern studies. The minor emphasizes hands-on training in Arab music performance, but prior experience in music performance is not required or even expected for students who undertake it.

**Minor in Arab Music Studies**

The Arab Music Studies minor consists of one required course in Music, “Arab Music Cultures,” which is offered every year; one course in Arab Crossroads; and at least eight credits (generally four courses) in the area of Arab music performance (*oud*, Arab percussion, etc.). For the Arab Crossroads course, students may choose between “Anthropology and the Arab World”, “Emergence of the Modern Middle East”, and “Intro to Modern Arabic Literature”. Arabic language courses do not count toward the minor.

**REQUIREMENTS FOR THE MINOR IN ARAB MUSIC STUDIES**

- 8 credits (generally 4 courses) in Arab music performance, and 2 courses, distributed as follows:
  - 1 *Arab Music Cultures*
  - 1 Arab Crossroads Course, selected from: Anthropology and the Arab World, Emergence of the Modern Middle East, or Intro to Modern Arabic Literature
The creative and intellectual work undertaken by designers has the capacity to inform and transform human understanding and awareness. These practices can drive cultural and technological innovation, provide critical vision, and establish vital forms of human exchange. The multidisciplinary minor in Design introduces students to core principles and areas of design across a wide spectrum of design fields and areas of research. Course offerings immerse students in graphic design, interaction and web design, experimental design, rapid prototyping and digital fabrication. Classes also introduce students to historical and theoretical components and examine current and emergent applications in the fields of design and technology.

The curriculum emphasizes both design thinking and technical training by introducing students to visual communication and digital fabrication skills, along with enhanced creative thinking and critical problem solving strategies. Students learn to think like designers by honing skills in observation, research, brainstorming, visualization, critical thinking, iteration, prototyping, and project realisation. Coursework is designed to provide a toolkit for translating observation into insights and insights into products and systems that can improve lives.

Minor in Design
The multidisciplinary minor in Design requires four courses (16 credits). In order to develop a comprehensive understanding of the field of design, students must take at least one course in each of the following areas: Design Thinking; Visual Communication; Design Electives.

REQUIREMENTS FOR THE MINOR IN DESIGN
4 courses (16 credits) distributed as follows:
1. Design Thinking course (4 credits)
1. Visual Communication course (4 credits)
1. Design Elective (4 credits)
1. Additional Elective (4 credits) from any of the categories above
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, and physics, in part using mathematics, 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 to identify, explore, and solve fundamental problems of environmental concern. Whenever possible, the courses utilize the local environment as a natural laboratory 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 Science; Environmental Policy; 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 Science course
2. Environmental Policy course
3. Environmental Culture and Society course
4. Additional elective (from any of the categories above)
THE ENVIRONMENT COURSES

ENVIRONMENTAL SCIENCE

ENVIRONMENTAL POLICY

Global Climate Change
(Formerly MDENV-AD 111)
Offered occasionally
In this seminar students are introduced to the data and models that are the basis for our current understanding of Earth’s climate, and how it is changing. Major topics will include the atmosphere, ocean, ice sheets, carbon cycle, paleoclimate, global warming, sea-level change, global climate models, and future energy. Physical laboratory demonstrations and introductory-level computer simulations will reinforce theoretical concepts covered in class. The course focuses on quantitative analysis and understanding but also weaves in elements relating to the human impacts, economics, and policy-making.

Energy and the Environment
(Formerly MDENV-AD 112)
Offered occasionally
Economic analysis of major policy issues in energy and the environment, both domestic and international, is key for understanding the global impact of energy use. This course emphasizes market solutions to various problems and market limitations in the allocation of environmental resources. Energy issues focus on OPEC and world oil markets; taxation and regulation of production and consumption; conservation of natural resources; and the transition to alternative energy sources. Environmental issues include policies to reduce pollution. Substantial attention is paid to global warming caused by consumption of fossil fuels.

Environment and Society
(Formerly MDENV-AD 113)
Offered occasionally
This course is a systematic survey of central concepts and issues relating to environment and society including environmental history and concepts of nature and the environment; the rise of environmentalism; environmental skepticism; anthropogenic global change; population and consumption, ecological footprint analysis, and other environmental indicators; environmental justice; and regulatory regimes.

Global Debate on Green Growth
(Formerly MDENV-AD 115)
Offered occasionally
In March 2012, the Organization for Economic Co-operation and Development (OECD) published its influential Environmental Outlook Report to 2050, confirming that the world is faced with an explosive new cocktail of geopolitical challenges: population explosion, environmental degradation, the failure to stop climate change, and the increased competition over limited natural resources. In response, governments are increasingly turning to renewables and high tech to diversify their energy mix and to reduce reliance on fossil fuels in order to stimulate stagnant economies and create new jobs. Ironically, the transition to a low fossil fuel economy through the use of RES and high tech applications has led to the creation of new global race over limited resources, such as rare earths, and this competition has already given rise to a series of fresh global political and economic realities, tensions, and disputes. This course will examine how major industrial powers are approaching the asymmetric threat of climate change; the nature of contemporary resource competition; the way policy decisions are influenced by political rhetoric and public opinion; and the overall economic and political impact of climate change on international relations.

ENVIRONMENT, CULTURE AND SOCIETY

History and the Environment: The Middle East
Crosslisted with Arab Crossroads Studies

Economy and Environment in Modern China
Crosslisted with History

Global Environmental History
Crosslisted with History

Introduction to Global Health
Crosslisted with Social Research and Public Policy

Making the Anthropo[s]cene: Figuring Climate Change Across the Arts
Crosslisted with Art and Art History, Film and New Media, Literature and Creative Writing, Theater

Crosslisted with Legal Studies
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?

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.

**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*
2. *Communications Lab*
3. *Interactive Media Electives*
Network Everything
(Formerly MDMED-AD 203)
Offered occasionally
Crosslisted with Media, Culture and Communication
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.

New Interfaces of Musical Expression
(Formerly MDMED-AD 208)
Offered occasionally
Crosslisted with Music
This course approaches questions such as "What is performance?", "What makes a musical interface intuitive and emotionally immediate?", and "How do we create meaningful correlations between performance gestures and their musical consequences?" Over the semester, students will look at many examples of current work by creators in the field of musical interfaces, and discuss a wide range of theories, practices, and "What is performance?", "What makes a musical interface intuitive and emotionally immediate?", and "How do we create meaningful correlations between performance gestures and their musical consequences?" Over the semester, students will look at many examples of current work by creators in the field of musical interfaces, and discuss a wide range of theories, practices, and paradigms specific to computer-based music. The course will also serve as a technical introduction to the OpenFrameworks programming environment to create works of visual art. As such, Software Art: Image will be an art history and critical studies course with a studio component. Software Art: Image is a complement to Software Art: Text. A week-long course approaching software and computation from the perspective of poetry and fiction. The two courses can be taken in series or independently.

Sensors, Body, & Motion
(Formerly MDMED-AD 209)
Offered spring
Crosslisted with Theater
Through the use of minimally accessible open source technologies, such as sensors and computer vision, it is possible to create interactive art that leverages the full potential of the human body. Directly injecting "people-sensing" into an art work via wearables, cameras and code, generates a unique feedback loop, or dialogue-like relationship, where a person and a computer are continuously reacting to each other's senses. This course will examine this feedback loop, specifically how a person is directly integrated into the artistic expression of the work. Ultimately, students will create interactive installations and performances where the human body is the central component of the art work. No experience is necessary but having taken Introduction to Interactive Media or a course equivalent is highly encouraged.

Software Art: Image
(Formerly MDMED-AD 207)
Offered fall
An introduction to the history, theory and practice of computer-aided artistic endeavors in the field of visual arts. This course will focus on the historical and contemporary use of computers as a new way for artists to write and read both programming and natural languages. While elaborating and discussing concepts and paradigms specific to computing platforms, such as recomposition, stochastic writing and ambiguity, students will be encouraged to explore their own artistic practice through the exclusive use of their computers, by writing their own programs. As such, Software Art: Image will be a literary history and critical studies course with an active writing component (in both Python and English). Students will be exposed to new creative perspectives on reading and writing in the digital age. Software Art: Text is a complement to Software Art: Image, a 7-week course approaching software and computation from the perspective of the visual arts. The two courses can be taken in series or independently.

Performing Robots
Recommended Prerequisite: IM-UH 1010 (MDMED-AD 101) or equivalent physical computing experience. Intelligent robots living amongst ordinary people used to be a storyline relegated to the world of science-fiction. However, the 21st century has witnessed a rapid adoption of automated machinery in many aspects of daily life. In this course, students will explore the significance of today's robots through the context of art by learning about and building experimental robots for theatrical performance. Robots will be defined broadly, incorporating the wide range of machines both autonomous and remote-controlled. Students will be exposed to critical analysis regarding the historical and contemporary use of machines in art and performance. In parallel, students will also learn about electronics, programming, robotics and mechanical construction techniques. Over the course of the semester, students will iterate through multiple projects exploring how robots can convey meaning and emotion. The course will culminate with a final public performance by the robots.

Politics of Code
(Formerly MDMED-AD 207)
Prerequisites: IM-UH 1010 (MDMED-AD 101), CS-UH 1001 (CS-AD 100) or Instructor approval
This course is aimed at deconstructing the design and implementation of software as a political medium, such as Facebook's timeline algorithm, city officials' use of computer simulations to orchestrate urban life, blockchain-backed proof of ownership and algorithmic criminal assessment. Along with an introduction to political theory and media studies, coupled with an exploration of the political implications of those systems, students will work on several hands-on projects to offer functioning alternatives to those systems. To that end, this course will include several workshops in JavaScript and Python.

Alternate Realities
(Formerly MDMED-AD 118)
Offered fall
Crosslisted with Design
This course will introduce students to the design and development of Virtual Reality experiences. We will create these increasingly compelling means of delivering content and social interactions and identify their unique affordances over existing platforms. Students will be challenged to harness the specific advantages of VR from conception through functional prototype. The class will also cover case studies of effective use of VR in information delivery, as well as social and artistic experiences.

Multidisciplinary Artistic Collaborations
Crosslisted with Core: Arts, Design and Technology; Film and New Media, Music

Nature of Code
Crosslisted with Core: Art, Technology and Innovation, Core: Arts, Design and Technology; Media, Culture and Communication

Communication and Technology
Crosslisted with Core: Art, Technology and Innovation, Core: Arts, Design and Technology, Design

Explorable Stories
Crosslisted with Core: Art, Technology and Innovation, Core: Arts, Design and Technology

Algorithms
Crosslisted with Computer Science, Sound and Music Computing

Design and Innovation
Crosslisted with Design, Engineering

Design Fundamentals
Crosslisted with Engineering

Computer Graphics and Vision
Prerequisites: ENGR-UH 2510 (ENGR-AD 202) and ENGR-UH 3610 (ENGR-AD 203)
Crosslisted with Engineering
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 other Legal Studies Electives totaling 8 credits
LEGAL STUDIES COURSES

FOUNDED COURSES

LAW-UH 1010

What is Law?: Comparative Global Jurisprudence
(Formerly LAW-AD 101)

Offered spring

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

LAW-UH 1011

Legal Writing and Research
(Formerly LAW-AD 119)

Offered fall, spring

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 skills 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, and the use of available library resources including technologically available legal materials. It also treats the drafting of legal briefs, memorandums, and other legal documents. A central feature of this 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.

LAW-UH 1012

Legal System and Method
(Formerly LAW-AD 115)

Offered fall

The history of Western law is that of the two Romses, of the Papacy and law—papatus and imperius. It is a narrative of codification and the books of law, of scriptural texts and the cassuality that they generate. The first moment of legal study is that of historical texts and collections, of sovereignty, its representation and its textual delegation. The course will introduce this 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 artifici—no one is born a lawyer. To this end, the methods course will entail and be supported by a vigorous legal writing and research program.

LAW-UH 1013

Business Law
(Formerly LAW-AD 118)

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 contacts 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 proprietorships, partnerships, limited liability companies and different topics that dictate how to form, buy, manage, run, close or sell a business.

LAW-UH 2010

Legal Institutions
(Formerly LAW-AD 223)

Offered spring

Common law has for the best part of half a century been a part of European Union law and common law has thus, through international and European links, reattached to its historical and linguistic roots in civil law. The study of substantive law begins with the division, inaugurated in classical Rome, between persons, actions and things. Law operates either in personam, or in rem, through the person or the thing. The study of law thus begins with the concept of substantive right and the law of persons, the framework of citizenship and the definition of the Constitution. Public law, the separation of powers, the legal framework of criminal law and other regulatory domains, and particularly the administration of justice, and the professional responsibility of lawyers, fall within this classification. The domain of private law divides into the basic disciplines of Contract, Tort, and Property.

The links from these basic divisions to Commercial, Environmental, and Intellectual Property law will be tracked and framed.

LAW-UH 3010

Legal Ethics and Professional Responsibility
(Formerly LAW-AD 117)

Offered fall

This course examines the ethical issues raised by the function of law and lawyers in protecting individual rights and advancing the common good. The increasing globalization and transnational practice of law warrants a comparative perspective 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, truth, truth telling, confidentiality, conflict, client autonomy, access to legal services, cause lawyering, ethical breaches, and malpractice. These ethical issues in law are considered from a range of philosophical, cultural, social, economic, political, and religious perspectives. In addition to lectures, the course employs student participation in various ethical scenarios, and this methodology not only permits examination 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.

LEGAL STUDIES ELECTIVES

LAW-UH 1110

Contracts
(Formerly LAW-AD 216)

Offered occasionally

This course in Contracts (LAW-UH 1110) will provide an international and comparative introduction to the law of volitional 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. Comparing the international regulation of sale of goods and the Roman principles underpinning European contract law, the course will then develop the key features of the common law of contract and trace its roots and future in European law.

LAW-UH 2110

Punishment in Politics, Law and Society
(Formerly LAW-AD 114)

Offered occasionally

Croslisted with Political Science, Social Research and Public Policy

This seminar investigates the state’s power to punish. We read foundational works from philosophy, sociology, political science, and law to explore why states punish, how they punish, and who they target. The course focuses on the modern American approach to punishment, including its use of mass incarceration and the death penalty. Students will analyze US Supreme Court decisions in the light of the fundamental purposes of punishment, and compare penal practices around the world. Though subject to change, activities outside the classroom may include attending arraignment court, observing a sentencing hearing, and visiting a correctional facility.

LAW-UH 2111

Civil Rights
(Formerly LAW-AD 210)

Offered occasionally

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 other discrimination, and the rights of franchise and state proprietary. Cases are read and discussed closely for their legal and philosophical content.

LAW-UH 2112

Gender in Law
(Formerly LAW-AD 211)

Offered occasionally

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, revising, and protecting particular gender identities (and failing to protect other gender identities) and examine the political effects of those legal constructions.

LAW-UH 2113

International Law
(Formerly LAW-AD 212J)

Offered occasionally

Croslisted with Peace Studies, Political Science, Social Research and Public Policy

"Inter-national" law, which the English philosopher Jeremy Bentham defined as the rules governing sovereign nations, is today more like a curriculum than a single course. Its subject matter is no longer limited to the “foreign relations” of nations. The course addresses not only the norms that govern
states in their legal relations with each other, but also legal issues that arise from the relation of the state to non-governmental actors, business enterprises, citizens and other persons within their territories. The focus is on understanding the basic sources of international law (treaties and customary law) as well as the actors that influence their development, interpretation, and enforcement (especially governments, international organizations, non-governmental organizations, and international regimes). Topics in this course include the role and function of the United Nations, international responsibility and the protection of aliens and their property, the regulation of the use of force, and recent developments in international criminal law (including the establishment and function of the International Court of Justice), and the impact of the “human rights revolution.” Select class outings and visitors to the class (depending on whether the course is based in New York or Buenos Aires) introduce students to the regional implications and applications of international law.

LAW-UH 2114 Climate Change Law and Policy (Formerly LAW-AD 213)
Offered spring
Crosslisted with The Environment
Climate change will be a foremost theme that will influence financial activities, and policy and legal frameworks for governments and businesses. The course will introduce students to the regional, national, and local levels. The class will be invited to study the negotiation process, implementation and current status of the United Nations Framework Convention on Climate Change (UNFCC), the Kyoto Protocol, and the Paris Agreement. The class will then proceed to evaluate the various legal tools that are available at international, regional, national and local levels. The class will work with guests lectures and field trips to understand the practical aspects of climate change.

LAW-UH 2115X Comparative Legal Systems: United States and United Arab Emirates (Formerly LAW-AD 214X)
Offered fall
Crosslisted with Arab Crossroads Studies
The growing trend of globalization in nearly every field of human endeavor demands legal experts to acquire knowledge 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’a). The class will also examine diverse legal systems inspired by various political, social, cultural and economic forces, successfully used by billions of people in various parts of the world. This course will cover special attention to legal tradition and its impact on common law 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 territories. Students will study existing judicial systems and essential rules dealing with legal education and practice in the United States and the United Arab Emirates. The class will benefit from guest lectures and field trips in order to gain a deeper understanding of the procedural and substantive aspects of law.

LAW-UH 2116 International Business Law (Formerly LAW-AD 219)
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 provide the students with theories and concepts from a range of the legal and ethical ramifications of doing business internationally, along with the related cultural, political and economic issues. The course will introduce students to the world’s major legal systems; i.e., the Civil and, Common Law systems. Students will be introduced to the methods pertaining to international business such as international commercial transactions and corporate governance, foreign direct investment issues, transfer of technology, intellectual property rights and the construction of hypothetical examples. Students will then analyze the scope of liability for the conduct of international business under various theories and approaches within these legal systems (corporate practices, extraterritorial regulation, tortious liability, corporate social responsibility). The students will also be introduced to the various methods of resolving international business disputes.

LAW-UH 2117 International Business (Formerly LAW-AD 220)
Offered spring
Globalization has affected the way business is conducted. It has also modified and intensified the interaction between government policies and businesses. 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, transaction of technology, transfer of technology, and foreign direct investment is crucial. The aim of this course is to enable students to better understand the opportunities and challenges that companies face when expanding their activities internationally.

LAW-UH 2118 Law in Literature (Formerly LAW-AD 221)
Offered spring
Crosslisted with Core: Cultural Exploration and Analysis
Literature and law have been characterized as two of the most central narrative endeavors 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 multif orm 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 stories on the legal landscape but as reflecting deeper levels of established social and cultural norms. Students will thus examine, on the one hand, the extent to which literary texts can help law students 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, particularly literature. Readings covered in this course include works by Aeschylus, Barthes, Brecht, Capote, Dostoevsky, Durrenmatt, Fuller, Glaspell, Holmes, Jackson, Kafka, Kleist, Marquez, Melville, Shakespeare, and Sophocles.

LAW-UH 2119 Speech, Debate, and Oral Argumentation (Formerly LAW-AD 222)
Offered fall, spring
Prerequisite: One semester of NYUAD enrollment
1 credit
Students attend weekly sessions that entail delivering speeches, debating and/or mooting. The intellectually rigorous sessions focus on the analysis of current affairs, public policy, and legal issues. May be repeated to a total of 4 credits

LAW-UH 2120J Law in Entrepreneurship (Formerly LAW-AD 224J)
Offered spring
Crosslisted with Leadership and Social Entrepreneurship
Law in Entrepreneurship (LAW-UH 2120J) seeks to prepare students for the interconnectedness of global startup organizations and the internal and external legal environments. The course will provide students with an introduction to an innovative strategy with a focus on law as a basic framework. The course will provide students with the fundamental and practical knowledge of legal competitiveness for enterprises and will introduce students to a broad range of legal issues encountered by founders and business executives and will also help students develop a set of analytical perspectives for making judicious business decisions. Students will act in the roles of key decision-makers or their advisors and solve problems related to the development of the competitive advantage of the enterprise in a given market. While the chief concern of those who create and manage businesses of any kind is in the mechanics of the business itself, law is an integral part of running the machine that is an enterprise. It is law that sets certain standards for the setting in which a business operates and provides the framework to codify the business’ own standards. The student will enter into this law as a significant tool in the business leader’s repertoire. It allows you to be mindful of the business’ limits and knowledgeable about in what manner the business can be strengthened.

LAW-UH 2121 Renewable Energy Law and Policy (Formerly SRPP-AD 142)
Offered occasionally
Crosslisted with Social Research and Public Policy, The Environment
This introductory level course on renewable energy examines the historical and legal origins of energy regulations and emerging policies. The course provides an introduction to renewable energy 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 countries. The centerpiece of this course is to focus on specific renewable energy projects (in a developing country) completed with international cooperation and assistance. The course will also focus on global institutions and policymaking, the benefits and drawbacks of large and small developing countries and the nexus between global climate change and renewable energy, sustainable energy sources, and challenges that global policymakers will face in the future. The course will
The Peace Studies Program examines the factors that foster or undermine peace within local and national communities and across nations as well as peace within individuals and between individuals. 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
- neuropsychological and physiological evidence of the effects of meditation
- transitional justice and post-conflict reconciliation
- post-conflict state-building
- migration and post-conflict economic development
- disarmament
- international law and governance
- the ethics of war and peace
- the history of wars and peacemaking
- artistic responses to war and roles for art in peacebuilding
- the role of cultural institutions in preserving cultural heritage in conflict and post-conflict contexts
- the practice of the arts and music as cultural diplomacy in post-conflict zones
- soft power, hard power, and smart power strategies practiced through the arts
- UN cultural diplomacy and the preservation & promotion of the arts in the service of peace-building initiatives

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 Legal 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-UH 1010 Foundations of Peace: Psychological Perspectives
(Formally PEACE-AD 101)
Offered fall
This course surveys a broad range of theoretical perspectives in psychology that are relevant to peace within individuals, between individuals, and between groups. Topics include the neuropsychological and physiological effects of meditation, morality and moral development, helping and aggression, prejudice and the forces that encourage it, terrorism, justice, and conflict resolution strategies. The course ends with practical sessions on negotiations and negotiations training. 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-UH 1011 Foundations of Peace: Economic and Political Perspectives
(Formally PEACE-AD 102)
Offered fall
Crosslisted with Economics, Political Science
This course surveys the political science and economics literature on social conflict and peacebuilding. The class will focus on major themes and issues such as the determinants of peaceful cooperation and sustainable peace; the root causes of armed conflict; the determinants of ethnic conflict; the political economy of civil wars; the variables affecting the duration and termination of wars; the phenomenon of different forms of political violence—including protests, riots, military coups, political assassinations, and terrorism; and the politics and economics of peacebuilding. The course is highly interdisciplinary and will cover a wide variety of cases from a comparative perspective.

Peace Studies Electives

PEACE-UH 1110 Transitional Justice
(Formally PEACE-AD 120)
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-UH 1111 International Organizations and Global Governance
(Formally PEACE-AD 121)
Offered occasionally
Crosslisted with Political Science
The creation of international organizations (IOs) is a crucial moment in historical efforts at structuring and civilizing international affairs. Organizations such as the League of Nations and the UN have been at the heart of attempts to create a peaceful international order. In today’s international system, international organizations perform a huge variety of challenging tasks: they provide safeguards against the military use of nuclear technology, destroy chemical weapons, convict war criminals, assist developing countries with loans, and deliver food to populations in need. This course will examine international organizations’ origin, logic and impact within both global and local contexts. It will provide students with a better understanding of both the theory and the practice of international cooperation and global governance. Specifically, it will study why states cooperate in IOs, how member states and international bureaucracies interact, and how IOs contribute to peaceful conflict management and human development in today’s international system.

PEACE-UH 1112J Truth, Reconciliation and Justice in Post-Conflict Situations
(Formally PEACE-AD 122J)
Offered 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.

**PEACE-UH 1114**
**Causes and Prevention of Violence**
(Formerly PEACE-AD 124)
Offered occasionally
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, Büchner, Nietzsche, Dostoevsky, Joseph Conrad, Einstein, Freud, Kafka, Adorno, Frantz Fanon and Hannah Arendt.

**PEACE-UH 111 SJ**
**Arts for Transformation:**
(Formerly PEACE-AD 125J)
Offered January
In this course you will look into the power of arts and culture as a transformative force. How can safeguarding heritage, curating history, stimulating contemporary expressions, and promoting cultural diversity heal a population and rebuild a post-conflict country whilst being a vital actor in sustainable development. The case of Cambodia with its troubled past provides the backdrop to explore issues of changing national narratives, governance of culture, social welfare, cultural economy, and many others. Through contextualization you will discover the social, cultural, economic and political interdependencies that create the Cambodian arts ecosystem. The course is designed to allow for a wide range of engagement with the topic and the country: narration and film, history and theory, performance and experience, site visit and interview, as well as a group project.

Please note: This course contains an international trip and counts as an “Abu Dhabi-based Course with a Trip” for first-year students. For upper-class students, this counts as an “Away J-Term course.” This course is open to NYU Abu Dhabi students only.

**MUSIC-UH 1710**
**Music: Conflict, Protest, and Peace**
Crosslisted with Music

**POLSC-UH 2510**
**International Conflict**
Prerequisite: POLSC-UH 1112 (POLSC-AD 170)
Crosslisted with Political Science

**POLSC-UH 2511**
**International Organization**
Prerequisite: POLSC-UH 1112 (POLSC-AD 170)
Crosslisted with Political Science

**POLSC-UH 2512 J**
**Understanding Insurgency and Counterinsurgency**
Crosslisted with Political Science

**POLSC-UH 2513 J**
**Political Conflict and Economic Development**
Crosslisted with Political Science

**POLSC-UH 3511 J**
**Nation-Building**
Crosslisted with Political Science

**POLSC-UH 3516**
**Digital Diplomacy**
Crosslisted with Legal Studies, 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. Introduction to Computer Science
2. Music Technology Fundamentals
3. Electives from the following list (including at least one CS-UH numbered course and one MUSIC-UH numbered course):
   - CS-UH numbered courses: Data Structures; Algorithms; one CS-UH elective
   - MUSIC-UH numbered electives: Music Theory and Analysis; Introduction to Musical Programming; Designing Sound for Scene and Screen; Recording and Producing Techniques; or Music Electricity, and Computation

SOUND AND MUSIC COMPUTING COURSES

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Course Type</th>
<th>Crosslisted With</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS-UH 1001</td>
<td>Introduction to Computer Science</td>
<td>Formerly CS-AD 101</td>
<td>Offered fall, spring</td>
<td>Crosslisted with Computer Science</td>
</tr>
<tr>
<td>MUSIC-UH 1002</td>
<td>Music Technology Fundamentals</td>
<td>Formerly MUSIC-AD 106</td>
<td>Offered annually</td>
<td>Crosslisted with Interactive Media, Music</td>
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SOUND AND MUSIC COMPUTING ELECTIVES

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Course Type</th>
<th>Crosslisted With</th>
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</thead>
<tbody>
<tr>
<td>CS-UH 1002</td>
<td>Discrete Mathematics</td>
<td>Formerly CS-AD 116</td>
<td>Offered fall, spring</td>
<td>Crosslisted with Computer Science</td>
</tr>
<tr>
<td>CS-UH 1050</td>
<td>Data Structures</td>
<td>Formerly CS-AD 103</td>
<td>Offered fall, spring</td>
<td>Crosslisted with Computer Science</td>
</tr>
<tr>
<td>CS-UH 1052</td>
<td>Algorithms</td>
<td>Formerly CS-AD 105</td>
<td>Offered fall</td>
<td>Crosslisted with Computer Science</td>
</tr>
<tr>
<td>MUSIC-UH 1001</td>
<td>Music Theory &amp; Analysis I</td>
<td>Formerly MUSIC-AD 105</td>
<td>Offered fall</td>
<td>Crosslisted with Interactive Media</td>
</tr>
<tr>
<td>MUSIC-UH 2215</td>
<td>Designing Sound for Scene and Screen</td>
<td>Formerly MUSIC-AD 215</td>
<td>Offered annually</td>
<td>Crosslisted with Film and New Media, Music, Theater</td>
</tr>
</tbody>
</table>
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 URBAN-UH course number

URBANIZATION COURSES

URBAN-UH 1110J
Planning Abu Dhabi
(Formerly MDURB-AD 114J)
Offered January even years
As Abu Dhabi strives to position itself as a global capital city, it is embarked on ambitious plans for urban, economic and social development. Since 2007, Plan Capital 2030 laid the foundation for a new vision with sustainability as an overarching principle. The course will introduce a full understanding of the evolution of the city, its planning history, critically examine Abu Dhabi current plans and their progress, and identify the main urban actors and the forces shaping the growth of the City. Through reading key texts in urban theories, site visits, walking tours, guest speakers, presentations and debates, students will be able to understand the complexity of city planning and development in rapidly developing cities and key challenges in comparison to other regional and global examples.

URBAN-UH 1112J
Metropolis: Culture, Climate, and Politics in the 21st Century City
(Formerly MDURB-AD 116J)
Offered January even years
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, including selections from great books in urban scholarship whose significance transcends any one discipline. This course will include readings from authors such as Weber, Jacobs, Ballon, Mumford, Simmel, Sennett, Wirth, Jackson, and Sassen, as well as 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.

URBAN-UH 1188J
Nature of Urban Design: a New York Perspective on Resilience
(Formerly MDURB-AD 123J)
Offered occasionally
This course is an introduction to the role of urban design in global sustainability. The first step is to understand how cities affect climate and how climate affects cities by examining New York as a model. New York is a coastal city faced with the simultaneous requirement to grow its population by a million people yet to improve the quality of its civic life when climate events threaten both its urban fabric and critical infrastructure. How New York uses urban design not just to survive but to thrive is the subject of this course. 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.

URBAN-UH 1199J
Urban Form of Shanghai
(Formerly MDURB-AD 124J)
Offered occasionally
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 waterway towns that illustrate aspects of Shanghai’s history before urbanization.

URBAN-UH 1121J
Public Space and the Life of Cities
(Formerly MDURB-AD 127J)
Offered occasionally
Public spaces play an essential role in the life of cities and their residents. Public squares and parks, streets and esplanades-these are often the signature spaces that constitute a city’s distinctive identity. They are also the settings of everyday life, mixing bowls where a city’s diverse communities interact, forums for individual as well as collective action and expression. This course explores the nature of public space in cities around the world, with attention to their physical character and design, their historical, 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.
Contested Cities: Difference, Inequality, and the Metropolis
(Formerly MDURB-AD 128J)
Offered 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 redevelopment, gentrification, community control, and suburbanization. This course will include field trips to various urban sites in greater London.

Directed Study:
(Formerly MDURB-AD 198)
Offered by Application
This Directed Study in Urbanization is a topics course that will have multiple sections and different titles.

ANTH-UH 2112J
Creative Cities: Buenos Aires & Beyond
Crosslisted with Anthropology

ARTH-UH 2114
Topics in Architecture and the Urban Environment from Antiquity to the Present
Crosslisted with Art and Art History

CDAD-UH 1006EJQ
Coastal Urbanization and Environmental Change
Crosslisted with Core: Data and Discovery, Core: Experimental Discovery in the Natural World, The Environment

CDAD-UH 1016EJQ
Where the City Meets the Sea: Studies in Coastal Urban Environments
Crosslisted with Core: Data and Discovery, Experimental Discovery in the Natural World, The Environment

CSTS-UH 1032J
The City in Crisis: Refuge and Resilience
Crosslisted with Core: Structures of Thought and Society

ENGR-UH 4420
Urban Infrastructure Systems
Crosslisted with Engineering

HIST-UH 2114
Crosslisted with History

HIST-UH 3320
Port Cities of the Atlantic World
Crosslisted with History

SRPP-UH 1412J
Wealth and Inequality in the Global City
Crosslisted with Social Research and Public Policy

SRPP-UH 2613
Urban Poverty and Social Policy
Crosslisted with Social Research and Public Policy
Pre-professional electives provide academically rigorous introductions to various careers. NYUAD’s pre-professional courses tap into local institutions, organizations and businesses. They provide students with community engagement and experiential learning opportunities. They also draw upon the expertise of NYU’s renowned professional schools. Many courses are taught by faculty from the following NYU schools, including:

- Courant Institute of Mathematical Sciences
- Leonard N. Stern School of Business
- NYU School of Law
- 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

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.

As most healthcare professional schools have specific undergraduate preparatory course requirements for admissions, students interested in pursuing a healthcare 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 courses 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.

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 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.

Media, Culture and Communication
Media, communication and journalism are at the center of our social, cultural and civic life. Traditional forms of media such as newspapers, radio, and television, have a long history in the Middle East as elsewhere, and effective journalism remains a critical factor in public culture and debate all over the world. At the same time, in recent years the advent of new media employing digital internet-based technologies such as Facebook, Twitter, YouTube, video-gaming, blogging and other social platforms have transformed the social and political organization of the planet. The courses available in this track, developed in conjunction with the Department of Media, Culture and Communication, and the Arthur L. Carter Journalism Institute, at NYU New York, offer opportunities for developing practical skills in journalism and the
use of new technologies, together with advanced critical analysis, for those interested in a career involving contemporary media in any capacity. To that end, NYU Abu Dhabi facilitates internships with news and media organizations in Abu Dhabi, at other NYU global sites, and elsewhere.

**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. Museums and cultural heritage organizations—like UNESCO, and the national heritage authorities—are fields of professional activity that are central to the program. Accordingly, there are courses on museums and heritage sites as laboratories of cultural heritage creation to preserve the rich legacy of human kind.

The notion of an internationally and cross-culturally “shared heritage” of material culture (tangible) and cultural practices (intangible) is the central theme of this program. The Museum and Cultural Heritage Studies Program recognizes the increasingly important role that heritage and its presentation plays in people’s identity. Museum and heritage practices have moved from their conservationist focus of preserving rare and aesthetically pleasing remains, deemed valuable, into a globalized and multidisciplinary field at the heart of many cultural, social, political and economic processes. The courses examine the role of multiple stakeholders, from community interest groups to heritage institutions, in driving cultural narratives and determining how heritage is presented. The academic disciplines studying this cultural heritage, such as anthropology, archaeology, history, art history, history of science, modern media studies and also conservation sciences inform the wide palette of heuristic perspectives from which students investigate processes and traditions of cultural memory, cultural heritage formation and preservation. This is accomplished through readings, classroom discussions, short research papers, fieldwork assignments and visits to professional institutions and heritage communities.

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 UNESCO and the Abu Dhabi Tourism and Culture Authority (ADTCA), are important resources and offer opportunities for internships and collaborative research projects. Courses and internships opportunities are available at NYU New York and at NYU’s global 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 sequence 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
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.
Crosslisted with Social Research and Public Policy
Education and Society
SRPP-UH 2620
Education and Society
Crosslisted with Social Research and Public Policy

LEAD-UH 1001J
Critical Issues in Social Entrepreneurship: Innovations in the Middle East
(Formerly LEAD-AD 115J)
Offered January even years
Crosslisted with Arab Crossroads Studies, Business and Organizational Studies
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.”

BUSOR-UH 1001J
Principles of Marketing
Crosslisted with Business and Organizational Studies

LAW-UH 2120J
Law in Entrepreneurship
Crosslisted with Legal Studies

SOCSC-UH 1111
Markets
Crosslisted with Economics, Business and Organizational Studies, Social Research and Public Policy

SRPP-UH 1613J
21st-Century International Human Rights
Crosslisted with Legal Studies, Social Research and Public Policy

SRPP-UH 2619
Leadership and Diplomacy
Crosslisted with Political Science, Social Research and Public Policy

MCC-UH 1002
Journalism and Society: Reporting on International Conflict
(Formerly JOUR-AD 212)
Offered fall
This course provides an overview of the methods and practices of international journalism, especially reporting focused on contemporary international conflicts, crisis, and human rights. The course will delve into journalistic best practices and examples of reporting on the topics of global conflict, human rights, and development as a practical framework for developing students’ ability to evaluate and situate this kind of journalism within a larger historical and political context.

ACS-UH 261X
War and Media in the Middle East
(Formerly ACS-AD 233X)
Crosslisted with Arab Crossroads Studies, Film and New Media, Peace Studies

CADT-UH 1003
Communication and Technology
Crosslisted with Core: Art, Technology, and Invention; Core: Arts, Design and Technology; Design; Interactive Media
MUSEUM AND CULTURAL HERITAGE STUDIES COURSES

MUSST-UH 1001J
Introduction to Museum Studies
(Formerly MUSST-AD 110)
Offered occasionally
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-UH 1002J
World Heritage Sites & Universal Collections
(Formerly MUSST-AD 115)
Offered occasionally
Crosslisted with Art and Art History, Arab Crossroads Studies
The heritage field has become a complex international industry that involves (inter)national prestige, conservation, site management and museum development. World Heritage Sites and prestigious museums with "Universal" collections are booming tourist destinations. Multi-faceted perspectives of heritage underline the proposition that heritage doesn't just represent a static link with the past, but is part of a dynamic social process that involves the creation of heritage as an evolving interpretation of the past for the use in the present. During the course theoretical conceptions of heritage will be challenged by case studies and the fieldwork on heritage sites and collections in Abu Dhabi and the UAE. These investigations will provide context for understanding the multi-layered and multi-vocal aspects of heritage. The biggest focus for our case studies and fieldwork component will be sites and practices that are considered 'shared cultural heritage' for their (potential) Outstanding Universal Value. What do these values mean and for whom? Who decides on what constitutes universal values? These are fundamental questions that will steer the understanding of principles of heritage production and management.

MUSST-UH 1003J
Places of Human Suffering as Global Heritage Sites
(Formerly MUSST-AD 116J)
Offered occasionally
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-UH 2001JX
Sharing Heritage of the Arabian Trade Routes
(Formerly MUSST-AD 214JX)
Offered occasionally
Crosslisted with Art and Art History, Arab Crossroads Studies
In the 17th century the Ya’ubi dynasty drove the Portuguese from Muscat and East Africa (Altes Museum, Pergamon Museum, and Altes Museum) 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 on a (potential world heritage site).

MUSST-UH 2002J
Museums in a Global Context
(Formerly MUSST-AD 215J)
Offered occasionally
Crosslisted with Anthropology, Arab Crossroads Studies, History
Museums in a Global Context surveys the history and representational role of art museums, from their origins in cabinets of curiosity formed during the age of exploration to their global proliferation today. We will consider how Enlightenment collecting practices led to the development of the “universal museum” in an era of nationalism and 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 art 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-UH 2003J
Museum History, Theory, and Practice: Case Study, Berlin
(Formerly MUSST-AD 216J)
Offered January
Crosslisted with Art and Art History, Arab Crossroads Studies, History
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 the development of 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 Wettikulturen Museum). The third week will focus on the development of Berlin as a center of contemporary art and the creation of new exhibition spaces for its display (Hamburger Bahnhof, Berlin Biennial, Kunst-Werke Institute for Contemporary Art, Boros Collection).

ACS-UH 2411X
Heritage, History and Memory in the Modern “Middle East”
Crosslisted with Anthropology, Arab Crossroads Studies, History

ANTH-UH 2101J
Anthropology of Indigenous Australia: Art, Politics and Cultural Futures
Crosslisted with Anthropology

ARTH-UH 2120
Curatorial Practice
Crosslisted with Art and Art History

ARTH-UH 2121J
Museums in a Global Context
Crosslisted with Art and Art History

ARTH-UH 2123
Museums, Art and Society
Offered occasionally
Crosslisted with Art and Art History

ARTH-UH 2810
Silk Roads, Sea Routes & Shared Heritage
Crosslisted with Art and Art History, Arab Crossroads Studies, History

FILMM-UH 1115
Introduction to Film and New Media Curating
Crosslisted with Film and New Media

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PREMEDICAL AND HEALTH STUDIES COURSES

SUGGESTED COURSES FOR APPLICATION TO MEDICAL SCHOOL

ESSENTIAL:

SCIEN-UH 1101EQ-1603
Foundations of Science 1-6
(Formerly SCIEN-AD 101-126)
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-UH 2010 and CHEM-UH 3010
Organic Chemistry 1 and 2
(Formerly CHEM-AD 101 and CHEM-AD 102)
Crosslisted with Biology, Chemistry

MATH-UH 1011 or MATH-UH 1012
Calculus or Calculus with Applications
(Formerly MATH-AD 110 or 111)

RECOMMENDED:

BIOL-UH 2010
Human Physiology
(Formerly BIOL-AD 101)
Crosslisted with Biology

CHEM-UH 3020
Biochemistry: Macromolecular Structure and Function
(Formerly CHEM-AD 301)
Crosslisted with Biology, Chemistry

CHEM-UH 3021
Biochemistry: Metabolism
(Formerly CHEM-AD 302)
Crosslisted with Biology, Chemistry

PSYCH-UH 1001
Introduction to Psychology
(Formerly PSYCH-AD 101)
Crosslisted with Biology, Psychology

MATH-UH 1003Q
Introduction to Probability and Statistics
(Formerly MATH-AD 107Q)
Or an alternative statistics class such as SOCSUH-101Q

SRPP-UH 2121J
Global Burden of Non-communicable Diseases
(Formerly SRPP-AD 154J)
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 of Abu Dhabi and participate in community-based 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 Greece. 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.
### COURSES IN ABU DHABI

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<td>Wasting Time on the Internet</td>
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<td>POLSC-UH 2418J</td>
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<td>(Formerly SRPP-AD 155J)</td>
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<td>URBAN-UH 1110J</td>
<td>Planning Abu Dhabi</td>
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### COURSES IN ABU DHABI WITH INTERNATIONAL TRIPS

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<td>City in Crisis: Refuge and Resilience</td>
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<td>BUSOR-UH 1005J</td>
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<td>CCEA-UH 1002J</td>
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<td>POLSC-UH 2515JX</td>
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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 also 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 summer sessions 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.

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 limited to a single four-credit course or two 2-credit courses. 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 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 Abu Dhabi-based course with an international seminar. For more information on January Term, see pp. 377–382.

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.

**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 component 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 away are also reviewed by the faculty and the dean in the student’s chosen major(s). If the number of qualified applicants exceeds the number of spaces available for a given study away program, priority is based on class standing and will be given to students for whom this would be their first NYUAD study away experience.
Some qualified applicants may be asked to delay their study away plans to another semester or to select an alternate program.

**STUDY AWAY AT NYU ABU DHABI**

NYU New York and NYU Shanghai students interested in studying at NYU Abu Dhabi are welcome to apply for an NYUAD January Term course, wherever it is offered in the global network, and/or for a full-time course of study during the fall or the spring semester. Applications for study away at NYU Abu Dhabi are due to the NYU Global Programs office in New York according to the 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.
The mission of the NYUAD Physical Education Program is to provide students guidance in becoming physically active and healthy for lifetime through a mandatory minimum of two PE classes prior to graduation. The Physical Education program is designed to assist students to gain the skills and knowledge they need to enjoy physical activity; to guide them to understand and develop confidence in their physical abilities; to embrace the understanding that one doesn’t have to be athletic to be physically active; to highlight the importance and benefits of becoming physically active for a lifetime. The NYUAD Physical Education Program provides a wide variety of classes covering all levels of interest and ability.

PE 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. Students can also earn PE credit by participating in intercollegiate sports. Students interested in joining an intercollegiate team should contact nyuad.athletics@nyu.edu to request information before team rosters are set for the competitive season. 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-UH 1000 Flexible Fitness

This course provides an opportunity for students to receive PE credit through a structured, supervised yet flexible active lifestyle program. Students who enroll in "Flexible Fitness" have one (1) semester to complete 30 hours of physical activity. The program is designed to encourage students to participate in a wide variety of physical activities and to build habits of consistency. Students decide when and how they would like to participate based on a series of guidelines. This is a 14-week course.

#### PHYED-UH 1001 Beginner Fitness for Life

This introductory course orientates students to the various exercise equipment and fitness classes in the Saadiyat Fitness Center and provides a framework for the students to design their own personal fitness programs. Through strength and cardio training, TRX, kettlebells, spinning, yoga and Pilates, students will learn how to exercise safely and effectively to maximize progress. The guided and progressive workouts teach individuals to achieve personal fitness goals by creating and implementing healthy fitness routines.

#### PHYED-UH 1002 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. This course is designed to help the non-swimmer learn basic water safety skills including instruction of proper body position in the water, floating, treading water, holding breath underwater, and introductory to swim strokes, freestyle and backstroke.

#### PHYED-UH 1003 Intermediate Swimming

Intermediate swimming is a course designed for students who are comfortable treading, floating and swimming in deep water, can swim front crawl with rotary breathing and can swim basic backstroke and breaststroke. Students learn drills for skill improvement. Emphasis is on body form, stroke efficiency, and conditioning in all the strokes.

#### PHYED-UH 1004 Women Only Belly Dancing

This is a women’s only course and is designed to teach the technique, history, terminology, rhythms, and dance combinations/choreography of Belly Dance. It will also focus on strength, conditioning, and stretching principles necessary for the dance.

#### PHYED-UH 1005 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 an understanding of capoeira through its rich history, contemporary context, and music. No prior dance or martial arts experience necessary. This class is geared towards all ability levels.

#### PHYED-UH 1006 Beginner Hip Hop

Hip Hop dance is designed for students with an interest in Hip Hop dance/culture. This class introduces students to Hip Hop through movement that includes freestyle dancing, locomotive movements, and choreography.

#### PHYED-UH 1007 Introduction to Sailing

This comprehensive course teaches the fundamentals of sailing including, 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-UH 1008 Scuba—Open Water

This is a PADI Certified Open Water Scuba Diving Course. Individuals who successfully complete this course are awarded an internationally recognized certificate in scuba diving. Prerequisites: (1) the ability to swim continuously for 200 meter or 300 meter with mask/fin snorkel; (2) the ability to swim/float in water too deep to stand in for 10 minutes; (3) confidence in open water, and (4) the completion of a medical questionnaire with physician's consent. PE credit will be awarded upon obtaining a PADI Open Water Dive qualification prior to the end of the class. Given the progressive nature of instruction, students must attend all sessions in the order offered. If a session is missed, the affected student is solely responsible for scheduling and paying for the makeup session. All makeup sessions must be completed prior to the next regularly scheduled session.

#### PHYED-UH 1009 Fencing

Fencing is the art and sport of swordsmanship using a blunt weapon. Fencers use one of three types of weapons—the foil, the epee, or the saber. Students will learn basic offensive and defensive moves; as well as understand the basic rules of competition.

#### PHYED-UH 1010 Women Only Dance

This is a women’s only course that introduces students to dance by exploring elements of a variety of dance styles and practices through
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 learn the fundamental techniques of Jiu Jitsu, including positioning, leverage, joint locks, escapes, submissions, and self-defense.

**PHYED-UH 1011 Jiu Jitsu**

This challenging class is appropriate for students of the world we live in. Dance styles include, but are not limited to, hip-hop, belly dancing, modern ballet and jazz.

**PHYED-UH 1012 Women Only Pilates and Yoga**

Pilates is a conditioning program emphasizing the concepts of core strength and stabilization. Through highly focused and controlled movements, individuals experience increased body awareness, flexibility, coordination, and strength. In the yoga portion of this course, individuals learn the basic disciplines of yoga, focusing on body awareness, beginning yoga postures, breathing, and relaxation skills. Upon successful completion, students understand and are able to demonstrate the basic components of yoga practice, including safe, stable body alignment and classic yoga postures. This is a women’s only course.

**PHYED-UH 1013 Beginner Golf**

This driving range and putting green based golf instruction class is focused on exposing individuals to the basics of golf. In addition to receiving technical instruction on proper grip and swing, individuals learn the history and rules of golf and basic golf etiquette. The class culminates with an on-course experience.

**PHYED-UH 1014 Beginner Tennis**

This class is geared towards novice tennis players and exposes individuals to the basics of tennis. In addition to receiving technical instruction on serve, volley and forehand and backhand strokes, individuals learn the rules of tennis.

**PHYED-UH 1015 iTriathlon Training**

This challenging class is appropriate for students of all skill levels who are interested in learning about indoor triathlons. Students will learn proper swim, cycle and run techniques as well as the structure and unique challenges presented by an indoor triathlon. The class will culminate with students completing an iTri which consists of a 10-minute swim, 10-minute transition, 30-minute Techno Gym bike ride, 5-minute transition and a 15-minute run on the indoor track. Note: All students must pass the advanced swim test in the first class session.

**PHYED-UH 1016 Women Only Swimming**

The beginner swimming course is designed for students who are non-swimmers and those who have little to no skills in the water. This course is designed to help the non-swimmer learn basic water safety skills including instruction of proper body position in the water, floating, treading water, holding breath underwater, and introductory to swim strokes, freestyle and backstroke. This is a women’s only course.

**PHYED-UH 1017 Squash**

This course aims to impart the knowledge and competencies essential to having an informed understanding and appreciation of squash. Students are introduced to the basic skills necessary to play the game.

**PHYED-UH 1018 Performance Boxing**

The aim of this course is to gain a greater understanding of boxing technique and how to adapt authentic boxing training for pure fitness. Students will learn how to build muscle strength, improves body tone, promotes cardiovascular health, and enhances confidence.

**PHYED-UH 1019 Introduction to Strength Training**

This course aims to teach students the essential components of a weightlifting program and proper execution and techniques for safe and effective strength training. Students will be encouraged to explore their personal health and fitness goals and how strength training may be incorporated into their lifelong fitness plan.

**PHYED-UH 1020 Total Fitness (Advanced)**

Total Fitness is a high intensity advanced fitness course with constantly varied and physically demanding workouts. The program is geared to prepare the body for better fitness in any and all activities or sports by focusing on functional movements, strengthening and conditioning of major muscle groups, heart and lung endurance, flexibility, power, speed, agility and balance.

**PHYED-UH 1021 Women Only Performance Boxing**

The aim of this course is to gain a greater understanding of boxing technique and how to adapt authentic boxing training for pure fitness. Boxing for fitness is fun and at the same time builds muscle strength, improves body tone, promotes cardiovascular health, and enhances confidence. This is a women’s only course.

**PHYED-UH 1022 Yoga**

Yoga will commence with an introduction to yoga practice, focusing on breathing techniques, physical movement, detox, meditation, strength, flexibility & balance conditioning with balance of body and mind. This program will allow students to build step by step and slowly chip away letting go of both mental and physical barriers.

**PHYED-UH 1023 Badminton**

This course is designed to introduce basic badminton skills, techniques, rules and strategies for singles and doubles play with a focus on development of various strokes, serves, and offensive and defensive strategies.

**PHYED-UH 1024 Running 101**

This course will teach the basics 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 lifelong 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-UH 1025 Aikido**

Aikido is a Japanese martial art based on the philosophy of blending with an opponent’s power and redirecting their aggressiveness to a mutually safe place rather than trying to counter power with power. It is therefore not dependent on the individual’s size and strength. Elements of classical Japanese sword and staff are incorporated into the empty hand techniques, which consist of throwing and pinning defenses against a wide variety of attacks. The class is open to both beginners and advanced practitioners and people of all fitness levels. An in-house instructor will teach this course.

**PHYED-UH 1026 Speed and Agility**

Speed and Agility training can help you develop explosive power and athleticism for any sport or fitness goal. Training to develop speed and agility also provides a great way to mix up your regular workouts with some fun, metabolically challenging exercises. It also creates unique, proprioceptive challenges that reinforce muscle firing sequences and motor patterns that transfer directly into movements commonly found in sport and life. An in-house instructor will teach this course.

**PHYED-UH 1027 Beginner Rock Climbing**

This course provides personalized instruction at a basic level, allowing beginner climbers to develop a solid foundation upon which to build more advanced climbing knowledge and skills.

**PHYED-UH 1028 Indoor Cycling**

The purpose of the course is to provide students with proper techniques of cycling and a variety of training methods to maintain or improve cardiovascular and neuromuscular health through instructor guided activities. Principles, techniques, and safety practices of cycling will be taught throughout the course.

**PHYED-UH 1029 Women Only Yoga**

This course will commence with an introduction to the Yoga practice, focusing on breathing techniques, physical movement, detox, meditation, strength, flexibility & balance conditioning with balance of body and mind. This program will allow students to build step by step and slowly chip away letting go of both mental and physical barriers. This is a women’s only course.

**PHYED-UH 1030 Indoor Team Sports & Recreation Activities**

This course will introduce students to a variety of indoor team sports and elements necessary to play them. Those elements include, but are not limited to, skills, offensive and defensive strategies, rules and lots of game play.

**PHYED-UH 1031 Introduction to Sports Medicine**

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 organization, regulations and ethics that govern this profession.

**PHYED-UH 1032 Lifeguard Training Certification**

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. 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 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.

PHYED-UH 1033
Intro to Sports Management
This course examines issues of management and organization within the broad context of the sports industry, with specific reference to issues of staffing, motivation, and communication. The students will be introduced to the most effective ways to lead leadership theory to work on a daily basis within a sports organization. Students will gain experience at NYUAD organized sports events.

PHYED-UH 1034
Intermediate Strength Training
This course is designed specifically for the student who is interested in furthering 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, deadlifts, push press and bench press.

PHYED-UH 1035
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 involved in the NYUAD intramural leagues and ADISL, with a focus on soccer and basketball.

PHYED-UH 1036
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. This class will help you take the necessary steps to advance your tennis game. Note: Students are required to have experience with tennis basics.

PHYED-UH 1037
Open Water Sports
This course is taught at the beach, both on the sand and in the water. Topics include basic water safety skills, swimming, and the foundations of stand-up paddleboarding (SUP) and kayaking. Students will participate in both dry-land and water based exercises/games for a full body workout. NOTE: Students must know how to swim. All students must be able to pass the advanced swim test prior to entering the water and attempting the class. Confidence in and around water is a must.

PHYED-UH 1038
Distance Running & Road Racing
A course for experienced runners who can already run continuously for 30 minutes and would like to learn more about training, workouts and how to prepare for a 10k or half marathon. You will be encouraged to run on your own outside of the 2 x 75 minute classes each week. This is only for advanced runners who have already competed in cross country or road races before coming to NYUAD or while here. This is more advanced than Running 101.

PHYED-UH 1039
Intermediate Golf
A practical course designed for students with basic golf knowledge and skills. The course will include course strategies, course management, the proper use of the rules, club selection, speed of play, skill building, and different golf formats.

PHYED-UH 1040
Women Only Fitness
This introductory course orientates students to the variousTHIS course and fitness class we are offered at NYUAD and provides a framework for the students to design their own personal fitness programs. Through strength and cardio training, TRX, Kettlebells, spinning, yoga and Pilates, students will learn how to exercise safely and effectively to maximize progress. The guided and progressive workouts teach individuals to achieve personal fitness goals by creating and implementing healthy fitness routines. This is a women’s only course.

PHYED-UH 1041
Women Only Hip Hop
Women Only Hip Hop dance is a women-only class designed for students with an interest in Hip Hop dance/culture. This class introduces students to Hip Hop through movement that includes freestyle dancing, locomotive movements, and choreography.

PHYED-UH 1042
Ballet for Beginners
This co-ed introductory course will give an overview of the history, anatomy, and the fundamentals of classical ballet. Class will focus on basic ballet technique, proper body alignment, French terminology and musicality. Students will be introduced to elementary barre and center work.

PHYED-UH 1043
Outdoor Team Sports & Recreation Activities
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.

PHYED-UH 1044
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 will play as rules and scoring.

PHYED-UH 1045
Women Only Aquatics
This is a women-only class. WO Aquatics explores a variety of water based activities, like indoor SUP, water aerobics and Aqua Zumba. WO Aquatics is an introductory class and students must be comfortable in the shallow end of the competition pool.

PHYED-UH 1046
Modern Dance (Intro to Horton Technique)
This course is designed for both dancers and dance enthusiasts of all levels. This course will introduce students to Horton technique throughout the course, i.e. Modern dance technique mainly through learned movement, repetition and demonstration supplemented with videos, illustrated text, and discussions. Students will learn to develop proper body alignment, improve strength, coordination and flexibility as well as the ability to apply what they learn to different styles of dance. Students will gain a better understanding of the origins/influences of the Horton Technique as seen and performed in the work of American choreographer, Alvin Alley. Familiarity with some form of dance is suggested.

PHYED-UH 1047
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.

PHYED-UH 1048
Karate for Beginners
This introductory class will involve the philosophy, principles and techniques of Karate, improvement of overall fitness and to give a better understanding of the martial art. Karate for Beginners will include the teaching of the physical skills such as blocking, punching, striking, kicking and body shifting techniques in correct stance. The course student health and safety issues and the elements necessary to play them. Those elements include, but are not limited to, skills, offensive and defensive strategies, rules and lots of game play.

PHYED-UH 1049
Women Only Indoor Cycling
The purpose of the course is to provide students with proper techniques of cycling and a variety of training methods to maintain or improve cardiovascular and neuromuscular health through instructor guided activities. Principles, techniques, and safety practices of cycling will be taught throughout the course.

PHYED-UH 1050
Touch Rugby for Beginners
This class will promote the fundamental skills of touch rugby, including running, handling, evasion, and support play. Students will develop basic principles of attack and defense, without physical contact. This class is open to all skill and fitness levels.

PHYED-UH 1051
Musical Theater Dance
Musical Theater Dance is a fusion of ballet, jazz, and modern dance, and usually contains an emotional journey. Each class will focus on proper dance technique while exploring various performance skills such as connecting with the audience and telling a story through dance and facial expressions.

PHYED-UH 2001
Men’s Intercollegiate Badminton
Participate as a team member in the Men’s Intercollegiate Badminton team for at least one (1) season.

PHYED-UH 2002
Women Only Collegiate Badminton
Participate as a team member in the Women’s Intercollegiate Badminton team for at least one (1) season.

PHYED-UH 2003
Men’s Intercollegiate Basketball
Participate as a team member in the Men’s Intercollegiate Basketball team for at least one (1) season.

PHYED-UH 2004
Women’s Intercollegiate Basketball
Participate as a team member in the Women’s Intercollegiate Basketball team for at least one (1) season.
PHYED-UH 2005
Men's Intercollegiate Cricket
Participate as a team member in the Men’s Intercollegiate Cricket team for at least one (1) season.

PHYED-UH 2007
Men's Intercollegiate Soccer
Participate as a team member in the Men’s Intercollegiate Soccer team for at least one (1) season.

PHYED-UH 2008
Women's Intercollegiate Soccer
Participate as a team member in the Women’s Intercollegiate Soccer team for at least one (1) season.

PHYED-UH 2009
Men's Intercollegiate Table Tennis
Participate as a team member in the Men’s Intercollegiate Table Tennis team for at least one (1) season.

PHYED-UH 2010
Women's Intercollegiate Table Tennis
Participate as a team member in the Women’s Intercollegiate Table Tennis team for at least one (1) season.

PHYED-UH 2011
Men's Intercollegiate Volleyball
Participate as a team member in the Men’s Intercollegiate Volleyball team for at least one (1) season.

PHYED-UH 2012
Women's Intercollegiate Volleyball
Participate as a team member in the Women’s Intercollegiate Volleyball team for at least one (1) season.

PHYED-UH 2013
Men and Women's Intercollegiate Swimming
Participate as a team member in the Men and Women’s Intercollegiate Swim team for at least one (1) season.

PHYED-UH 2001
Men's Intercollegiate Badminton II
Participate as a returning team member in the Men’s Intercollegiate Badminton team for at least one (1) additional season.

PHYED-UH 2002
Women's Intercollegiate Badminton II
Participate as a returning team member in the Women’s Intercollegiate Badminton team for at least one (1) additional season.

PHYED-UH 2003
Men's Intercollegiate Basketball II
Participate as a returning team member in the Men’s Intercollegiate Basketball team for at least one (1) additional season.

PHYED-UH 2004
Women's Intercollegiate Basketball II
Participate as a returning team member in the Women’s Intercollegiate Basketball team for at least one (1) additional season.

PHYED-UH 2005
Men's Intercollegiate Cricket II
Participate as a returning team member in the Men’s Intercollegiate Cricket team for at least one (1) additional season.

PHYED-UH 2007
Men's Intercollegiate Soccer II
Participate as a returning team member in the Men’s Intercollegiate Soccer team for at least one (1) additional season.

PHYED-UH 2008
Women's Intercollegiate Soccer II
Participate as a returning team member in the Women’s Intercollegiate Soccer team for at least one (1) additional season.

PHYED-UH 2009
Men's Intercollegiate Table Tennis II
Participate as a returning team member in the Men’s Intercollegiate Table Tennis team for at least one (1) additional season.

PHYED-UH 2010
Women's Intercollegiate Table Tennis II
Participate as a returning team member in the Women’s Intercollegiate Table Tennis team for at least one (1) additional season.

PHYED-UH 2011
Men's Intercollegiate Volleyball II
Participate as a returning team member in the Men’s Intercollegiate Volleyball team for at least one (1) additional season.

PHYED-UH 2012
Women's Intercollegiate Volleyball II
Participate as a returning team member in the Women’s Intercollegiate Volleyball team for at least one (1) additional season.

PHYED-UH 2013
Men and Women's Intercollegiate Swimming II
Participate as a returning team member in the Men and Women’s Intercollegiate Swim team for at least one (1) additional season.
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 ACADEMIC SEMINARS
An important part of NYUAD’s educational mission is the discovery of the historic, culturally varied region where it is located. Regional academic seminars 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. The regional academic seminars 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 seminars 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 overnight fieldwork travel during weekends.

In academic year 2016–17, regional seminars were organized to the Northern Emirates of the United Arab Emirates, Cambodia, China, Germany, Greece, India, Italy, Jordan, Kenya, Kuwait, Morocco, Nepal, Oman, Qatar, Serbia, Singapore, Spain, Sri Lanka, Tanzania and Uganda. Day and weekend fieldwork travel 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. NYU Abu Dhabi does not ordinarily cover the costs of books or other course materials for Directed Studies.

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 OPPORTUNITIES PROGRAM
Through a competitive application process that begins early in the spring semester, students can gain access to grants for various summer opportunities: research, internships, and courses. Research must be done under the direct supervision of a faculty member, while internships must have a professional supervisor. These opportunities can be pursued anywhere in the world. Summer courses—designed to
make up for missing credits or catch-up on course work after switching majors—are primarily offered in New York, Abu Dhabi, and Shanghai.

WRITING CENTER

NYU Abu Dhabi provides students with resources to support their development as communicators, scholars, and global citizens able to articulate their ideas to a 21st century international audience.

The Writing Center is central to this support. The Writing Center is a co-curricular initiative designed both to assist undergraduates with writing across the curriculum and to implement the Writing Program's pedagogy. It is crucially positioned to serve the needs of writers working across a range of disciplines, genres, and rhetorical conventions.

Located in the Library, the NYUAD Writing Center offers one-on-one consultations with a team of Writing Instructors and peer tutors. The Writing Center believes that every writer needs a reader, so Writing Center consultations are designed to aide and develop the writer's project at any stage of the process—from brainstorming to fine-tuning, from developing a motive and a stage of the process—from brainstorming to fine-tuning, from developing a motive and a rhetorical conventions.

Writing Instructors consult on all types of writing assignments, papers, and projects. Students can make walk-in appointments or schedule them via the Writing Center website under the student portal. Writing Instructors are deeply experienced readers and writers who can help students develop strategies for revising, improving specific writing skills, or better understanding a student's own writing process. Students from any field or discipline are welcomed to visit The Writing Center at 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 NYUAD library supports learning and research by providing in-depth access to the world of scholarly information. The on-campus collection of essential books is complemented by rapid access to NYU’s holdings of over 5 million volumes and 130,000 video and audio recordings. The library purchases books as required to save time and increase convenience for researchers. Digital library services provide students and faculty with library access anywhere and anytime, whether on campus or off site. The library also hosts 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, and collaborates with the Art Gallery for exhibitions.

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 Office of the Dean of Students, 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 Office of the Dean of Students 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, INTERMURAL SPORTS, AND RECREATION

In addition to required Physical Education courses (see pp. 393–398), 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 intercollegiate sports, intramural, club sports and recreational opportunities. 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 intercollegiate sports include football/soccer, basketball, cricket, volleyball, table tennis, and badminton. Club sports teams including tennis, Jiu Jitsu, squash, and swimming are student driven and compete locally in community events and leagues. Additionally, students compete in a variety of individual athletic events around Abu Dhabi, the United Arab Emirates, and the surrounding region which includes road races, triathlons, and stand up paddle competitions. Recreational activities facilitated by the department include water sports, indoor rock climbing and other athletic leisure activities, such as cycling.

FITNESS CENTER

The Fitness Center at NYUAD is not just an area to develop physically; it also provides a nurturing, challenging and supportive environment that enables students to grow emotionally, personally and socially as part of their fitness journey. For many students, the fitness center offers opportunities to forget the pressures of college life, develop new skills and find a life-long passion for an active lifestyle. Our diverse team of dedicated professionals support student growth through Personal Training, Group Fitness Classes, Physical Education, Ladies-Only offerings and specialized group activities.

CAREER DEVELOPMENT CENTER

The Career Development Center (CDC) empowers NYUAD students and alumni to take first steps and next steps along meaningful career paths. A 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 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 had the opportunity to develop strong professional skills and confidence in preparation for life beyond Saadiyat.

COMMUNITY OUTREACH

The Office of Community Outreach (OCO) develops mutually beneficial partnerships to foster a deep commitment to civic engagement and service. We design
volunteer opportunities to help students engage with the UAE through meaningful community involvement, embrace the rich diversity of the emirates, and cultivate ethical and inclusive leadership to strengthen their local, regional and global communities.

Students can expand their community network and feel more at home by joining local festivals and 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 can volunteer for sustained Service-Based Learning Programs that require a semester-long commitment. They can help teach athletics skills to young children with autism with the Special Needs Athletic Program (SNAP), mentor young girls to explore leadership through the Girls’ Education Network (GEN) or Boys’ Education Network (BEN), or tutor migrant workers to improve conversational English skills with Strength in Vocational Education (STRIVE). In order to support students looking to gain experience in nonprofit administration, the OCO has developed a robust and sought-after internship program.

Our Social Impact Leaders speaker seminars 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. Students that are driven by social purpose, what we call ‘NYUAD Heart’, are advised, supported and empowered through the office.

OFFICE OF FIRST YEAR EXPERIENCE (OFYE):

Our office is committed to supporting students as they transition into the intellectual, social, and cultural community of NYUAD. Our comprehensive First Year Experience program 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 UAE.

To support students in their first year at NYU Abu Dhabi, the OFYE offers the following key programs:

• Marhaba—Lead by the Office of the First-Year Experience, Marhaba is a collaborative effort with faculty, administration, and student orientation leaders to facilitate new students as they transition to the NYUAD community.

• First Year Dialogue—The First-Year Dialogue (FYD) is a compulsory seminar for all first-year NYUAD students. The seminar will serve as a conduit for understanding and navigating the first year of a student’s university experience while also contextualizing their time living and learning in the United Arab Emirates. Here, students will explore how to be in relationship with each other and with their host country.

STUDENT HEALTH AND WELLNESS CENTER

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 Student Health and Wellness Center are administered by a highly-qualified staff of physicians and nurses with expertise in college and adolescent health, and include identifying and treating common medical conditions, providing preventive and health education, pre-travel visits and immunization updates, pre-participation sports physicals, and making referrals to medical specialists when necessary. A dietitian is available to deliver individualized nutrition & clinical dietetic support to students.

The Health and Wellness Center also offers confidential counseling services that focus on students’ personal wellbeing. Student-counselor relationships are objective, accepting, and confidential, 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 6 pm for appointments or walk-in visits during the academic year.

After hours and on weekends, students can access medical and mental health advice by contacting the Nurse Advice Line 02 628 8100 for medical concerns or Wellness Exchange 02 628 5555, available 24/7 for mental health concerns. Non-urgent concerns or appointment requests can be sent to nyuad.healthcenter@nyu.edu.

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 HPO, in collaboration with the peer support group, REACH, offer a wide range of programs to address health-related 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.

INTERCULTURAL EDUCATION & SPIRITUAL LIFE

The Office of Spiritual Life and Intercultural Engagement (SLICE) 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.

SLICE 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, SLICE 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.
The Office has 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 SLICE efforts, this initiative has been created specifically with our unique community in mind.

SLICE also recognizes and supports the spiritual development of its students, and seeks to create an engaging environment for their personal development. Students come to SLICE seeking a deeper connection to their faith traditions; others seek to explore alternative spiritual paths. NYU’s Spiritual Life Advisor and the rest of the SLICE 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 Residential Education-administered services include overseeing room selection, housing procedures, and general operational matters.

**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 Kashtah trips, students can walk through an oasis in Al Ain, tour the Bastikiya area of historical Dubai, and camp in the mountains of Fujairah. Other opportunities such as Zuwar (visiting Emirati house), Hadeeth (conversations with notable Emiratis), Ahlan Ramadan, Sheikh Zayed Heritage Festival, and the Al Wathba Camel Races 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 NYUAD’s Student Government to support new clubs and sponsor events on campus. In collaboration with Student Government, NYU Abu Dhabi currently recognizes more than 60 different Student Interest Groups (SIGs) representing everything from Debate and Model UN, to service and sustainability, cultural and religious groups, video games and comic books, academic and professional interests, 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), 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.

DEPARTMENT OF PUBLIC SAFETY

The Department of Public Safety consists of a team of highly trained and experienced security professionals dedicated to providing a safe environment for the community. Public Safety supports the University’s students, faculty, staff, and visitors in a diligent and professional manner in order to preempt risks to public safety and respond to incidents which may jeopardize the health and safety of community members and/or integrity of university facilities. The Public Safety Team maintains a visible presence across the campus through the deployment of uniformed security guards. Furthermore, the department utilizes state-of-the-art technology to maximize the capabilities and effectiveness of the security personnel.

The Team has implemented various emergency response measures to ensure that robust protocols are in place for unforeseen crises. For example, in the event of an emergency the department has a mass notification system designed to alert the NYUAD community via text message, email, and voice message. Additionally, senior members of the Public Safety leadership team reside on or near campus, to ensure immediate availability and rapid response capability around the clock.

The Team also maintains strong and enduring partnerships with Abu Dhabi law enforcement agencies, and with local embassies and consulates. The development of synergies with stakeholders in the broader Abu Dhabi community ensures, when necessary, the timely and effective engagement of external resources and support.

Abu Dhabi is considered one of the safest cities in the world. Nevertheless, it is recommended that special precautions...
are taken when out in town. There are many customs and traditions that must be respected when out in public, which includes dressing modestly; especially during the holy month of Ramadan. While violent crimes and crimes against property are rare, they occur on some instances.

The Public Safety emergency number is +971 (0)2-628-7777 (or 8-7777 from a campus phone). In the event of an emergency, Public Safety personnel will assist all members of the community with contacting the local authorities for support (The number for all emergency services in the UAE is 999). Public Safety maintains a close, professional relationship with local authorities to ensure an immediate and supportive response to meet the community’s needs.

For a nonemergency, you are encouraged to call +971 (0)2-628-5594 (or 8-5594 from a campus phone). The Public Safety Command Center which coordinates the activities of all security officers and supervisors will receive all incoming calls from the above listed numbers. Once the dispatcher receives a call, if a response is required, an officer will be dispatched to all routine incidents, emergencies, and calls for service.

**TRANSPORTATION**

The New York University in Abu Dhabi Transportation Department is dedicated to providing safe and reliable transportation for the students, faculty, staff, and guests of the University. A shuttle bus service provides transportation from the Saadiyat Island campus to designated destinations throughout the city of Abu Dhabi and Yas Island. In order to utilize the transportation service, a valid NYUAD ID card must be presented when boarding any of the transportation vehicles.

Faculty and staff may request driver transportation via the transport request form on the intranet. The NYUAD Transportation Team help desk number is +971 2 628 4747 (7 am–11 pm) or email address nyuad.transport@nyu.edu. The Transportation Department mission is to provide support, vision, and direction for operating the University transportation fleet using environmentally sound practices.
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 four 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. 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 Office of the Dean of Students 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 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 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 Records Access: Students may obtain additional information about access to their records from the NYUAD and NYU Guidelines for Compliance with FERPA. The Guidelines may be viewed at nyuad.nyu.edu/academics/academic.policies.html 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 mentor 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 credit 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

iv. No individual course may be counted toward the Art, Design, and Technology; Cultural Exploration and Analysis; Data and Discovery; or Structures of Thought and Society Core requirements and simultaneously toward a major or minor.

v. Courses may satisfy Islamic Studies, Quantitative Reasoning, and Experimental Inquiry and still be utilized to meet other requirements.

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

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<tr>
<td>I</td>
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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 official GPA. Summa cum laude is limited to the top five percent of the graduating class in each division, magna cum laude to the next ten percent of the graduating class in each division, and cum laude to the next fifteen 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. Alleged integrity violations are resolved using NYUAD’s Academic Integrity Procedure.

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 (http://nyu.edu/about/policies-guidelines/compliance/policies-and-guidelines/student-leave-policy.html). As it applies to NYU Abu Dhabi, NYU policy references to the Dean of the School and the Provost refer to the NYUAD Dean of Students and NYUAD Provost. 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 Leave of Absence:
Students returning from a leave of absence are expected to successfully complete one academic semester (Fall or Spring) of full-time coursework in Abu Dhabi before being eligible to enroll in an NYU 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 no 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.

RELIGIOUS HOLIDAYS
NYU Abu Dhabi, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it is also University policy that members of any religious group may, without penalty, absent themselves from classes when compliance with their religious obligations requires it:

Students who anticipate being absent because of any religious observance should notify faculty in advance of such anticipated absence.

Faculty should make a reasonable effort not to schedule examinations and assignments with deadlines on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days.

If examinations or assignment deadlines are scheduled, any student who is unable to attend class because of religious beliefs shall be given the opportunity to make up that day or days.

No adverse or prejudicial effects shall result to any student who avails him/herself of the above provisions. Class sessions will not be repeated for individual students.

REPEATING COURSES
A student may repeat a course in which they received a Pass, Fail or letter grade once. Both grades will be recorded on internal transcripts and included in 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.

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.

TRANSCRIPTS
NYU Abu Dhabi official transcripts do not report grades for courses taken during a student’s first year of study. However, these grades do become a part of the student’s academic record to be used for internal purposes such as mentoring students and fulfillment of 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 distinctively emphasizes independent responsibility for intellectual exploration and growth and that is appropriate for a global student body.

**TRANSFER CREDIT**

On an exceptional basis, NYU Abu Dhabi will consider awarding credit for courses taken at other universities. Transfer credit, however, is awarded on a limited basis and only for courses taken after matriculation at 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 student 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.
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 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, and Shanghai.

The portal campuses are complemented by a set of global academic centers, where students may study away for a semester or longer. Each site is characterized by a distinct academic identity: for example, NYU Accra’s program emphasizes global public health and economic development; NYU Berlin focuses on art and the humanities; NYU Prague focuses on music as well as global media and transitional government.

The system is designed for mobility; each study away site offers a sufficient number of basic courses to allow students to complete core requirements including, at specified sites, core requirements even in track programs like premed or business. The sites also are venues for conferences, lectures, research activity, graduate programs (including, in some places, graduate programs culminating in a degree), as well as platforms for more general intellectual exchange.

NYU faculty and students can move seamlessly through the network. Without leaving the University’s intellectual community and resources (such as, for example, its extensive social network, its library, its administrative support systems, its IT network, linked databases, and even certain of its course offerings), faculty and students are “in and of the world.” Their research and study literally touches (and can occur in) the most dynamic idea capitals of the world.

For more information about the NYU global network, see nyu.edu/global.

**NYU Global Academic Centers**

Students from NYU Abu Dhabi have the opportunity to study at NYU New York, NYU Shanghai and at NYU’s global sites. Each academic center offers courses in the local language, history, and culture, academic lectures by distinguished faculty, and co-curricular activities to explore the region, meet local students and figures, and use new language skills.

NYU Accra (Ghana): Students at NYU Accra have the unique opportunity to enhance coursework relevant to their majors with enrollment at the University of Ghana-Legon, where they may take up to two courses while studying alongside West Africa’s top students. NYU’s academic center in suburban Labone offers courses in the arts, literature, communication, journalism, media, anthropology, history, politics, global
public health, and sociology taught by local professors and visiting faculty from New York.

Many NYU Accra students intern and take part in community service with NGO's, local businesses, and philanthropic groups, helping them to understand social entrepreneurship in a fast-developing city. Numerous co-curricular travel opportunities introduce students to the diversity and complexity of West African culture. Whether learning Twi, the city’s local dialect, or embracing local West African culture, students at NYU Accra are rewarded with an unparalleled intellectual and cultural experience.

NYU Berlin (Germany): At NYU Berlin, students experience a cosmopolitan city that holds a complex and crucial place in modern European history. Youthful, artistic, and hip, Berlin has traveled a path that led from the defining cultural avant-garde of the Weimar Republic to the devastation of World War II, from a divided city symbolizing the Cold War to today’s reunified and renewed capital.

The program at NYU Berlin is designed for students in the social sciences and humanities who want to earn credit in their majors—including sociology, history, politics, studio art, environmental studies and European studies—while having a transformative experience abroad. Courses are taught in English, and German language courses are offered at all levels. Day trips and guided excursions in and around Berlin are included in the program.

NYU Buenos Aires (Argentina): NYU Buenos Aires offers students the exceptional opportunity to learn about the people, history, culture, politics, and economy of Argentina and the region while living in one of South America’s most vibrant cities. Courses are taught in Spanish and English by some of Argentina’s most talented scholars, journalists, public health professionals, as well as renowned writers and musicians. The curriculum provides a cultural frame to coursework offered in subjects ranging from art history, cinema studies, and creative writing to politics, sociology, and economics. All students at NYU Buenos Aires take a Spanish language course at their appropriate level upon arrival or, if advanced, an elective in the language.

A place of renewed growth and prosperity, Buenos Aires is one of the most important financial and cultural centers in Latin America. The NYU academic center is located in the handsome Recoleta district, near vibrant Avenida Santa Fe. Staff members organize and offer a myriad of activities for students to take part in. Ranging from regional travel to destinations such as Iguazu Falls, Rosario, and Tigre to taking tango lessons throughout the semester. Volunteer opportunities at local NGOs and media offices open doors for students to engage in the community and practice Spanish. Museums, class fieldtrips, and concerts offer opportunities to go beyond day-to-day cultural experiences and better understand the dynamic past and present of the Argentine capital. Homestays bring the everyday Argentine way of living to life as students share meals, ideas and activities with their host parents.

NYU Florence (Italy): NYU Florence offers a broad range of courses, with a strong focus on the humanities and social sciences. Innovative, site-specific offerings in art history, history, literature and cinema are featured alongside a vibrant curriculum in sociology, politics and economics. These courses not only take advantage of the extraordinary cultural resources provided by the city of Florence, and its strategic position within Italy and Europe, but also of a unique array of co-curricular lectures and activities that make the Florence campus a dynamic center for scholarly exchange and global policy discussions.

Throughout the year, students at NYU Florence benefit from the opportunity to participate directly in the high-level political, social and cultural policy dialogues organized on our campus. In previous years, we have hosted both Republican and Democrat presidential campaign managers, had a three-way dialogue with leading local Christian, Muslim and Jewish leaders, and held a student-organized contemporary poetry slam. Through La Pietra Dialogues, interested students also have the opportunity to participate directly in the organization of the events that bring these outstanding figures to NYU Florence.

NYU London (England): Students at NYU London take advantage of a wide range of academic programs complemented by the rich cultural experience of living in one of Europe’s most storied cities. Specialized programs are available in African studies, art and architecture, business, mathematics, British literature and writing, pre-health, and psychology. Courses in math, chemistry, and physics accommodate students whose schedules might not otherwise allow for a semester of global study. Additionally, NYU is the only institution in London to offer science courses approved by the American Medical College Application Service (AMCAS) for medical school admittance. NYU London encourages students to enroll in for-credit internships with key institutions in fields including marketing, finance, media, law, politics, health, and theatre.

Students who spend a semester at NYU London live and learn in the heart of Bloomsbury, a neighborhood that is home to the British Museum, the Royal Academy of Dramatic Art, and the West End (London’s famous theatre district). Each semester, NYU London staff plans day trips to places such as the historic cities of Bath, Cambridge, and Oxford. In addition to exploring London’s myriad cultural sites, students often participate in short-term or semester-long community service projects.

NYU Madrid (Spain): At NYU Madrid, students advance their command of Spanish while engaging with European traditions and culture. Established in 1958 as NYU’s first global academic center, NYU Madrid offers students with little or no Spanish language skills a Fast-Track Spanish for Beginners program that includes a set of four courses designed to bring them to proficiency in one semester. During the spring semester, students with advanced Spanish language skills may enroll in up to two courses at the Universidad Autónoma de Madrid (UAM). Homestays with Spanish host families encourage students to build a deeper connection with Spanish culture and provides an opportunity to practice speaking in a more casual environment. An Intercambio Program brings NYU Madrid students together with local college students to practice their Spanish and make friends.

Madrid is the political and cultural center of Spain and one of the liveliest and friendliest capital cities in Europe, replete with magnificent architecture, world-class museums, and delicious cuisine. Students at NYU Madrid enjoy a semester of rich cultural experiences that complement their studies, whether they’re on a class trip to the Museo del Prado to learn firsthand about Goya’s masterpieces or at an out-of-the-way tapas bar on Cava Baja.

NYU New York (USA): NYU New York is now one of the largest private universities in the United States. The university, which has no walls and no gates, is deeply intertwined with New York City, drawing inspiration from its vitality. NYU’s Washington Square campus in the heart of Greenwich Village is complemented by an outstanding engineering...
NYU Paris recently moved to a new academic center in the Latin Quarter, the thriving historic and intellectual heart of Paris. In the new location, students have the opportunity to benefit from the numerous cultural, artistic, and academic institutions of this celebrated neighborhood, as well as to get to know the city through faculty-led visits and walking tours. The program offers regular day trips to places outside of the city, such as Chantilly, Giverny, and Versailles, and weekend excursions to locations that have included Avignon, the Loire Valley, Mont-Saint-Michel, and La Rochelle. These trips allow students to further embrace the richness, depth, and diversity of French history and civilization.

NYU Prague (Czech Republic): With the most courses of any of NYU’s global academic sites, NYU Prague offers students a broad curriculum in art, architecture, film, media, music, photography, politics, business, the humanities, and social science. Our faculty includes writers, ambassadors, and dissidents who helped topple the Communist regime. NYU Prague’s successful music program pairs students with the most talented musicians in the nation.

Prague is a vibrant center of culture. NYU Prague students attend global conferences hosted by NYU Prague. Internships are available with international magazines, online news agencies, NGOs and consulting firms. Students explore the bucolic Czech countryside on the many NYU Prague overnight and day trips. Our Kulturama program immerses students in Prague’s rich culture—opera, film, theatre, music, Czech cuisine, politics, hockey, and much more. NYU Prague is the only study abroad site to have a student webzine—The Prague Wandering, aimed at readers around the world. Budding media stars can also work on the PragueCast, our own podcast, entirely produced by students under the leadership of Prague’s BBC correspondent.

NYU Shanghai (China): Jointly established by New York University and East China Normal University, NYU Shanghai is the third degree-granting campus in NYU’s global network, joining NYU Abu Dhabi and NYU’s main campus in New York City.

NYU Shanghai offers a study away option for students interested in a semester or year studying in this exciting business and cultural center. 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 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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NYUAD’s leadership and 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. In addition to a growing cohort of fulltime faculty, the University also draws talent from across NYU’s global network and hosts visiting faculty from outstanding universities around the work.

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 a better world through education and research.

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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.

Occupyng a total area of approximately 15.4 hectares (38 acres) 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 living on campus facilitates 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. The beautifully landscaped High Line weaves through 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
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.

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 NYU Abu Dhabi, NYU Shanghai, and NYU New York students to meet, collaborate, and learn from one another.

NYU Abu Dhabi in New York
19 Washington Square North
New York, NY 10011
Tel: 212 992 7200

DIRECTIONS TO NYU ABU DHABI

NYU Abu Dhabi is located just off of the Sheikh Khalifa Highway (E12) on Saadiyat Island.

From Downtown Abu Dhabi:
Follow Hamdan (5th) Street toward Saadiyat Island where it becomes the E12. Cross the Sheikh Khalifa Bridge and after approximately two kilometers the exit to campus, Exit 11 Saadiyat Beach West, will be visible on the right.

From Dubai or Abu Dhabi Airports:
Follow the E11 toward Yas Island. Exit for the E12 toward Yas and Saadiyat Islands. The exit for campus is Exit 11 Saadiyat Beach West. By taxi the trip from Abu Dhabi Airport takes about 30 minutes and costs approximately 90 AED.

MAILING ADDRESS

New York University Abu Dhabi
P.O. Box 129188
Abu Dhabi
United Arab Emirates

TELEPHONE

From Outside the UAE:
+971 2 628 4000
Dial the international exit code for the country from which you are dialing from the UAE country code: 971
Dial the city code and the NYUAD local number: 2 628 4000

From within the UAE:
02 628 4000
Important Contacts

NYU ABU DHABI WELCOME CENTERS

Abu Dhabi ................................. 02 628 4000
New York ................................. 212 992 7200

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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

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IN THE CASE OF AN EMERGENCY

Emergency Police/Fire/Ambulance .................. 999
NYU Wellness Exchange .................. 02 628 5555 (24 hrs)
Security Helpdesk ......................... 02 628 4402 (24 hrs)
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