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.
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)**: Legislative Day (classes meet on a Thursday schedule)
- **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 7-week courses
- **November 16 (Saturday)**: Legislative Day (classes meet on a Thursday schedule)
- **November 20 (Monday)**: No classes: Martyr’s Day/Prophet’s Birthday holiday
- **November 21-22 (Tue–Wed)**: Last day of classes
- **December 1-2 (Fri–Sat)**: 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 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 (Sat–Fri)**: 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 (Sat–Fri)**: Departure window

### SPRING SEMESTER I
- **January 2 (Tuesday)**: Arrival day
- **January 3 (Wednesday)**: Classes begin
- **January 22 (Monday)**: Add/Drop deadline for 7-week courses
- **January 28 (Sunday)**: Add/Drop deadline for 14-week courses
- **February 4 (Sunday)**: Withdrawal and change of grading basis deadline for 7-week courses
- **February 21 (Wednesday)**: Last day of classes for 7-week courses
- **March 11 (Sunday)**: No classes or mid-terms: Final exams for 7-week courses
- **March 12-13 (Mon–Tues)**: No classes

### 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 (Wed, 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 (Sunday)**: 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
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 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 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

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

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

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

**Campus Visits:** Students who are based in or visiting Abu Dhabi are welcome to arrange a meeting with an admissions representative for more information and to tour the campus. Likewise, prospective students who are based in or visiting New York City may arrange a meeting with a New York-based 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
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 a 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

- Tuition and mandatory Fees $47,942
- Health Insurance¹ $2,376
- Room and Board (meals) $17,470
- Estimated personal expenses $2,364
- Estimated Travel $3,550

**Total Cost of Attendance (estimated)** $77,934

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

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

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

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 differences, and to devise problem-solving strategies. Colloquia are fourteen-week courses taught in Abu Dhabi. Students are required to take two Core Colloquia, one of which should be taken during the first year. 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

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

This course explores the quality and concept of indigeneity—or native belonging—as a force of history and nature. We will examine trajectories of indigenous peoples, paying attention to and representing indigenous people and their respective settler-states, and to how legacies of conflict and accommodation raise difficult questions about economic, cultural, and political justice. We will also look at “at-risk” ecologies currently threatened by so-called invasive species, asking if notions of justice apply equally to the natural world, and if not what alternatives are available for protecting the non-human, Science, Social Science, and Culture converge in this class, in an inquiry into who or what came first, and why it matters for where we go next. We study local manifestations of global phenomena through cycles of case studies drawn from the Americas, the north and south Pacific, and Zomia. Readings are drawn from the fields of anthropology, environmental studies, ethnopharmacology, history, and public policy, and also include memoirs and personal testimony.

CCOL-UH 1003X Faith in Science, Reason in Revelation

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 relationship and science in Christendom and Islam 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: Humanity (by paying close attention to how humans in two religious traditions have defined and narrated the relationship between rational and religious thought), Peace (by attending to how a nineteenth-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

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 Ghasan 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

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 using the arts to support the medical goals that aim to heal the sick and “above all, do no harm.”

CCOL-UH 1006 Conserving Our Global Heritage through Science

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 how an identity, the ownership of culture, and conflicts between local and global stewardship of the cultural treasures and historical evidence? 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 scientific methods 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 operate it for non-kinship and 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?

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 explore the interplay between culture and leadership and to which extent societies create their own leaders. The course draws on the classic work of classical and modern thinkers. We will also explore the life stories of prominent individuals, such as Mandela, Mother Teresa, Jobs, Soros, Churchill, Thatcher, Sheikh Zayed, among many others. We will develop a conceptual framework to link leadership to 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 continuing technological change? 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 consonant with the new core curriculum 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 part of machines, and perhaps also from other animals, in the way we encounter the world—always from a first-person perspective, an awareness of oneself in the world and not merely an acknowledgement 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 self more than on any other single topic, have had something valuable to say? We will study important ancient thinkers from Buddha to Hitchens, Christian and Jain intellectuals, looking critically at their appeal to metaphors of light, of mirrors, and of interior spaces; at expressions of contemporary subjectivity in modern and postmodern thinkers 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 healthcare and society? 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 implications of new technologies behind medicine and evaluate the ethical issues that arise in this fast-developing field.

CCOL-UH 1012 Water: Rights and Resources
(Formerly CCOL-AD 30)
Offered occasionally
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 that is available to us is shrinking. How 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 will allow both its scarcity (managing for efficiency) 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
Understanding 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 new core curriculum and the United Arab Emirates more broadly. The course explores five key questions: 1. What makes individual action just? 2. Which solidarities, Rights, and autonomy must a just polity protect? 3. What sorts of equality should a just society ensure? 4. What sorts of justice are economic institutions bound to provide? 5. What systems of global justice exist? What should their scope comprise? From the ground up, how can we work to approach global justice in our local institutions? Students will approach these questions through historical and contemporary theories of justice from Plato and the Prophet Muhammad (peace be upon him) to Marx and Engels, Qutb, and Amin. The discussion will be drawn on both qualitative and quantitative methods to understand, analyze, and communicate about how we can approach ideals of justice in the context of local institutions. Throughout the course, we will engage in participatory action research to improve access to justice here in the UAE.

CCOL-UH 1015 Labor
(Formerly CCOL-AD 15Q)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
Until very recently much of the world has lived in subsistence farming and slavery. What happened in the industrial revolution and what further changes have been brought about in the digital age? In this course, we will explore the role of labor in our societies and ask why do so many people choose not to work “in the market,” and at the same time, why in happiness surveys job is lose often ranked similarly 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 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 between either countries, political parties, organizations or individuals. This course explores the topic of cooperation using insights from economics, ethology, political science, mathematics, social psychology, and anthropology. The main questions to be addressed are: When is cooperation desirable? When would an individual, an organization or a country expect others to cooperate? Why do some people fail to cooperate even when it would be to their benefit? Which factors facilitate cooperation? How can we engineer cooperation to achieve better outcomes?

CCOL-UH 1017 Reshaping 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 we humans conceive of our relationship to “nature”? This course explores how imaginative writers have situated the human in relation to Earth’s many landscapes, plants, and species. Do we have any idea of how the other animals? What have they suggested about humans’ responsibilities to the countless other living beings with whom we share

CCOL-UH 1015SQ Labor
(Formerly CCOL-AD 15Q)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
Until very recently much of the world has lived in subsistence farming and slavery. What happened in the industrial revolution and what further changes have been brought about in the digital age? In this course, we will explore the role of labor in our societies and ask why do so many people choose not to work “in the market,” and at the same time, why in happiness surveys job is lose often ranked similarly 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 and attitudes toward labor have changed.
this planet? How have they “mapped” the slippery and shifting conceptual ground that lies between the “man-made” and the “natural”? And how might a renewed engagement with this vast theme help us deal with the heavy weather ahead? Readings include Gilgamesh, Genesis, The Bacchae, Narrow Road to the North, Walden, Island of Dr. Moreau, Do Androids Dream of Electric Sheep?, and Life of Pi.

CCOL-UH 1018 Global Health Inequalities
(Formerly CCOL-AD 18)
Offered spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
Health inequalities count among the primary global challenges facing our contemporary world. But how should we understand their underlying causes? What is their relationship to processes of globalization? And what institutions and practices should be established and supported to best address them? Debates over these questions are fierce, reflecting a wide range of cultural understandings, economic interests, ecological endowments, and ethical positions. By considering case studies from Latin America, Africa, South and North America, and Europe, this course explores the heated politics of answering these questions. Given today’s predominance of Global health programs that aim to universalize 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 The Desert (Formerly CCOL-AD 19)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
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 die-offs? Is there a connection between the extinction of a species and the evolution of human 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 metaphysical encounters through a variety of genres, from Darwin’s reflections aboard the Beagle to the preservation of Isihi (“the last wild Indian”) and from flood narratives to apocalyptic fantasies.

CCOL-UH 1020 Water
(Formerly CCOL-AD 20)
Offered spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
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 majorities. Whether transcendent, in meditation, 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 highlight the subject of water as element, energy, human right, bridge between cultures, and instrument of war. Films include Drowned Out by Arundhati Roy, Even the Rain by Icíar Bollaín, Water by Deepa Mehta, and Black Water. Performing arts include plays such as Fire on the Water, a fast-paced series of short plays inspired by a pivotal moment in Cleveland’s history created by diverse playwrights. By the Spontaneous Theater, Alegría Hudes, and The Water Carriers by Michael Williams. These works highlight representations of water, the technologies deployed to shape such representations, and the larger role in illuminating big questions about the human condition.

CCOL-UH 1021 The Desert (Formerly CCOL-AD 21)
Offered spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
The desert has been imagined as a barrier, a dry ocean, a bridge, and a metaphor for exile, difficult journeys, spiritual reflection, and death. This course will examine deviations from the typical body plan and the causes for these differences of perception can generate inter-individual and inter-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 reimaging law? We will explore three complex in 1980s Warsaw as the setting for ten short films—each based on one of the commandments—writer/director krzysztof kieślowski explores ethics and morality while leaving the viewer to draw conclusions about what constitutes right and wrong. placing kieślowski’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 1024 Life in the Universe
(Formerly CCOL-AD 24Q)
Offered spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
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 did life form in these questions requires 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 Human Body
(Formerly CCOL-AD 25)
Offered occasionally
Prerequisite: Must be an NYUAD student taking the new core curriculum
When looking at paintings of Rubens, pictures of fashion models, prehistoric Venus figurines or greek sculptures, it is obvious the appreciation for the human body has changed drastically through and across time and culture. hammurabi’s code, 1760 BCE, was 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 reimaging law? We will explore three complex in 1980s Warsaw as the setting for ten short films—each based on one of the commandments—writer/director krzysztof kieślowski explores ethics and morality while leaving the viewer to draw conclusions about what constitutes right and wrong. placing kieślowski’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.

Privacy in a Digital Society
(Formerly CCOL-AD 27)
Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
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? What do we leave digital footprints on the Internet? How do they shape our identity and self-image? How do digital footprints affect our digital identity? What is the impact of privacy on our online and offline lives? How do digital footprints affect our online and offline lives? What is the impact of privacy on our online and offline lives? How do digital footprints affect our online and offline lives? What is the impact of privacy on our online and offline lives?
Through critical debate, students will explore The creation of structures and norms of global governance is a crucial moment in historical efforts at pacifying international relations, fostering economic development, and protecting local needs. Today, an expansive network of intergovernmental institutions exists but global governance attempts at engaging with poor, conflict-affected countries. Specifically, we will examine global governance’s origin and logic, and its varying impact in local contexts. Through critical debate, students will explore different perspectives on global governance and develop a better understanding of how power, institutions, and cultural norms shape interactions between global and local actors. Specifically, we will examine successes and failures of international attempts at post-conflict peacebuilding in Namibia, Somalia, and Afghanistan; 2) facilitating transitional justice in Liberia and Yugoslavia; and 3) addressing the refugee crises in Mozambique and Syria. The course will help students grapple with the complex political and ethical dilemmas of global governance and devise more effective and context-sensitive strategies for resolving some of the most pressing challenges of our time.

CCOL-UH 1031 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 behavior is an old one. So is opposing contention that humanity should rise (but how?) above what nature has given us in order to grasp some higher destiny (but what?). What lies behind these opposing conceptions of the relationship between humanity and our natural environment? If we are shown to be nothing but animals of a particular sort, then what does that spell for our social and cultural ideals, and ultimate end? And does our place in the natural order confer upon us some special duties with regard to the rest of nature? For what notion of “natural” is operative behind these discussions, anyway? Is the notion of “human nature” even coherent, or particularly helpful? Students will examine psychology, society, and cultural norms and consider how these shape interactions between global and local actors. Specifically, we will examine successes and failures of international attempts at post-conflict peacebuilding in Namibia, Somalia, and Afghanistan; 2) facilitating transitional justice in Liberia and Yugoslavia; and 3) addressing the refugee crises in Mozambique and Syria. The course will help students grapple with the complex political and ethical dilemmas of global governance and devise more effective and context-sensitive strategies for resolving some of the most pressing challenges of our time.

CCOL-UH 1032 Crosstalk and Communication: From Bacteria to Humans (Formerly COREA-AD 43W) Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
This course will trace the intellectual history of cosmology and its various national views on humanity’s place in the universe. This course will investigate these questions through the lens of physical cosmology, a discipline whose emergence has transformed our understanding of the universe. What lessons might cosmology have for philosophy, religion, and our general understanding of what it means to be human beings? We will consider the intellectual history of cosmology and its 20th-century transition into a modern scientific discipline, in addition to the contemporary frontiers of cosmology and dark energy. Are there reasons to think the origins of the universe were “fine-tuned” for human existence, and does this create conceptual space for theological and philosophical considerations with regard to metaphysics? Why is there something other than nothing? Should we even think that cosmology (and science generally) is the appropriate tool for addressing existential questions about the nature of humanity?

CCOL-UH 1033X Between Islamism and Islamophobia: Muslim Popular Culture (Formerly AHC-ADI4OX) Offered fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
As state apparatuses everywhere attempt to control the political and cultural implications of humanity for freedom of expression are fought. In the case of Muslim cultures, 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 of global publics deployed are those of pop culture viz. “Islamic” fashion, music, comic books, film, theater, etc. This course will explore such tensions and challenge the once scientifically supported models that posit an increasingly global society through a variety of pop culture forms and subcultures from around the Muslim world. The challenge to current scholarly paradigms is that we will synthesize 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 these contemporary Scylla and Charbydis? Herein lies the task.

CCOL-UH 1034 Gender (Formerly CORES-AD 59W) 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, family, and literature. The class will focus on the wide-ranging consequences of the gendered and gendered forms deployed by those of pop culture and religion in a modern scientific world? How might reflection on the power of history influence a life in isolation? This simple fact underscores the importance of interactions between species. But how do organisms interact? What is war? Why do wars exist? What are the differences between wars in the past and those being waged today and how have the conditions of conflict changed throughout history? Is there an inherent contradiction in the role of classical questions central to the point of view that dominates this course, which examines artistic responses to war across a wide range of historical and cultural contexts from antiquity to the present. The course will look at how the arts, particularly music and musical practices, play a critical role in accompanying the sociological rituals of war from the military marches part of deployment, to the laments and requiems that figure centrally in process of mourning in the aftermath of conflict. Drawing on histories and philosophies of war, students will grapple with the role of language to combat bug infestation and consider how our gut microbiota influence physical appearance and susceptibility to disease and whether our innate bacteria affect our social interactions; how human communication has influenced civilization and whether modern technological advances, such as social media, have positive or negative effects on us as a species.

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 understanding of today’s debates. While the course will focus on the wide-ranging consequences of inequality, particular emphasis will be placed on 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 will draw on sources from a range of academic disciplines including political science, history, economics, philosophy, and literature. However, no prior expertise in any of these areas will be required. By the end of the course students will be in a better position to formulate their own normative opinions about inequality while also understanding how it functions in practice.

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 contemporary notion 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 manifest 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 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 produce unique perspectives and an opportunity to speak back to us.

CCOL-UH 1040 Disability
Offered spring
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 narrating to theorizing the implications 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 course specifications below are offered periodically, typically each year in the semester indicated.

CCAD-UH 1000 Multidisciplinary Artistic Collaborations
(Formerly CAD-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 theoretical and computational technologies like GUI-based operating systems. Students will also develop collaborative projects involving sound, movement, digital video, lighting, interaction technology, robotics, and telematics, which will be presented publicly at the end of the semester.

CCAD-UH 1001 Manus et Machina
(Formerly COREA-AD 16)
Offered fall
Crosslisted with Core: Art, Technology and Invention; Design, Media, Culture, and Communication

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

CCAD-UH 1003 Communication and Technology
(Formerly COREA-AD 19)
Offered fall
Crosslisted with Core: Art, Technology and Invention; Design, Media, Culture, and Communication

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 and 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.
Offered spring
Crosslisted with Core: Art, Technology and Invention

Rhythm

Rhythmology predicts 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 that range from music to art (across cultures and throughout history), to such areas as mathematics, computer science, music theory, music technology, biology, psychology, linguistics, sociology, economics, anthropology, zoology, art history, art education, human ecology, crystallography, nuclear physics, calendar design, radio astronomy, architecture, and computer graphics. Students read, listen to music, and write on a variety of topics. They complete an individual research project that showcases the application of knowledge in their selected discipline or culture to an open question concerning rhythm. They discuss their projects on their own and present their results to the class at the end of the term. No computer programming experience or musical training is required.

CADT-UH 1007

Wood

(Formerly COREA-AD 51)

Offered spring
Crosslisted with Core: Art, Technology and Invention

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 teach us about ecology, human history, ingenuity, and culture? How do 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 the Chinese tradition of the Lantern Festival at Turrell, Anthony McCall, Teddy Lo, and Erwin Redl who work directly with light. Celebrations, rituals, and materially in our understanding of the world and ceremonial use of light like the Diwali and the increasing demand to encapsulate research data in imagery or short videos. Students learn about the visual techniques used to paint cellular life. They address questions about visual perception: How do retinal cells detect and respond to signals in the external environment? What cues activate the phototransduction cascade? And what is the neurochemical circuitry that relays the signals into the brain? In a final project, students are asked to “record” data and present it as a visual narrative.

CADT-UH 1009J

Light

(Formerly COREA-AD 58J)

Offered occasionally in January
Crosslisted with Core: Art, Technology and Invention

From its physical properties that create life to its metaphorical association with beauty and goodness, light is integral to our experience of being human. Playing out over the millennia, from the Chinese tradition of the Lantern Festival at the culture and ceremonial use of light like the Diwali and the increasing demand to encapsulate research data in imagery or short videos. Students learn about the visual techniques used to paint cellular life. They address questions about visual perception: How do retinal cells detect and respond to signals in the external environment? What cues activate the phototransduction cascade? And what is the neurochemical circuitry that relays the signals into the brain? In a final project, students are asked to “record” data and present it as a visual narrative.

CADT-UH 1001

Words

(Formerly COREI-AD 98)

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 and ideas from a number of fields: linguistics, philosophy, psychology, sociology, computer science, history, literature, religion, and visual arts to help answer these questions. Students will read materials from a variety of books and articles and discuss them in class, and they will engage in solving and creating language puzzles. Students will learn how to analyze words in terms of their form, function, and meaning in context. Term projects can range from collection and analysis of linguistic data to multidisciplinary artistic creations.

CADT-UH 1012

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 differently as individuals, in our local circles, and as a global community? What evokes laughter that transcends culture, and what is culturally specific? In this

CADT-UH 1005

Creativity and Innovation

(Formerly COREA-AD 27)

Offered spring
Crosslisted with Core: Art, Technology and Invention

Is creativity a gift or a skill? Can creativity be learned? Becoming deeply immersed in a given topic, this course will address these questions through individual and collective experiences. The heart of this course is the Personal Creativity Project—an opportunity for students to actively practice their creativity. Workshopping a critique of the Human-Computer Interaction Design

CADT-UH 1007J

Nomads

(Formerly COREA-AD 41J)

Offered occasionally in January
Crosslisted with Art and Art History, Core: Art, Technology and Invention, Design

What can rhythm reveal about human ingenuity and culture? This course uses the lenses of philosophy, art, and design to examine the range of influences, and cultural underpinnings of nomadic and nomadic dwelling. Paying special attention to kinetic objects and the built environment, we will probe historical and contemporary conceptions of ownership and ecology, transience and permanence, home and homelessness, and citizenship and belonging. 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.

CADT-UH 1008Q

Touch

(Formerly COREA-AD 57Q)

Offered occasionally Crosslisted with Core: Art, Technology and Invention

It is often said that touch is an immediate and profound experience. Is touch an intricate or exquisite sensory experience? This course will address questions about tactile perception: How do retinal cells detect and respond to signals in the external environment? What cues activate the phototransduction cascade? And what is the neurochemical circuitry that relays the signals into the brain? In a final project, students are asked to “record” data and present it as a visual narrative.

CADT-UH 1010

From Vision to Visual

(Formerly COREI-AD 34)

Offered fall
Crosslisted with Core: Science, Society and History

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

CADT-UH 1011

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 and ideas from a number of fields: linguistics, philosophy, psychology, sociology, computer science, history, literature, religion, and visual arts to help answer these questions. Students will read materials from a variety of books and articles and discuss them in class, and they will engage in solving and creating language puzzles. Students will learn how to analyze words in terms of their form, function, and meaning in context. Term projects can range from collection and analysis of linguistic data to multidisciplinary artistic creations.

CADT-UH 1012

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 differently as individuals, in our local circles, and as a global community? What evokes laughter that transcends culture, and what is culturally specific? In this
This course teaches heuristics as they apply to many problems in science, business, and politics, and manage information, create and manipulate data, and use computer programs to process, structure, and present information. The course will help students to become better able to face complex problems in any field you choose.

CADC-UH 1015J Explorable Stories
(Formerly COREA-AD 67J)
Offered January
Crosslisted with Core: Art, Technology and Invention: Interactive Media
The fundamental building blocks of good storytelling have remained consistent throughout history. What constantly changes though are the technologies, including tools, media and platforms, through which stories are Communicated. In this class, we will utilize today’s dominant platform, the Internet, to create a web-wide, to create and share stories that are engaging, interactive, and “explorable.” Combining traditional writing skills with modern web javascript libraries and other multimedia tools, students will learn how to write, design, and code their own 21st-century web presence. Some web development or coding experience is preferable but not required.

CADC-UH 1016 Utilitas, Venustas, Firmitas
(Formerly COREA-AD 72J)
Offered spring
Crosslisted with Core: Art, Technology and Invention: Design
Design reengages us with our time. It is not to say that old design is bad, far from it. There is always a need for new design, but this course will help develop the design of a bricolage: Every student will realize a product prototype of an Audio-Device to be displayed in an exhibition, to present their own work. The project will be complemented by case studies, reading assignments, and one-on-one meetings with the instructor.

CADC-UH 1018 Digital Curation
(Formerly CADT-AD 72)
Offered fall
Crosslisted with Core: Art, Technology and Invention
This course asks 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 curatorial 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 object and what constitutes 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 heritage (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.

CADC-UH 1019 Lies and Lying
(Formerly COREA-AD 35)
Offered fall
Crosslisted with Core: Art, Technology and Invention: New Core: Structures of Thought and Society
Lying is an integral part of human communication. It is only in contrast to lies that we are able to construct the concept of truth and “choose” our perception of reality. From white lies and exaggerations to advanced techniques of persuasion such as a propaganda and brainwashing, this course will examine the psychological, philosophical, and social aspects of lying. It looks critically at lying commonly occurs: Art, Culture, Literature, Science, Politics, Advertising, Journalism, Relationships, Digital World and History. We will discuss and analyze the motives, techniques, technology and outcomes of some of the biggest lies and liars throughout history, from mythological gods in ancient Greece through fake alchemists in the Islamic Golden Age to contemporary schemers. We will study examples of lying in texts, films, biographies, cartography, visual arts, internet, social networking, mass media, advertisement as well as guest liars and lying experts.

CADC-UH 1020 Wayfinding: Graphic Design in the Built Environment
(Formerly VISAR-AD 125)
Offered fall
Crosslisted with Art and Art History; Core: Art, Technology and Invention
In November 2014, Volvo Race's boat Vestas did not find her way to Abu Dhabi port and got stranded on a reef in the Indian Ocean instead. What went wrong? Is it still possible to get lost today? What do we do to avoid getting lost? What does it mean to find one’s way? How do different environments create unique problems, as well as provide solutions? How do we find those solutions ourselves, and how can we intervene in the design of our working and living environments, in the design of our navigational practices, in order to avoid getting lost? What tools do we have? How do they work? What can we learn from navigation before GPS? Informed by new technologies, the demand for sustainability, and the inputs from cognitive studies, “wayfinding” has grown to become a field of research in its own right, related to both architecture and design. It studies the ways in which people orient themselves via the organization of sensory cues from the external environment. The course explores visual design components and theoretical ramifications and will include workshops on campus signage systems, with a focus on accessible design.
This seminar concerns the phenomenon of "vision." Offered occasionally
Crosslisted with Art and History, Core: Art, Technology and Invention

Text includes "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.

CADD-UH 1023
Arts Centers
Offered occasionally
Contemporary arts centers have become loci of social life. In the UAE, arts centers build audiences for work created both here and elsewhere. They also open civic conversations about other issues: science, public policy, climate change, economics, and identity. In doing so, they produce new works that are in turn seen collectively as incubators of a global cultural economy. This course will examine several of the most important UAE arts centers, asking how they are historically situated, and how their programming expresses a particular imaginary of the UAE. The course will begin by studying the two arts centers in our own back yard—the NYUAD Arts Center and the NYUAD Art Gallery—and attend shows in both spaces. Several other art centers will also play a role—WareHouse 421 in Abu Dhabi, The Sharjah Art Foundation (which is biennial in Sharjah, and Alserkal Avenue in Dubai. Class discussions are complemented by attendance at performances, exhibits, and field trips. As a final project, seminar members will collaborate to propose a curatorial project that would involve at least two, if not more, of the sites we are studying.

CADD-UH 1024
What Is Music? (Formerly COREA-AD 34)
Offered fall
Crosslisted with Core: Art, Technology and Invention, Music
This course analyzes what we understand as "music." Drawing on music of different styles from all over the world, seminar members will explore what constitutes musical meaning, how it augments words and how music expresses feelings. Taking advantage of the multicultural nature of NYUAD, students will explore the cultural and universal mechanisms at play when we listen to and understand music. A lab portion of the class guides students through basic musical elements such as notation systems, scales, and simple compositional techniques.

CADD-UH 1025J
Re-Design
Offered January
Crosslisted with Core: Art, Technology and Invention; Design
What do we really learn by copying? Is any form of contemporary mannerism out there today in our use of visual information? Why did we wait half a century before having computers in other colors but beige? And when do changes happen then? Who is deciding the visual trends and fashions, and why do we seem oblivious of the presence of manufactured filters to the observation of nature itself? What are the difference between the "artists" of the past and the "brand consultants" of today? Did we rebel to the skill-based taxonomy of Art brought forward by Vasari five hundred years ago? This course will guide students through a re-elaboration of the many facets of Visual Design to understand those components that can be studied and appreciated for their artistic values. The reading of the small but seminal books by Bradbury Minari and Paul Rand will assist in discussing the emerging of the multidisciplinary mind as the fundamental asset of the contemporary designer, who is nowadays required to be "the intellectual artist who employs the tools of Science".

CADD-UH 1026
Human Value (Formerly COREA-AD 64)
Offered occasionally in summer
Crosslisted with Core: Art, Technology and Invention, Core: Cultural Exploration and Analysis
What is the definition of "human value" across a diversity of cultures, from earliest recorded history through today's contemporary "reality" phenomenon of the Kardashians. We will consider examples of human value in texts, films, biographies, visual arts, the internet, social networking, mass media and advertising. A practical component of the class will challenge students to explore concepts surrounding human value through a variety of artistic media. Students will learn the fundamentals of a variety of media, including photography and filmmaking, to produce both a photo Roman and a short digital film. No previous background or training is required.

CADD-UH 1027
Questioning and Writing the Self: Memoir and Anti-memoir (Formerly COREA-AD 65)
Offered spring
Crosslisted with Core: Art, Technology and Invention, Core: Cultural Exploration and Analysis, Core: Pathways of World Literature, Literature and Creative Writing
Is writing a life possible and what does it mean to try? What do we learn about notions of self and society, culture and change, as well as art and literature through the window of memoir? Many traditions celebrate the individual voice, singular stories, and remarkable people, yet there are examples of "life writing" that express despair, disillusion and anxiety around ideas of the individual as remarkable, distinct from the collective, and particularly entitled to tell their story. We will read texts across eras, cultures, ethnicities, and genders that raise questions about the self and the collective, writing and memory, and about writing the remarkable as well as the everyday.

CADD-UH 1028
Human Voice (Formerly COREA-AD 1)
Offered occasionally
Crosslisted with Core: Art, Technology and Invention
This course explores the complexity, strangeness, socio-historical resonance, and expressive power of the human voice, as well as a number of the factors that condition and delimit that power. We will read texts across eras, cultures, ethnicity, and gender that raise questions about the self and the collective, writing and memory, and about writing the remarkable as well as the everyday.

CADD-UH 1029
Inspiration, Art, and the Examined Life
Offered occasionally
Crosslisted with Core: Art, Technology and Invention
Has a book ever knocked you out? Has a story stuck with you for years? Has an image stopped you cold? Are you changed by these encounters? This course explores, examines, and activates the elusive and subjective motor for creative work. It begins with material that has directly impacted the professor's life and work as a theater artist. Later, students will share insights from their own experiences. The aim: to incite the imagination, cultivate it in our work, and explore the questions of how we decide what to do next. Can you engage your fears in pursuit of your goals? How do you flip your script to make progress? Departure points include artists, writers, thinkers, and theater makers such as Judith Malina, Allen Ginsberg, Art Spiegelman, Francis Bacon, Edmund White, Anne Carson, David Markson, Italo Calvino, Pedro Almodóvar, Jean Genet, Andy Goldsworthy, Banksy, CG Jung, Franz Fanon, Aimé Césaire, Patricia Peters, theoretical physicists, Black Lives Matter, and even occasional recipes. When it comes to inspiration, can a good meal change everything?

CCEA-UH 1008
Artists' Writing
Crosslisted with Core: Cultural Exploration and Analysis
Is writing a life possible and what does it mean to try? What do we learn about notions of self and society, culture and change, as well as art and literature through the window of memoir? Many traditions celebrate the individual voice, singular stories, and remarkable people, yet there are examples of "life writing" that express despair, disillusion and anxiety around ideas of the individual as remarkable, distinct from the collective, and particularly entitled to tell their story. We will read texts across eras, cultures, ethnicities, and genders that raise questions about the self and the collective, writing and memory, and about writing the remarkable as well as the everyday.

CCEA-UH 1000J
Politics of Code
Crosslisted with Interactive Media, Core: Art, Technology and Invention
CULTURAL EXPLORATION AND ANALYSIS
Cultural Exploration and Analysis courses pursue understanding and appreciation of diverse cultural forms and perspectives, and the ability to navigate differences to establish cross-cultural understanding. The Cultural Exploration and Analysis courses specified below are offered periodically, typically each year in the semester indicated.

CCEA-UH 1000J
Idea of the Portrait
(Formerly COREA-AD 2J)
Offered occasionally in January
Crosslisted with Core: Art, Technology and Invention
This course explores the ways in which the portrait has been used as a vehicle for artistic expression, for the construction of social identity, for the representation of social values, and as an artist's response to the limitations set by the subject, the medium, and the artist's own creativity.
This course examines the role of technologies in telling stories. It explores how objects become imbued with meaning and how they reflect philosophical ideas. In which ways do they relate to the individual and the idea of community? How do they reflect cultural situations? Reading texts from artists such as Lygia Clark, Yoshitomo Nara, and Agnes Martin, we will observe how linguistic form and intellectual structures interfere. Theoretical studies will be accompanied by a practical task: learning from artists' writings and experimenting with students' own approach to writing in relation to their fields of study.

This course focuses on questions of religious and cultural difference through the 1001 Nights tales in Europe animated the invention of the Nights tales in Europe as one of its key areas of interest and will include visits to galleries, private collections, and selected centers for traditional arts in the UAE.
less strictly beholden to Enlightenment reason. Cultural difference piqued the interest of the translators who brought the Nights to Europe and pioneered translations and adaptations 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, 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 these laws. Writers also show the effect of law on the fates, fortunes, and feelings of people. The course explores the power of literature to show us what the law is, what it should not be, and what it might be.

CCEA-UH 1012 Doubles and Masks
(Formerly COREP-AD 23)
Offered spring
Crosslisted with Core: Pathways of World Literature, Literature and Creative Writing
Theater among the more significant activities of human beings is that of giving shape to fears and desires through art. All cultures participate in this form of emotional exteriorization, including creating "doubles" and "masks" through myths, literature, and other media. Concentrating on doubles and masks in several different cultures, we will chart the change and impact of the archetypal masks and doubles found in European and British theatre; the obsessive concern with the grotesque (the monstrous mask) in French Romanticism and beyond; and metaphorical doubles, zombification, carnival figures, and ghostly doubles in Latin American, North American, and African cultural forms. We build a repertory of approaches to interpreting and avoiding 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 allow a writer to probe. Is the value of men measured by the value of their money, or are there other criteria for wealth? Is someone’s wealth possible without someone else’s poverty? How is human ambition rewarded or punished in the “pecuniary culture”? The course looks for answers to these and other questions in key works of literature, sociology, economics, and other fields, reading classical texts ranging from Sophocles’ Oedipus, Plato’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 Khalidun, Adam Smith, Thorstein Veblen, Max Weber, and Alfred Harshman.

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 construct rather than as self-evident and immutable, and examines the ways in which constructions of gender shift across time and place. Some of the questions we will consider include the following: how do “male” or “female,” “masculine” or “feminine,” and how do the meanings of such categories vary across historical periods and geographic locations? How do we understand gender and relation to other social differences such as race, class, sexuality, religion, nationality, and disability? How have ideologies of gender been central to colonial and nationalist projects from the nineteenth century to the present? How does gender shift in the context of diaspora, migration, and globalization? We approach these questions through a consideration of aesthetic practices and representational forms from many periods and cultures—literature, film, visual art—that suggest alternatives to a binary logic of gender and instead articulate different visions of gender justice.

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, or 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 ethics of violence, its articulation and retribution, as part of the rhetoric of patriarchy, and as necessary for colonial nationalism. Students will consider violence both as a theoretical problem as well as an aesthetic one as they consider the work of philosophers and theorists while also considering how literary texts drawn from a diverse geographic and historical corpus have attempted to “write” violence as a problem of artistic representation. Some of the texts we may consider include Euripides’ Medea, the epic Mahabharata, Dante’s Inferno, Dostoevsky’s Crime and Punishment, Sorel’s Reflections on Violence, Gandhi’s Hind Swaraj, Simone Weil’s Essay on Force, Franz Fanon’s The Wretched of the Earth, and the poetry of Faiz Ahmed Faiz and Dennis Brutus.

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 deriving their ideas literally from “out of this world”? This course explores notions of inspiration and imagination in the prophetic figure of the writer. Studying the Qur’an, Mahatma Gandhi, Nietzsche to Muhammad (PBUH), the figure of the prophet remains a symbol of authority, a chosen bearer of the Word as Truth. This course explores the writer/prophet figure from the Odyssey to the Bible 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 Morrison and others. Short historical, critical, and theoretical readings will serve to supplement and provide context for primary texts.
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 differences? 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. But 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 capabilities into any musical situation. In other words, the “body” in music, with all of its unique characteristics 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, of course, 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 Macha, 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
**Catastrophes**
(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 lenses. 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 modern-day mapping 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 explores the role of doubt throughout history and in various cultures. It explores the capacity of doubt to embolden 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, been 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 concepts. Through our readings and discussion students examine the role of doubt and conviction in their daily lives. Close readings of select essays, texts, fairy tales, fables, novels, plays, short stories, and films serve to map this exploration. Texts include Plato, Timaeus and Critias; Aesop’s Fables; Mahabarat; Ludwig Wittgenstein, On Certainty; Aihal Fujard, 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.
as “exotic.” We analyze the role of the diverse technologies in mediating between distant geographies, and making the unknown known. Moving across across various texts, arts, media, and institutions—museums, maps, photographs, films, TV programs, and digital spaces—the course explores ways of listening, and of being a listener, in human experience, with attention to the role of the ear in the constitution of subjects, communities, and societies of different times and places. Course readings on texts include debates about the role of travel in Western philosophy and media studies; the role of the “ethnographic ear” in cultural anthropology and ethnomusicology; theories and methodologies of “soundscape research” and “acoustemology”; and aurality as an aspect of culture, explored through case studies ranging from the development of sound reproduction technologies, to deaf culture, to the ethics of and technologies in mediating between distant geographies, and making the unknown known.

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We pay particular attention to the ways in whichзвучную науку и культуру, а также на подражание в искусстве. Мы анализируем роль разнообразных технологий в медиации между дистанцированными географиями и тем, что мы считаем неизвестным. Мигрируя через разные тексты, искусств, медиа, и институты—музеи, карты, фотографии, фильмы, телепрограммы, и цифровые пространства, курс рассмотрит способы слушания, и роли слушателя в человеческом опыте, с учетом роли уха в конституции субъектов, сообществ и социальных групп в разных эпохах и местах. Читатели текста включают дискуссии о роли путешествия в западной философии и медиа-исследованиях; роли “эпического уха” в культурной антропологии и этномusicологии; теорий и методологии “расслышивания пространства звучания” и “акустемологии” и ауральность как аспект культуры, исследованную через случаи, не включающие технологии в медиации между дистанцированными географиями и тем, что мы считаем неизвестным.

We pay particular attention to the ways in which we analyze the role of technology. Moving across various texts, arts, media, and institutions—museums, maps, photographs, films, TV programs, and digital spaces—the course explores ways of listening, and of being a listener, in human experience, with attention to the role of the ear in the constitution of subjects, communities, and societies of different times and places. Course readings on texts include debates about the role of travel in Western philosophy and media studies; the role of the “ethnographic ear” in cultural anthropology and ethnomusicology; theories and methodologies of “soundscape research” and “acoustemology”; and aurality as an aspect of culture, explored through case studies ranging from the development of sound reproduction technologies, to deaf culture, to the ethics of and technologies in mediating between distant geographies, and making the unknown known.

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in this Cultural Exploration and Analysis course, we will explore the ways that artists have wrestled with the question of “utopia” and, more particularly, the ways in which utopias always seem to fail short of their ideal. Even if 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 man and the individual. Drawing on written and cinematic texts from around the world, this course will consider whether any attempt at utopia is doomed, given the human proclivity for violence and our tendency to obscure 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 Hiyao Miyazaki, Chan Koonench, 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 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 what? What is the purpose of pilgrimage to reach a destination, or is the journey itself, wherever it leads, more important? When is pilgrimage an individual affair, and when are more communal aspects essential to the journey? We begin our journey in India with Ashvagoshā’s Life of the Buddha, and then follow a trail of religious cultural pilgrimage—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-Earth” adaptations of the journeys, including Mark Twain’s The Kingdom of the Blind, 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 1047 Utopias and Dystopias (formerly COREP-AD 51) 
Offered fall
Crosslisted with Core: Pathways of World Literature, Literature and Creative Writing
What makes a place utopian or dystopian in the perfect world, but what happens when definitions of “perfect” conflict with one another? In this Cultural Exploration and Analysis course, we will explore the ways that artists have wrestled with the question of “utopia” and, more particularly, the ways in which utopias always seem to fail short of their ideal. Even if 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 man and the individual. Drawing on written and cinematic texts from around the world, this course will consider whether any attempt at utopia is doomed, given the human proclivity for violence and our tendency to obscure 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 Hiyao Miyazaki, Chan Koonench, and Vladimir Sorokin, as well as such classics as Thomas More’s Utopia, Charlotte Perkins Gilman’s Herland, and Fritz Lang’s Metropolis.
investigating the global spread of Shakespeare’s most famous play, Hamlet, from 1603 to the present. The course concludes with a creative project inspired by Shakespeare’s lost play, Caidenio.

CCEA-UH 1056
Tragedy: Tragic Drama and Tragedy
(Formerly COREP-AD 15)
Offered occasionally
Crosslisted with Core: Pathways of World Literature, Literature and Creative Writing
Tragic drama originated in ancient Greece and it has been central to both the aesthetic and the philosophical traditions of the West. At the same time, many classic works of Western tragic drama have been adapted by cultures all over the world for their own ends. This course examines key works of Greek and Shakespearean tragedy, critical, historical, and philosophical reflections on these works, and versions of some of these works from non-Western cultures, especially in film.

CCEA-UH 1057
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? How do gender and sexuality define or liberate us? And, ultimately, does the artist have an obligation to address any of these issues in his/her work? As a guide to our explorations, we look at the ways in which monsters and the monstrous illuminate particular cultural moments and reflect on whether the monsters of two centuries ago shed light on our own cultural preoccupations.

CCEA-UH 1058
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 explore new literary narratives of the 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 can image and text complement, replace, 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 autobiogaphy or of photography and witnessing in social documentary? In what form are such dialogues present in films? We look at a variety of works from around the world which are entirely or almost entirely visual; works in which images and text are combined in creative partnership; and works which are about photographs but in which no images are actually reproduced.

CCEA-UH 1061
Memory
Offered fall
Crosslisted with Art and Art History, Core: Art, Technology, and Invention
What is it that makes us think it will be activated when the right moment comes, but our experiences may belie our thinking, such as when we forget a name just when we need it. A variety of disciplines and theories approach the phenomenon of memory: cognitive science, computer science, biology, psychology, sociology, media theory, theory of perception, philosophy, history, cultural history and art history, trauma theory, heritage studies. And we can observe a huge variety of attempts to preserve memories: monuments, memorials, museums, libraries, archives, rituals, writing, filming, and even in seemingly more ephemeral forms such as blog posts or status updates (nothing gets lost in the web)!. This course allows students to sample these various approaches without being restricted to any one of them as they explore fundamental questions about the relationship between memory and human identity: Is memory everything we can remember, or everything we can forget? How can we know memories from dreams or fantasies? Do we remember things as they really were or as they might have been? Do we want to discuss them and thus an impediment to creative thinking, or is it the prerequisite of creative activity?

CCEA-UH 1062
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 afflicted 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 reporting tends 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 long-term relationship between art and politics. Starting with a critical interrogation of the terms “crisis” and “creativity,” we will explore ways of productive 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, Jordan, UAE, Saudi Arabia, we will also build comparisons with films from Iran, Brazil, Mexico, Russia, Denmark, UK, USA, Spain, India and elsewhere.

CCEA-UH 1063
Nationalism and the Popular: European Romanticism and the Arab Renaissance
Offered occasionally
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 have a drive to (re)imagine 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 practices for political ends. Equally important is their use of new media forms—theatre, novels, and newspapers—in imagining an Arab Renaissance. We will take up an examination of the rise and fall of Arab Nationalism under Nasser, and how theatre film, and popular music participated in this trajectory. Authors examined will include: Johann Gottfried Herder, Friedrich Schiller, Victor Hugo, Alexander Dumas, Jurji Zaidan, Sati’ al-Husri, Farah Antun, and Antun Sadaah.

CCEA-UH 1064
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 simply exciting. 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, with a perespective on the unknown world—books of travel, conquest, adventure, exploration, mystery, and wonder. How do the authors represent the unknown and describe places they have never seen? What do
they attempt to “do” with the unknown, or to make the unknown do? We will engage with texts such as: Amaran, Indika; Tacitus, Germania; The Journey of Theophanes; Al-Biruni, Indica; Marco Polo, Description of the World; Ibn Battuta, The Journey; The Legend of Prester John; Alvise Cadamosto, Navigazioni; The Four Voyages of Christopher Columbus; Hakluyt, Divers Voyages; The Journals of Lewis and Clark.

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 indigenous culture, as well as port-of-entry for much of the country’s vast immigrant population. Using literature and the spaces of Sydney as its lens, this course examines Australian culture as a place of encounters, movements and crossings. The course begins with literary representations of indigenous histories, European invasion and settler colonialism, paired with walking tours of Sydney’s colonial architecture and indigenous art collections at the Australian Museum. We then work our way through literary reckonings of the “White Australia Policy” (dismantled in the late 1960s) and postwar waves of migration and settlement, to consider today’s fragile “multiculturalism” in an age of anti-refugee policies. Engaging with both literary and site-specific cultural texts, students will enhance their close reading, interpretative, and writing skills.

Students will also gain fluency in concepts such as indigeneity, settler colonialism, migration, and race.

CATH-UH 1012 Laughter
Crosslisted with Core Arts, Design and Technology, Core: Pathways of World Literature

CATH-UH 1026 Human Value
Crosslisted with Core: Art, Technology and Invention, Core: Arts Design and Technology

CATH-UH 1027 Questioning and Writing the Self:
Mémoire and Anti-mémoire
Crosslisted with Core: Art, Technology and Invention, Core: Arts Design and Technology, Core: Pathways of World Literature, Literature and Creative Writing

CSTS-UH 1026J Children and Childhood
Crosslisted with New Core: Structures of Thought and Society, Previous Core: Structures of Thought and Society

CSTS-UH 1029J Idea of the University
Crosslisted with New Core: Structures of Thought and Society, Previous Core: Structures of Thought and Society

LAW-UH 2118 Law in Literature
Crosslisted with Legal Studies

MUSIC-UH 1761 Opera: Mortal Encounters-Immortal Songs
Crosslisted with Core: Art, Technology and Invention, Music

THEAT-UH 1512 Representing the Real
Crosslisted with Theater

DATA AND DISCOVERY
Data and Discovery courses develop the ability to use experimental and quantitative methods to understand the world. Numerous Data and Discovery courses are offered every semester. The courses specified below are offered periodically, typically each year in the semester indicated.

CDDA-UH 1001Q Data
(Formerly COREAD-AD 3Q)
Offered occasionally
Crosslisted with Core: Experimental Discovery in the Natural World

CDDA-UH 1002Q Space
(Formerly COREAD-AD 4Q)
Offered fall
Crosslisted with Core: Experimental Discovery in the Natural World

What’s out there? For centuries, curious astronomers peered up into the night sky and saw stars, planets, and the occasional comet. Nowadays, astronomers have a suite of tools at their disposal to observe objects in space and help to answer the fundamental questions about the intricate workings of the Universe. From arrays of radio dishes spanning continents to gamma-ray detectors on satellites orbiting the Earth, astronomy is now truly a Multi-Wavelength science. This course is a journey of discovery, where students peer at objects such as quasars, stellar nurseries, galaxy clusters, supernovae, black holes, extrasolar planets, neutron stars, molecular clouds and gamma-ray bursts through various telescopes. Research and presentation will form a core part of the course, and experimental and quantitative methods will be brought to bear on our understanding of other worlds. How these results can be communicated to the scientific community and the public will be discussed, along with the relevance to society, including spin-off technologies. Data & Discovery Core courses develop the ability to use experimental and quantitative methods to understand the world—and in this course—other worlds!
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 geographic information systems (GIS) to examine the environmental and ecological implications of urban development in coastal areas. Using Sydney’s terrestrial, coastal, 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 100SEQ
Seven Wonders of the Invisible World
(Formerly COREX-AD 35EQ)
Offered fall
Crosslisted with Core: Experimental Discovery in the Natural World
“The year of 1657 I discovered very small living creatures in rain water.” This quote is attributed to Anton van Leeuwenhoek, a Dutch merchant whose skillful use of glass lenses allowed him to peer into a world of microorganisms that would otherwise be invisible to the naked eye. His careful observations gave way to microscopes in microscopy that have allowed scientists to observe detailed structures of plants, viruses invading cells, intricate crystal lattices, and the seemingly chaotic motion of small particles. In this course, microscopy is explored, first by examining the fundamental optical systems used to magnify objects, and eventually by using sophisticated microscopes to make observations. We explore seven wonders of the invisible world—natural animate and inanimate phenomena that include micro-animals, plant and animal cells, bacteria and viruses, fungi, proteins, and naturally occurring crystals.

CDAD-UH 100EQ
Observing the Universe
(Formerly COREX-AD 60EQ)
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 simple instruments. The early telescopes were also aids to the human eye. It wasn’t until photography was invented in the late 19th century that photography became an independent branch of the natural sciences. 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 early 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 what the Universe chooses to show us through electromagnetic or other types of radiation, since even our deepest space probes have only barely left the solar system. This course will entail several observations at night.

CDAD-UH 100JQ
Randomness
(Formerly COREX-AD 58J)
Offered occasionally
Crosslisted with New Core: Structures of Thought and Society, Previous Core: Structures of Thought and Analysis
Does randomness actually exist, or is it a human theoretical construction? How does our understanding of randomness condition our ability to make sense of the world? This course will explore the role of randomness in human experience and agency, probing how our understanding of chance affects how we produce meaning and knowledge. We will start by looking at how early cultures thought about and reacted to randomness and also consider later efforts to reify uncertainty with mathematics. Then, we will examine how scientists to our common sense understanding of randomness and build on those efforts using interactive simulations and course projects.

CDAD-UH 101EJ
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? Are they “made” in laboratories? Can they make whole organs and organisms? Can we clone people? What are the ethical concerns when using stem cells? These questions are key to 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 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 1014J
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 behavior as 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.
biography. In addition to reading, demonstrations, and discussion, students will have the opportunity to get their hands dirty with real research, designing and testing experiments on group processes in the classroom and the field. These activities will go beyond the typical classroom experience to help students to make connections to real world issues, like conformity, diversity, and intergroup conflict.

CDAD-UH 1015J Music and the Mind
(Formerly COREA-AD 68J)
Offered occasionally in 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 producing 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 to the automated production of playlists with specified qualities from their own or publicly available music collections.

CDAD-UH 1016JQ Where the City Meets the Sea: Studies in Coastal Urban Environments
(Formerly COREX-AD 16)
Offered in spring
Crosslisted with Core: Experimental Discovery in the Natural World
The Environment, Urbanization Over half of the human population lives within 100 km of a coast and coastlines contain more than two-thirds of the world's largest cities. As a result, the world's natural coastal environments have been substantially modified to suit human needs. This course uses the environments of coastal cities as laboratories to examine the environmental and ecological implications of urban development in coastal areas. Using data from multiple coastal cities, student teams use field-based studies and Geographic Information System (GIS) data to examine patterns and processes operating in coastal cities. This course uses the local terrestrial, marine, and built environments as a laboratory to address these issues, and team projects requiring field work form a core component of the learning experience. As part of the NYU GIS Network University initiative this course is being offered simultaneously in several NYU sites globally and students are collaborating extensively with students from each site campuses through the duration of this course.

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 human brain. 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 asymptotic 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 mathematical or statistical claims are omnipresent in daily life. How should we evaluate such evidence? Are they believable, or just “how music sounds” or a statistic constructed, and what do they mean? Importantly, what 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.

CDAD-UH 1013Q Language of Computers
Crosslisted with Core: Art, Technology and Invention, Core: Design, Technology and Core: Technology of Communication
Course: Experimental Discovery in the Natural World
CSQS-UH 1050Q Uncertainty in Science
Crosslisted with Core: Science, Society and History, New Core: Structures of Thought and Society

STRUCTURES OF THOUGHT AND SOCIETY

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

CSQS-UH 1001Q Quantum Theory and Relativity: The Impact of a Scientific Revolution
(Formerly COREI-AD 11D)
Offered fall
Crosslisted with Core: Science, Society and History
At the beginning of the 20th century, a scientific revolution staggered that was destined to change radically the way we think about the physical world. Einstein’s theory of relativity completely altered notions of time and space, laying the theoretical foundation for the use of nuclear power. At the same time, a new quantum theory was developed to describe the behavior of atoms and nuclei. It led to great technological advances, with much modern technology crucially exploiting quantum effects. But the revolutionary advent of relativity and quantum mechanics came with significant consequences: Physics became detached from the everyday experiences and the natural 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 to the automated production of playlists with specified qualities from their own or publicly available music collections.

CSQS-UH 1002J State and Fate of Earth
(Formerly COREI-AD 11J)
Offered occasionally in January
Crosslisted with Core: Science, Society and History, The Environment
What is the current state of Earth in terms of human well-being and human impact on the Earth’s natural systems? Issues such as energy consumption, CO2 emissions, climate change, food production, water, and species interactions are intricately tied together as a global system. The economic trend of this system can be used to project a world in 2050 in which the world’s lifestyle will be approximately equal to that of many developed nations today. Will this projected state of the world be possible, given the environmental issues above? Investigating this topic in Sydney gives us perspective from a developed multicultural, world famous biodiversity. Substantial portions of this inquiry-based seminar require students to compare environmental issues in Australia to those in multiple coastal cities, student teams use field-based studies and Geographic Information System (GIS) data to examine patterns and processes operating in coastal cities. This course uses the local terrestrial, marine, and built environments as a laboratory to address these issues, and team projects requiring field work form a core component of the learning experience. As part of the NYU GIS Network University initiative this course is being offered simultaneously in several NYU sites globally and students are collaborating extensively with students from each site campuses through the duration of this course.

CSQS-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 numbers are. But numbers are a product of the human mind, and understanding of them has changed over time and also been surprisingly controversial. Zero was discovered and accepted as a number only 500 years ago; it was considered a dangerous idea in some civilizations. The existence of infinity was fiercely debated by philosophers as well as mathematicians. Understanding numbers requires insights from the liberal arts of the ancient quadrivium (arithmetic, music, geometry, and astronomy) considered in their unity through their relationships with numbers. Pythagoras, Plato, Al-Kindi, Kepler, Turing, Mandelbrot and others have thought about concepts of measure, order, chaos, harmony, unity, diversity and universality. Reading these authors will help us understand why even today’s science has no definitive answer to the apparently simple question about its faithful servants: what is a number?

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

Thought and Society, 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
crosslisted with Core: Science, Society and History, offered occasionally

order and mystery; the fantastic number π, some of its properties, and messy and beautiful formulae to approach it; continued fractions, the sum of two-squares theorem; the five (or three) Platonic solids from prehistory to modern times; some amazing paradoxes raised by probabilities; and Poincaré’s finite-infinite universe. Through these and other examples we will consider how and why mathematics is a subversive intellectual activity, relying on passion, imagination, and beauty as much as on logic and rigorous argumentation.

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 philosophy deals with chance and randomness can be traced back to antiquity, probabilistic and statistical concepts appeared more recently in mathematics. The ambition of the theory of chance has been to deal rationally with this elusive notion. Starting with gambling strategies, the theory now applies to the core of almost all scientific and technical fields, including statistical and quantum mechanics, chaotic dynamics, phylogenetics, sociology, economics, risk management, and quality control. We will provide a broad introduction, organized as a journey in the history of ideas. We will investigate key concepts (including independence, expectation, confidence intervals, or tests), consider their applications to specific fields of science, and illustrate them by computer experiments. Readings include excerpts from

Laplace, Pascal, Hume, Laplace, Peirce, and Hacking.

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 sometimes controversial interpretations.

Theory of Everything

(Formerly COREI-AD 65)

Offered occasionally

crosslisted with Core: Science, Society and History, previous core: Structures of Thought and Society

These courts 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. What is infinity, and does it exist? The course will discuss the underpinnings of the main fields of science, and illustrate them by computer applications. We will investigate key concepts (including independence, expectation, confidence intervals, or tests), consider their applications to specific fields of science, and illustrate them by computer experiments. Readings include excerpts from

Laplace, Pascal, Hume, Laplace, Peirce, and Hacking.

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 today to answer fundamental questions: How did the Universe begin? Will the Universe end, and if so, how? What is our place in the Universe? Astronomy and Cosmology help us answer these questions. We will learn that our place in the Universe is not special: the Earth is not at 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.

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?
The question of God(s) pertains to the existence, identity, and individual privacy. How does the empirical verification characteristic of an increasingly pervasive scientific and technological worldview affect our belief in God(s)? Readings for the course are drawn from a variety of disciplines with a focus on primary sources and seminal works.

Crosslisted with Previous Core: Structures of Thought and Society

Revolutions and Social Change (Formerly CORES-AD 39) Offered occasionally Crosslisted with Previous Core: Structures of Thought and Society, Social Research and Public Policy Revolutions, i.e. the rapid, massive and often violent changes in the political and economic arrangements of society, mark the modern epoch starting with England in the 1640s, America in 1776, and France in 1789. Revolutions obviously continue today. But what are revolution's causes, typical course, and consequences? Why such passion and energy? A systematic comparison of different revolutions informed by both the classical and contemporary accounts of revolution might offer a few startling insights.

Crosslisted with Previous Core: Structures of Thought and Society

Corruption (Formerly CORES-AD 40) Offered occasionally Crosslisted with Previous Core: Structures of Thought and Society Political corruption exists everywhere, but which countries are most corrupt? Do highly corrupt countries have common characteristics? Is much corruption an inherent feature of political systems? The course will analyze the social, political, and economic conditions that facilitate and restrict corruption, including the role of public opinion and law enforcement. The course will also investigate changing boundaries over time in various regions to see how these changes explain both socioeconomic and political outcomes today. Students will be exposed to various interdisciplinary literatures and will learn to create their own digital maps using both archival and contemporary resources. They will also work with these novel data to present their own research ideas.

Crosslisted with Previous Core: Structures of Thought and Society

Internationalism (Formerly CORES-AD 63) Offered occasionally Crosslisted with Previous Core: Structures of Thought and Society Internationalism is a way of looking at the world that seeks both to describe and prescribe the degree and nature of interconnectedness among states and peoples. Since the 18th century, a variety of thinkers have used the language of internationalism to promote different visions about the development of trade, governance, and culture across borders. This course will analyze how these diverse intellectual traditions have contributed to internationalist thinking. Five major questions will structure the discussion: 1. What is the relationship of internationalism to national and imperial imaginations? 2. Should internationalism be utopian, revolutionary, or reformist? 3. How should equality and justice inform the construction of a multicultural world order? 4. What is the place of gender, race, and religion in the development of communities beyond nation-states? 5. Can internationalist projects accommodate differences in cultures, affects, and aesthetics? Readings will include texts by Immanuel Kant, José Martí, W.E.B. Du Bois, Okakura Kakuzo, Woodrow Wilson, Rabinandranath Tagore, George Orwell, Kwame Nkrumah, Nancy Fraser, and Chimamanda Ngozi Adichie.

Crosslisted with Previous Core: Structures of Thought and Society

Ideas of the Sacred (Formerly CORES-AD 36) Offered occasionally Crosslisted with Previous Core: Structures of Thought and Society The question of God(s) pertains to the existence, manifestations, and attributes of the sacred. Although conceptions about the sacred are inevitably shaped by history and culture, the fundamental question of God(s) has had an enduring presence throughout human experience. This course takes up this perennial human question from the perspective of the world's major religious traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoism. What similarities do these great traditions share, and how does their understanding of the sacred differ? Additionally, the course explores the relation of reason and faith. How does China think about privacy, identity, and personal information over the last 3000 years? Central questions include: What is the relationship between surveillance and governance? How does electronic surveillance change the ways in which we think about individual privacy? How do governments abide by them? In what ways can we balance a concern for individual freedom with the pursuit of security in a world characterized by unprecedented 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.
The Ghetto

On March 29, 1516, the city council of Venice forced Jews to live in a closed quarter, “il geto,” named the Ghetto.

Whose responsibility is it to educate, feed, and care for children? Is a child a “blank slate” or does it have an innate personality? How can we explain the fact that from Venice to Krakow to continents far beyond the modern era, Jewish children were ghettoized without losing sight of its benefits?

Children and Childhood

By 2030, sixty percent of the world’s population will live in cities. This transformation presents unprecedented challenges for planners, policy makers, businesses, educators, citizens, migrants, refugees, and the environment. This course explores the multifaceted challenges that confront cities and how they can rise and revitalize complement each other, especially in the light of current population movements. One of the course students will be better at analyzing refugees and migrants in order to deepen their practical experience of these difficult issues.

City in Crisis: Refuge and Resilience

This course begins with a discussion of trust, risk, and technology. Freud on the dynamics of childhood, parenting advice from Dr. Spock and children’s literature from Dr. Seuss. Explore the history, methodology, and ideology of childhood and consider children’s education and health in global perspective, with Shanghai field trips: schools; Children’s Palace; Art Museum; Propaganda Poster Art Center.

Nature of Inequality

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

Why Is It So Hard to Do Good?

This course will examine how better policy and systems can be developed to tackle cybercrime, cyberespionage, cyberwar, and cyberterrorism. No previous computer science or engineering knowledge required.
This course traces the development of important 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 often 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 or money, but it can also be an act of kindness or love. A gift is free but it can also come with the expectation that it will be matched by a return gift. Gift giving is therefore part of a complex structure of economic and social exchange. This course considers gift giving from the perspectives of anthropology, history, and the arts; it explores gift exchange through ethnography and 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 the body and the body has been perceived and experienced in contemporary 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.

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 have slavery exist 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 inevitably involves broader, more fundamental issues concerning freedom, personhood, social inclusion, and belittlement. And 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. Only if we understand the dynamics of slavery can 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 social, political, and cultural life and the role they play in shaping our ideas and actions. It examines how shifting ideologies beliefs have (or have not) consequences for a wide range of human phenomena, ranging from interpersonal interactions to elections and international conflict.

CSTS-UH 1042
Consumption and Material Culture
(Formerly CORES-AD 44)
Offered occasionally
Crosslisted with Previous Core: Structures of Thought and Society
What are the social, political, and economic forces that bring consumer goods into being, keep them going, and dispose of them inortality? The logistics of fashion, the link between goods and geography, production slavery also evident in the recent cultural-social schemas of Bruno Latour and Howard Becker. For a final project students will focus on a specific object that they research and analyze, based on readings, discussions and original research.

CSTS-UH 1043
Great Divergence
(Formerly CORES-AD 49)
Offered occasionally
Crosslisted with Previous Core: Structures of Thought and Society
In 1500 the economic, social, and political differences between Europe and Asia were small. By the twelfth century, the gaps were enormous. How can we explain this Great Divergence between Europe and Asia? The course will discuss the classical answers to this question given by Weber, Smith, Marx, and Malthus. Has modern research confirmed or contradicted their views? What were the roles of demography, politics, law, globalization, social structure, science, and technology will be discussed as well as the interconnections between them. The course aims to 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 1047
The Body
(Formerly CORES-AD 61)
Offered spring
Crosslisted with Previous Core: Structures of Thought and Society
The body seems to be an essential part of our sense of individuality. Nevertheless, our bodies and the ways we perceive them are also the result of social and collective forces. This course will study how the body has been perceived and experienced across different cultures and societies. It will explore multiple artistic, scientific, and literary representations of the body, as well as the body’s social, institutional, and political dimensions. It will seek to understand the role played by the body in the definition of the boundaries between human and non-human, in power relations and political regimes, and in the human quest for knowledge.
The need to trade goods and services within Aristotle and Kant, to the findings from psychology. Offered occasionally.

Crosslisted with Previous Core: Structures of Thought and Society

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, how even when solutions to problems are not theoretically possible, humans can still put limits on our uncertainty.

Crosslisted with Previous Core: Structures of Thought and Society

Most democracies in the world are multi-ethnic. But the jury is still out on the question of what ethnic diversity means for democratic stability and governance. This course combines materials from across the social sciences, including political science, political philosophy, economics, mathematics, anthropology and history, to address questions including the following: Does ethnic diversity—based on race, colour, nationality, language, tribe, caste, religion, sect and region—constitute an obstacle or an asset for successful democracy? What are the goals of individuals who mobilize politically on the basis of one or more of these identities? What are the principles that democratic systems should employ in responding to identity-based claims? And how should we evaluate public policies designed to respond to such claims, including affirmative action, or other programs designed for marginalized groups?

Crosslisted with Previous Core: Structures of Thought and Society

History and the Environment: The Middle East

What is “the environment” and how can we conceptualize its history? Many historians are concerned with questions of voice, agency, and power. How do we deal with these questions when writing about non-human actors like donkeys, cotton, and coral reefs? Does focusing on the roles of non-human actors obscure other human dynamics like class, race, gender, and sexuality? Further, the scholarly consensus on climate change and the varied responses to that consensus have motivated historians to contribute to the public discussion more actively. What is the relationship between understandings of environmental history and environmental activism? We will address these and other questions using the Middle East region as a case study, paying particular attention to how historians have approached these challenges in conversation with ecologists and other natural scientists.

Crosslisted with Previous Core: Structures of Thought and Society, Philosophy

Why do humans continue to build and flock to cities? What makes a city work? How do we measure qualities of urban life? This course sheds light on the complex process of urbanization. It begins with debates about the different trajectories of urbanization in light of economic and political dynamics. Why have some trajectories been more successful than others? What factors shaped a particular trajectory? What lessons can we learn from them? The focus will then shift to a myriad of contemporary cases from around the globe. 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.

Crosslisted with Previous Core: Structures of Thought and Society

How do we deal with these questions when writing about non-human actors like donkeys, cotton, and coral reefs? Does focusing on the roles of non-human actors obscure other human dynamics like class, race, gender, and sexuality? Further, the scholarly consensus on climate change and the varied responses to that consensus have motivated historians to contribute to the public discussion more actively. What is the relationship between understandings of environmental history and environmental activism? We will address these and other questions using the Middle East region as a case study, paying particular attention to how historians have approached these challenges in conversation with ecologists and other natural scientists.

Crosslisted with Previous Core: Structures of Thought and Society, Philosophy

History in the Environment: The Middle East

Offered fall

Crosslisted with Previous Core: Structures of Thought and Society

What is “the environment” and how can we conceptualize its history? Many historians are concerned with questions of voice, agency, and power. How do we deal with these questions when writing about non-human actors like donkeys, cotton, and coral reefs? Does focusing on the roles of non-human actors obscure other human dynamics like class, race, gender, and sexuality? Further, the scholarly consensus on climate change and the varied responses to that consensus have motivated historians to contribute to the public discussion more actively. What is the relationship between understandings of environmental history and environmental activism? We will address these and other questions using the Middle East region as a case study, paying particular attention to how historians have approached these challenges in conversation with ecologists and other natural scientists.

Crosslisted with Previous Core: Structures of Thought and Society, Philosophy
## 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 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 1010J**
Language of Computers
Crosslisted with Core: Arts, Design and Technology, Core: Data and Discovery, Core: Experimental Discovery in the Natural World

**CADT-UH 1011J**
Explorables
Crosslisted with Core: Arts, Design and Technology, Interactive Media

**CADT-UH 1016**
Utilitas, Venustas, Firmitas
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**
Inspiration, 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 Core: Art and Art History; Core: Arts, Design and Technology, Core: Cultural Exploration and Analysis

**CCEA-UH 1009J**
Art and Agency, “Bild in Berlin”
Crosslisted with Core: Art and Art History; 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 Core: Art and Art History; Core: Cultural Exploration and Analysis

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

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

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<th>Course Code</th>
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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 1009JQ  
Behavior  
Crosslisted with Core: Data and Discovery

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

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

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

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

CDAD-UH 1016JQ  
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

CDAD-UH 1010JQ  
Science and Political Life  
Crosslisted with Core: Data and Discovery

CDAD-UH 1011  
From Vision to Visual  
Crosslisted with Core: Arts, Design and Technology

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

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

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

PATHWAYS OF WORLD LITERATURE

CDAD-UH 1012J  
Laughter  
Crosslisted with Core: Arts, Design and Technology, Core: Cultural Exploration and Analysis

CDAD-UH 1027J  
Questioning and Writing the Self: Memoir and Anti-memoir  
Crosslisted with Core: Art, Technology and Invention, Core: Arts, Design and Technology, Core: Cultural Exploration and Analysis, Literature and Creative Writing

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

CSTS-UH 1010J  
Imagined Cities  
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1014
Money and the Good Life
Crosslisted with Core:
Cultural Exploration and Analysis, Literature and Creative Writing

CCEA-UH 1015
Gender and Representation
Crosslisted with Core:
Cultural Exploration and Analysis

CCEA-UH 1016
Crime
Crosslisted with Core:
Cultural Exploration and Analysis

CCEA-UH 1017
On Violence
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, Literature and Creative Writing

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

STRAU-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 1023J
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
Idea 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 contradictions. Art is reflective and provocative, contradictory and creative, and can inform, limit, or inspire the way we see the world. How do different writers perceive the universality of Islam? What are the political, ethical, or other stakes of arguments about Islam’s universality? Readings connect theoretical approaches to individual case studies in milieus as diverse as sharia courts in Ottoman Turkey, fatwa councils in contemporary Egypt, and divorce proceedings in Iran. Through creative and critical writing assignments, students will explore the contexts, motives, and forms of evidence brought to bear by authors who contribute to ongoing debates about the ways we understand Islam today.

What does it mean to be an “outsider”? Artists, filmmakers, journalists and activists have described and adopted this position for a range of purposes. This FYWS sets out to discover why outsiders are both essential and potentially dangerous. The figure of the “outsider” is often clueless—or in over his head—or ignorant. But ignorance can be liberating, fostering open-mindedness and a chance to weave complexity back into dead narratives. Crucially, analyzing the role of the outsider across a range of texts and cultures will help us question the act of belonging. Biss’s Notes from No Man’s Land will aid in our investigation, as will essays by Binyavanga Wainaina and Suketu Mehta. In order to understand outsiders with adopted countries the course will consider Katherine Boo’s book about Mumbai’s destitute, Behind the Beautiful Forevers. Documentaries by Mads Brugger and Joshua Oppenheimer help explore how “the outsider” is sometimes seen as a master manipulator and exploiter. Such readings lead us to ask: who exploits whom?

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 we make of it, from diary entries, to sound files, to selfies, to recordings? This FYWS will consider 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.
WRIT-UH 1108
FYWS: Writers on Writing
(Formerly WRIT-AD 148)
Offered occasionally
Why do people write? How do different cultures understand writing? How is writing valued and assessed? How do we learn to write? What happens when we consider the process of writing a complex affective and neurological process? 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 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.

WRIT-UH 1111
FYWS: “Cowboys & Indians”: Mythologies of American Identity
(Formerly WRIT-D 151)
Offered occasionally
Art and literature depicting the American frontier and its complex indigenous cultures reflect a wide array of ideologies. This Writing Seminar invites students into a close and careful examination of the written, oral and visual representations of the American West in order to analyze and explore the mythologies that contribute to a national identity. These representations are often set against a backdrop of unimaginable physical beauty and natural wonder; yet in them we also find unprecedented violence and racism. The social, political, and philosophical movements influencing Europe (among them colonialism, romanticism, capitalism, existentialism, and racism) followed the “pioneers” across the plains. This FYWS will explore and analyze these tensions that seem to define the “American character”: the tribal versus the individual; “progress” and the disregard for the natural world; tolerance and the intolerable; nostalgia for a vanishing landscape in the wake of unbridled development; law and order and frontier justice. Can these topics explain why mythic tales about the promise of America continue to fascinate and frustrate?

WRIT-UH 1113
FYWS: Saving Strangers: Debates about Humanitarian Intervention
(Formerly WRIT-AD 153)
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 individuals 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
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. They also participate, often unknowingly, 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 criticism—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, art 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 the choreography of resource distribution, the sculpting of infrastructure, the architecture of refugee camps, the staging of post-conflict justice and reconciliation, or the orchestration of political participation and debate. The ways in which humanitarian projects mobilize the senses are fundamental to their reception, implementation, and impact. While policy makers commonly define development and humanitarianism through rhetoric that vacillates between morality and pragmatism, it is often the aesthetics of such interventions that determine which problems are visible or invisible, which people are audible or inaudible, and which acts are sensible or senseless.
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.

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

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

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

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

REQUIREMENTS FOR THE MINOR IN ART PRACTICE
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
**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**
- **Core**
- **Colloquium**

### YEAR 2

#### Fall Semester
- **Art Practice Elective**
- **Art Practice Elective**
- **General Elective**
- **Colloquium**
  - January Term

#### Spring Semester
- **Foundations 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**
- **General Elective**

### YEAR 4

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

#### Spring Semester
- **Capstone Project**
- **General Elective**
- **General Elective**
- **Core**
ART AND ART HISTORY COURSES

REQUIRED COURSES

ARTH-UH 1010 Foundations of Art History I
(Formerly VISAR-AD 102)
Offered fall, spring
This course offers detailed engagements with key works of art—masterpieces to material culture across a range of media from different times and places—to develop the critical apparatus of visual analysis. They introduce the methods and fundamental concepts of art history by taking one work of art and constructing around it a web of diverse objects and practices that allow us to grapple with the meanings of art and its histories within global and trans-historical perspectives. Among the questions we ask throughout the course are: What is art? What is art history? What are the institutions that shape the practice and dissemination of art? How is art affected by histories of cultural exchange? What is the nature of tradition? The course will be conducted through both lecture and discussion. Evaluation will be through written assignments, PowerPoint presentations, and active class participation. No previous knowledge of art history is required.

ARTH-UH 1011 Foundations of Art History II
(Formerly VISAR-AD 104)
Offered spring
These courses offer detailed engagements with key works of art—masterpieces to material culture across a range of media from different times and places—to develop the critical apparatus of visual analysis. They introduce the methods and fundamental concepts of art history by taking one work of art and constructing around it a web of diverse objects and practices that allow us to grapple with the meanings of art and its histories within global and trans-historical perspectives. Among the questions we ask throughout the course are: What is art? What is art history? What are the institutions that shape the practice and dissemination of art? How is art affected by histories of cultural exchange? What is the nature of tradition? The course will be conducted through both lecture and discussion. Evaluation will be through written assignments, PowerPoint presentations, and active class participation. No previous knowledge of art history is required.

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.

VISAR-UH 1011 Foundations of 2D
(Formerly VISAR-AD 122)
Offered fall
This course introduces students to 2D media (e.g., painting, drawing, printmaking, calligraphy), materials and design. Areas of study include plane, figure/ground relationships, scale and proportional transformation, patterning, composition, value, color, and method for conveying time, and spatial illusion. Using a wide variety of traditional and nontraditional materials and methods, the course emphasizes content issues and the historical and cultural context in which works of art are produced.

VISAR-UH 1012 Foundations of 3D
(Formerly VISAR-AD 123)
Offered fall, spring
This course explores the medium of sculpture and other 3D forms through the principles of three-dimensional design and the concepts that drive developments in contemporary art. Projects may include mold making, ceramics, and the use of wood working tools, as well as the use of sculpture as costume, performance, environment, or kinetic form. Students use a variety of materials from wood and cardboard to metal, plaster, paper, cloth and found objects to explore their understanding of form and space.

VISAR-UH 1013 Foundations of 4D
(Formerly VISAR-AD 124)
Offered fall
Crosslisted with Interactive Media
This course offers an intensive exploration of analog and digital media. Students are introduced to aesthetic, conceptual, and historical aspects of contemporary art by interfacing with a variety of imaging, audio, and communication apparatuses. Students work in photography, video, digital art, performance, gaming, sound, and emerging practices.

ART HISTORY ELECTIVES

ARTH-UH 1110X Introduction to Visual Culture
(Formerly VISAR-AD 10X)
Offered occasionally
Crosslisted with Arab Crossroads Studies
Viseral Culture Studies branches away from traditional Art History towards new subjects and methodologies. The primary area of interest is not works of art but rather other forms of visuality, such as advertising, fashion, comics and graphic novels, television, the internet, graffiti and tattooing, as well as the visual formulations of cultural, racial, and gender difference. Today, the study of Visual Culture is the focus of a vast body of scholarly investigation and continues to raise new questions in the wake of technological advances and a demand for visual satisfaction. This class offers an introduction to visual analysis in a world increasingly dominated by the graphic transmission of information, knowledge, and aesthetic experience.

ARTH-UH 1111 Contemporary Global Art
(Formerly VISAR-AD 119)
Offered occasionally
This course offers an intensive exploration of contemporary art from the late 1960s to the present. The course 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.

ARTH-UH 1113 Modern Art and Modernism
(Formerly VISAR-AD 174)
Offered occasionally
The term modernism encompasses the activities and creations of those who have felt since the late nineteenth century that traditional forms of art, architecture, literature, religious habit, social organization and ways of living are inadequate to the realities of an industrialized world. Such activities and creations have sought to inaugurate an understanding of the world that would ultimately lead to a new cultural, economic, social, and political environment. This movement has involved experimentation and the creation of an awareness of possibilities never thought of before as well as a constant change and competition, especially in the arts. The course will provide an art historical survey for the late nineteenth century to the late 1960s. It will focus primarily on Europe and the United States and will explore art movements, ideas and exemplary individual artworks, but also on the dynamics of the art historical development on the whole.

ARTH-UH 2110 Topics in East Asian Art
(Formerly VISAR-AD 156)
Offered occasionally
These courses focus on topics that are central to the study of the art and culture of China, Korea, and/or Japan. These courses investigate the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. These courses may also offer comparative perspectives that forge links to other areas of the curriculum.

ARTH-UH 2111 Topics in Southeast Asian Art
(Formerly VISAR-AD 157)
Offered occasionally
This course focuses on topics that are central to the study of the art and culture of such countries as Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, or Vietnam. The course investigates the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. The course may also offer comparative perspectives that forge links to other areas of the curriculum.

ARTH-UH 2112 Topics in South Asian Art
(Formerly VISAR-AD 158)
Offered occasionally
This course focuses on topics that are central to the study of the art and culture primarily of India, Pakistan, Bangladesh, and/or Sri Lanka. Traditions from other parts of the region (Afghanistan, Bhutan, Maldives, and Nepal) may also be...
considered. The course investigates the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of art traditions. The course may also offer comparative perspectives that forge links to other areas of the curriculum.

**ARTH-UH 2113**
**Epic Architecture**
(Formerly VISAR-AD 16D)
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, Freer Gallery, 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 16I)
Offered occasionally
Crosslisted with Urbanization
This course focuses on topics that are central to the study of architecture and its relation to the urban environment. Students investigate architecture in its urban setting from the different perspectives of architectural history, engineering, and urban planning, taking into account technological and environmental factors, as well as construction and transportation systems.

**ARTH-UH 2115J**
**Gardens of Eden in the History of Art**
(Formerly VISAR-AD 16J)
Offered occasionally
Crosslisted with Urbanization
The garden is one of the oldest modes of human intervention in the environment. This course explores the garden as a major art form by focusing on pictorial and spatial representations of the Garden of Eden. The Edenic Paradise of Genesis and the 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 has been instrumental in shaping religious conceptions of art. The history of Eden in the art of the Peoples of the Book is closely entwined with that of garden design, and this seminar examines both. Students will study gardens in artistic traditions, early Christian monasteries, Syrian and Andalusian courtyards, Renaissance altarpieces, Enlightenment cities, Persian court miniatures, Mughal tomb complexes, and early American towns. To analyze these works, the course introduces fundamental methods of art history as an academic discipline. The seminar includes fieldwork and writing exercises, the design and presentation of an individual exhibition project in Abu Dhabi.

**ARTH-UH 2117**
**Contemporary Photography from the Middle East, South Asia, and the Far East**
(Formerly VISAR-AD 170)
Offered occasionally
Crosslisted with Arab Crossroads Studies
This course will introduce students to a wide range of contemporary photographic practices in the Middle East, South Asia, and the Far East. Through slide lectures, readings, museum visits and presentations by local artists, students will explore the issues that artists, photographers, collectively make in response to the region and its history. The course will cover a range of genres, including Landscape, Performance, Portraiture, and Documentary.

**ARTH-UH 2118X**
**Contemporary Art and Politics in the Arab World**
(Formerly VISAR-AD 171X)
Offered occasionally
Crosslisted with Arab Crossroads Studies
This course focuses on topics that are central to the study of architecture and its relation to the urban environment. Students investigate architecture in its urban setting from the different perspectives of architectural history, engineering, and urban planning, taking into account technological and environmental factors, as well as construction and transportation systems.

**ARTH-UH 2120**
**Curatorial Practice**
(Formerly VISAR-AD 178)
Offered occasionally
Crosslisted with Museum and Cultural Heritage Studies
The course offers an introduction to the theoretical and practical knowledge on the curatorial process, that helps to understand the development of curatorial strategies that re-examine the role of the curator and the art institution. Using case studies, the course will look at current models in curatorial practice and the relationship of the curator with artists, the art 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 frontstage and backstage. The course includes fieldwork and writing exercises, to designing the exhibition, and its educational program.

**ARTH-UH 2121J**
**Museums in a Global Context**
(Formerly MUSST-AD 215J)
Offered occasionally
Crosslisted 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 national, colonial expansion, and examine how both economic and cultural values have evolved and influenced the development of the modern museum. The course will examine how global museology has interacted with local museology, and how museums have been shaped by global forces and local practices.

**ARTH-UH 2123**
**Museums, Art and Society**
Offered occasionally
Crosslisted with Museum and Cultural Heritage Studies
This course will introduce students to a wide range of contemporary photographic practices in the Middle East, South Asia, and China. To analyze these works, the course introduces fundamental methods of art history as an academic discipline. The seminar includes fieldwork and writing exercises, the design and presentation of an individual exhibition project in Abu Dhabi.

**MUSST-UH 2001JX**
**Introduction to Museum Studies**
Crosslisted with Museum and Cultural Heritage Studies
This course will introduce students to a wide range of contemporary photographic practices in the Middle East, South Asia, and China. To analyze these works, the course introduces fundamental methods of art history as an academic discipline. The seminar includes fieldwork and writing exercises, the design and presentation of an individual exhibition project in Abu Dhabi.

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

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

**MUSST-UH 1001**
**World Heritage Sites & Universal Collections**
Crosslisted with Arab Crossroads Studies, Museum and Cultural Heritage Studies

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

**MUSST-UH 1003**
**Collecting**
Crosslisted with Core: Art, Technology and Invention, Core: Cultural Exploration and Analysis

**MUSST-UH 1007**
**Art History**
Crosslisted with Core: Art, Technology and Invention, Core: Cultural Exploration and Analysis

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

**MUSST-UH 1020J**
**Art and Agency, ‘Bild in Berlin’**
Crosslisted with Core: Art, Technology and Invention, Core: Cultural Exploration and Analysis

**MUSST-UH 1039**
**Iconoclasm**
Crosslisted with Core: Art, Technology and Invention, Core: Cultural Exploration and Analysis

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

**MUSST-UH 1061**
**Memory**
Crosslisted with Core: Art, Technology and Invention, Core: Cultural Exploration and Analysis

**LITCW-UH 3501**
**Advanced Creative Writing: Documentary Forms**
Prerequisite: LITCW-AD 110 or Instructor Consent
Crosslisted with Creative Writing

**MUST-UH 1001**
**Introduction to Museum Studies**
Crosslisted with Museum and Cultural Heritage Studies

**MUST-UH 1002**
**World Heritage Sites & Universal Collections**
Crosslisted with Arab Crossroads Studies, Museum and Cultural Heritage Studies

**MUST-UH 2001JX**
**Sharing Heritage of the Arabian Trade Routes**
Crosslisted with Arab Crossroads Studies, Museum and Cultural Heritage Studies
**PRE-1800 EUROPEAN OR NORTH AMERICAN ART ELECTIVES**

**ARTH-UI 2610**  
Global Renaissance  
(Formerly VISAR-AD 167)  
Offered occasionally  
Prerequisite: ARTH-UI 1010 (VISAR-AD 102) or ARTH-UI 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 research and writing a major research paper, step by step, in preparation for a capstone thesis in the humanities.

**ARTH-UI 2611**  
Sensory Baroque  
(Formerly VISAR-AD 173)  
Offered occasionally  
Prerequisite: ARTH-UI 1010 (VISAR-AD 102) or ARTH-UI 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 sensory terms. 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 research and writing a major research paper, step by step, in preparation for a capstone thesis in the humanities.

**ART-UI 180X**  
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-UI 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 investigate 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 witness 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-UI 1120**  
Silk Roads Past and Present  
Crosslisted with The Ancient World, Arab Crossroads Studies, History  

**ART PRACTICE ELECTIVES**

**VISAR-UI 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 combine design concepts 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 Mansi, and at the National Theater Art Workshop, Abu Dhabi.

**VISAR-UI 1111**  
Graphic Design Studio  
(Formerly VISAR-AD 121)  
Offered occasionally  
Crosslisted with Design  
This immersive studio course in graphic design combines practice and reflection with 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-UI 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. Lectures and readings address Western graphic design history and visual communication in the 20th and 21st century, and contemporary Arabic graphic design. Students are exposed to the multiple facets of visual communication and understand its importance in cross-cultural contexts. The theoretical component of the class will focus on the role of the graphic designer today, in his/her constantly shifting role as artist/problem solver/skilled executant, with readings from Munari, Shaughnessy, Spielermann. Students will receive first-hand experience grappling with the practical issues faced by design professionals worldwide. Exercises in visual communication, creative methodologies, cross-cultural design, and branding will allow them to develop creative and collaborative design skills for problem solving.

**VISAR-UI 1113**  
Designing Abu Dhabi  
(Formerly VISAR-AD 163J)  
Offered occasionally  
This course guides students through the many facets of graphic design and visual communication, with a special focus on the cross-cultural visual environment of Abu Dhabi and the United Arab Emirates. Students explore multiple aspects of visual design from aesthetics to user interfaces and usability, with special consideration of visual design in Abu Dhabi. They also develop graphic designs that respond to the Abu Dhabi environment. Practical exercises that emphasize visual communication skills are central to the class. Students become familiar with the design procedures at the core of successful visual identity systems, thus developing their skills in research methodologies, data gathering, analysis, decision making, brainstorming and creative solutions, team work and monitoring. Above all, the practical aspects of the course allow NYUAD students to contribute to the emerging Abu Dhabi design style.

**VISAR-UI 1114**  
Yes Logo  
(Formerly VISAR-AD 177)  
Offered fall  
Crosslisted with Design  
This immersive studio course in graphic design combines practice and reflection through a project-based approach to branding. Logos are graphic marks or emblems used by commercial enterprises, organizations and individuals to aid and promote instant public recognition. How are Logos doing today? How do designers cope with new emerging standards? How do we deal with a brand when a Favicon or screen button becomes more important than header paper? We will see how some of the most successful logos only seem to be set in stone, while in reality they constantly mutate and adapt. We also examine how and why certain logos in the last two decades have become metaphors for the worst outcomes of corporate cultures and the targets of anti-globalization activists everywhere. We investigate how and why in our Age of Brands, logos ended in the spotlight for reasons opposite to the ones they were created for. Particular emphasis will be placed on the challenges posed by contemporary designers when handling assignments outside their own cultural backgrounds: do we have what it takes to make a logo function at its best in Abu Dhabi, New York or Shanghai?
VISAR-UH 2110  Photography as Art and Practice  
(Formerly VISAR-AD 113)  
Offered occasionally

Crosslisted with Media, Culture and Communication  
In this course students learn the history, criticism, and variety of historical approaches to photograph while developing their own skills in the photographic media. The course begins with the origins of the medium in France, England, and the United States in the 1830s, and proceeds to a broader look at photography throughout the world. Photography is considered as art, medium of communication, formulator of political and propagandist, advertising tool, and an aspect of popular culture. Students produce a portfolio of their photographs.

VISAR-UH 2111  Projects in Painting: Painting by Seeing  
(Formerly VISAR-AD 117)  
Offered fall even years

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

VISAR-UH 2112  Interventions: Three-Dimensional Thinking  
(Formerly VISAR-AD 126)  
Offered occasionally

We will study the new NYUAD campus and use this public or semipublic space as a site to develop temporary sculptural interventions. We will begin by coming to terms with conceptualizations of sculpture since the 1960s that have led to the 21st century, many more high profile exhibitions of Sound Art were mounted with varying curatorial approaches serving to further broaden the use of the term. We will examine the use of the term carefully and from our own concerns about utility, while exploring the use of sound to unlock sculptural, architectural, material, and conceptual potentials. There are no prerequisites for this course.

VISAR-UH 2118  To Make, To Show, To Tell—Presentation Matters  
(Formerly VISAR-AD 206)  
Offered occasionally

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

VISAR-UH 2190  Directed Study  
(Formerly VISAR-AD 298)  
Offered by application

Closely supervised individual research on a topic, the student will work with an individual faculty member, resulting in a substantial paper.

CADC-UH 1006J  Nomads  
Crosslisted with Core: Arts, Design and Technology, Core: Art, Technology and Invention, Design

CADC-UH 1007  Wood  
Crosslisted with Core: Arts, Design and Technology, Core: Art, Technology and Invention

CADC-UH 1020  Wayfinding  
Crosslisted with Core: Arts, Design and Technology, Core: Art, Technology and Invention

CADC-UH 1022  Vision  
Crosslisted with Core: Arts, Design and Technology, Core: Art, Technology and Invention

FILMM-UH 1010  Sound, Image, and Story  
Crosslisted with Film and New Media
IM-UH 1010
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.

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 the senior year and will be expected to produce a body of art works and a 10-page paper based on their capstone research topic. Weekly meetings will consist of studio sessions, group critiques and one-on-one studio visits. The capstone experience will culminate in the spring with a public exhibition and a defense before a faculty panel.

VISAR-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 or.

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

12 courses, distributed as follows:

- **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
- **4 Electives:** from within the Film and New Media major
- **1 Elective:** introductory-level Arts Studies course from another Art major (e.g., Art History, Interactive Media, Music, Theater, or Visual Arts)
- **2 Capstone Seminar (taken in Senior fall) and Capstone Project**

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

12.5 courses, distributed as follows:

- **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
- **3 Electives:** from within the Film and New Media major
- **1 Elective:** introductory-level Arts Practice course in another Arts major (i.e., Interactive Media, Music, Theater, or Visual Arts)
- **2 Capstone Seminar (taken in Junior spring) and Capstone Project**

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

4 courses:

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

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FILM AND NEW MEDIA STUDIES

**SAMPLE SCHEDULE**

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

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### Year 1

**Fall Semester**
- **Concepts of Film & New Media**
- **Sound, Image, & Story**
- **Core**
- **First-Year Writing Seminar**

**Spring Semester**
- **Understanding MENASA Film & New Media**
- **General Elective**
- **Core**
- **Colloquium**

**January Term**
- **General Elective**

### Year 2

**Fall Semester**
- **Intermediate Filmmaking**
- **Forms of Writing for Film & New Media**
- **General Elective**
- **Core**

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

### Year 3

**Fall Semester**
- **Film & New Media Elective**
- **General Elective**
- **General Elective**
- **Core**

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

### Year 4

**Fall Semester**
- **Advanced Filmmaking**
- **General Elective**
- **General Elective**
- **General Elective**

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

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### 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 (still 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 103)
  Offered fall, spring
  Crosslisted with Media, Culture and Communication
  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 1012 Forms of Writing for the Screen**
  (Formerly FILMM-AD 105)
  Offered fall
  Crosslisted with Literature and Creative Writing
  Whether narrative or non-narrative, the visceral, emotional, and intellectual power of film and new media depends on understanding the sounds and images within the context of conventions and expectations. This course analyzes and puts into practice principles of different forms of dramatic and dynamic writing: narrative and documentary films as well as various non-dramatic forms, including music videos, corporate and experimental films. No single style or genre is prescribed. Writing assignments include both critical analyses and creative exercises.

### Additional Required Courses for Film and New Media Studies Track

- **FILMM-UH 1110 Theories and Methodologies of Film and New Media**
  (Formerly FILMM-AD 232)
  Offered fall even years
  Crosslisted with 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 an overview of the historical development of film and new media 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 1130 Advanced Filmmaking**
  (Formerly FILMM-AD 102)
  Offered fall, spring
  Crosslisted with Literature and Creative Writing
  Filmmaking is collaboration between highly specialized crafts. Students will learn how to

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

**FILMM-UH 2510 Intermediate Filmmaking** (Formerly FILMM-AD 201)
Offered fall
Prerequisite: FILMM-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 projects. Students will gain knowledge of new photographic techniques, moving the camera dynamically, and the ways in which the craft of editing and sound design can be used to support story.

**FILMM-UH 4510 Advanced Filmmaking** (Formerly FILMM-AD 301)
Offered fall
Prerequisite: FILMM-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 students with the practice in communicating and managing a set effectively. Through exploring and applying 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 crew by creating and participating in all productions.

**FILM AND NEW MEDIA STUDIES ELECTIVES**

**FILMM-UH 1110 Cinema and New Media**
(Formerly FILMM-AD 149)
Offered occasionally
Crosslisted 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 “pigeon farming”? What can be learned about CGI (computer generated images) in relation to special effects achieved “in camera” or the optical printer? Students analyze an array of new media objects from around the world, as well as produce/construct and distribute their own.

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

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 parameters of cinematic experience (national/transnational, global/local) and film historical issues (art cinema, feminism, Third Cinema, auteurism…). 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 societal, political and cultural issues. Themes may include (but are not limited to) violence, sexualities, family, politics, identity, race, gender, ethics, etc. Concepts, methods and theories of cinema will be developed side-by-side with cultural and interpretive studies of politics and infrastructures of power, visual and cultural contexts, materialities of representation, and social movements and attitudes, and conceptualizing and designing exhibitions.

**FILMM-UH 1116 Episodic Media**
(Formerly FILMM-AD 152)
Offered occasionally

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-imaged the methods, theories and ideas of the dominant culture. An eclectic and multi-cultural selection of feature length films, shorts, exhibitions, books, and iconic images will be screened and studied. During the semester students will submit written responses and critiques to the work presented. Weekly exercises will help develop the students’ critical reading, thinking, and writing skills. Students will look to their own cultural milieu to make a final image project in conjunction with a written essay, and create oral/visual presentations. Field trips outside of class are mandatory.

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

Crosslisted with Museum Studies
Critical to the making and studies of film and new media are sensitivities to how audiences, spectators and publics are developed and effectively engaged. This course introduces students to contexts of visual literacies, concepts, methods and technologies of designing and mounting exhibitions for varieties of locations ranging from cinema halls to art fairs, museums, 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, visual and cultural contexts, materialities of representation, and social movements and attitudes, and conceptualizing and designing exhibitions.

**FILMM-UH 1115 Introduction to Film and New Media Curating**
(Formerly FILMM-AD 156)
Offered occasionally

Crosslisted with Museum Studies

Critical to the making and studies of film and new media are sensitivities to how audiences, spectators and publics are developed and effectively engaged. This course introduces students to contexts of visual literacies, concepts, methods and technologies of designing and mounting exhibitions for varieties of locations ranging from cinema halls to art fairs, museums, 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, visual and cultural contexts, materialities of representation, and social movements and attitudes, and conceptualizing and designing exhibitions.

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

This course investigates the relationship of cinema and war from the early 20th century to the present. From the Libyan War of 1911-1912 onwards, film has been integral to shaping public consciousness of military events as they unfold and public memory of wars after the guns have fallen silent. The course looks at feature films and non-fiction, with government and clandestine short films shown as well as commercial entertainment films and independent documentaries. Topics to be addressed include how war’s many 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: films of the Cold War, civil wars (Spain, Lebanon), anti-colonial wars, the fall of Communism, the war in Iraq, Vietnam, the Israeli occupation of Palestinian territory; and the Egyptian revolution.

**FILMM-UH 1119 Docu-Fiction**
(Formerly FILMM-AD 233)
Offered spring

Fact may or may not be stranger than fiction, but increasingly both exist and co-exist inside the narrative. This course explores how documentary and fiction are combined throughout history and in different cultures. The course will include an examination of the way material and ideas are chosen and presented in non-fiction films. This course is about learning how to make films that are both factual and imagined, and using both fiction and non-fiction to create a finished work.

**FILMM-UH 1120 Cinema and New Media Studies**

Critical to the making and studies of film and new media are sensitivities to how audiences, spectators and publics are developed and effectively engaged. This course introduces students to contexts of visual literacies, concepts, methods and technologies of designing and mounting exhibitions for varieties of locations ranging from cinema halls to art fairs, museums, 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, visual and cultural contexts, materialities of representation, and social movements and attitudes, and conceptualizing and designing exhibitions.
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 confidence in 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 the student’s work to the broader discussion of the films made by filmmakers identified as ‘guerrilla’ filmmakers, and how filmmakers have combined 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.

Directed Study

(Formerly FILMM-AD 198)

Offered by application

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

FILMM-UH 3910

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 confidence in 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 the student’s work to the broader discussion of the films made by filmmakers identified as ‘guerrilla’ filmmakers, and how filmmakers have combined 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.
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**FILMM-UH 4510**

**Advanced Filmmaking**

(Formerly FILMM-AD 301)

Offered fall

Prerequisite: FILMM-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 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.

**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 course (“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:

- 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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**SAMPLE SCHEDULE**

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

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HISTORY COURSES

REGIONAL PERSPECTIVES ON WORLD HISTORY

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 political complexity and social creativity across a period of several millennia. The course will consider the impact of gender, religion, healing practices, trade, mobility, and the environment on major historical developments in Africa before the continent’s transformation by European imperialist powers, through the trans-Atlantic slave trade, and up to the contemporary period. The course will also introduce students to African history’s methodology and to the use of linguistic, material, and oral sources in the writing of history.

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

HIST-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 early history to the contemporary times. It examines how these interactions and connections have shaped Asian societies, facilitated long-distance transmissions of ideas and practices, and influenced modern geopolitics. Additionally, the impact of Asia on global economy and the environment will be explored. Readings for the class with include primary sources, including the writings of key Asian intellectuals. Topics such as the transmissions of Buddhism and Islam, the impact of the Mongol Empire, Indian Ocean connections, and intra- and extra-Asian migrations will be analyzed in detail. This course may be taught as a hybrid “distributed” classroom course (mixing online and in-class meetings) with faculty and student participants from NYU’s Global Network University.

HIST-UH 1119 Russia and the World (Formerly HIST-AD 185)
Offered spring odd years
The course surveys the relationship between Russia and the rest of the world from 1917 to the present. It will begin with the Bolsheviks and their dream of worldwide socialist revolution as situated in its international context, the creation and exploration of the Soviet socialist state, and development of Stalin’s personal despotism, the experiences and consequences of World War II, and the various postwar reforms. Special attention will be paid to the dynamics of the new socialist society, the connections between Soviet domestic and foreign policies, the economics of the cold war, Soviet orientalism, the 1991 collapse, and the legacies of Soviet empire under Putin.

HIST-UH 1120 Silk Roads Past and Present (Formerly HIST-AD 132)
Offered fall 2018, fall 2019
Crosslisted with Arab Crossroads Studies, Art and Art History, The Ancient World
Pre-1800
This course will explore the ancient and modern exchange routes—better known as the Silk Routes—that traditionally joined China with the Mediterranean. The area covered by these overland and sea routes witnessed a dynamic exchange of information, ideas, knowledge and technologies, which was as a unique Chinese and popular religious, patriarchy and honor codes, racial dynamics and slavery, the development of capitalism, anti-colonial struggles, imperial rivalry, reform and decline, as well as colonial legacies.

HIST-UH 1130 United States in a Transnational and Global Perspective (Formerly HIST-AD 167)
Offered fall 2020
Rethinking the traditional narratives of US history, this course explores America’s past from a transnational and global perspective. Chronologically, it covers America’s interaction with the wider world from the earliest European settlements to the present, examining the Colonial Period, the founding of the republic, and the 20th century. It explores the impacts of globalization, the Civil War and Reconstruction, as well as the country’s emergence as a global power leading up to World War I, the progressive reform movement, and the Great Depression, as well as the new Deal. World War II, the Cold War, and America after 9/11. Readings and classroom discussions focus on the major political, economic, and cultural forces that shaped the process of American nation building, reevaluating the allegedly “exceptional” elements of US history in relation to networks, identities, and events that transcended the nation-state.

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 US and the Soviet Union. The course examines issues in international politics and diplomacy, nuclear rivalry and the culture of the bomb, Cold War economic competition and development policies, and the impact of the Cold War on culture and gender in various countries.
This course explores the artistic and intellectual globalization, natural resource and energy use, and environmental change, and to explain how these relationships unfolded, and continue to unfold, differently in major world regions, including the Gulf. By incorporating material from the fields of ecology, biology, demography, economics, political science, and anthropology, this course also provides students with important historical grounding in the multidisciplinary field of global environmental studies.

Crosslisted with The Environment

This course explores the emergence of the “modern city” in three significant urban centers (Paris, Istanbul, Berlin) in relation to the “American exceptionalism,” “the American Century,” and “urbanism and modernity.”

Course topics may include: slavery; world history of science and technology; global history of women and gender; labor migrations; global revolutions; history of the modern city; empire and globalization; the industrial age; consumption and modernity; pirates and piracy in world history; “American exceptionalism,” “the American Century,” and “urbanism and modernity.”

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.

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 public populations within the war effort, 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.

Crosslisted with Asia-Pacific World

Course topics may include: slavery; world history of science and technology; global history of women and gender; labor migrations; global revolutions; history of the modern city; empire and globalization; the industrial age; consumption and modernity; pirates and piracy in world history; “American exceptionalism,” “the American Century,” and “urbanism and modernity.”

Crosslisted with Asia-Pacific World

Course topics may include: the Mongols; connected and comparative histories of Tang-Silla-Nara; the mobilized public populations within the war effort, 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.
The course explores the relationship between arts and politics in Modern Latin America (1780–late 18th century). Additionally, students will closely read a set of primary sources—memoirs, newspaper articles, and films— which collectively articulate a problematic discourse on the “salvation of Africa.” Students will subject these different sources to the same questions: what did Africa need to be delivered from? Who were the agents of redemption? What were the effects of the salvation projects? How did Africans react to them? The goal of this course is to deconstruct the prejudices about Africans embedded within salvation projects, and to explain how these campaigns have been part of the larger dynamics of power that have defined Africa’s position in the world before, during, and after the European colonization of the continent.

**HIST-UH 3315**
**Love in Africa**
*(Formerly HIST-AD 152)*
*Offered spring 2019*
*Crosstlisted with African Studies*
This course focuses on love in Africa, from the late 19th century to the present. By doing so, the course introduces students to a multiplicity of themes in African history, from the history of gender and sexuality to popular culture, generals, soldiers, socialists, Marxists, Keynesians, and supply-siders alike recognized this capacity, and together they overturned the Malthusian propositions of old. They provided the ‘toolkits’ into which we reach when we redress economic crisis and seek sustained improvement. The same world of economic thought places limits on our actions, partly because new orthodoxies have made certain options unthinkable, and partly because theory operates in a world of politics and unequal power. We will study thinkers such as Smith, Mill, Malthus, Marx, Keynes, and Friedman; New Dealers and the architects of the Marshall Plan; and the current debate over growth and austerity in the treaties that created the euro, the platform of Podemos in Spain and SYRIZA in Greece, and the speeches of Schäuble and Merkel in Germany. The course uses the euro-crisis in Spain and the Eurozone as a culminating study in economic promise and socio-political malaise.

**HIST-UH 3317J**
**A History of Economic Thought from Adam Smith to the Euro-crisis**
*(Formerly HIST-AD 182J)*
*Offered occasionally*
This course asks participants to consider short-term economic dynamics in the context of economic history and the history of economic thought. The expansion of the modern economy over the past 200 years is unprecedented and awe-inspiring, yet we now face a global economic crisis and seek sustained improvement. By doing so, the course introduces students to a multiplicity of themes in African history, from the history of gender and sexuality to popular culture, generals, soldiers, socialists, Marxists, Keynesians, and supply-siders alike recognized this capacity, and together they overturned the Malthusian propositions of old. They provided the ‘toolkits’ into which we reach when we redress economic crisis and seek sustained improvement. The same world of economic thought places limits on our actions, partly because new orthodoxies have made certain options unthinkable, and partly because theory operates in a world of politics and unequal power. We will study thinkers such as Smith, Mill, Malthus, Marx, Keynes, and Friedman; New Dealers and the architects of the Marshall Plan; and the current debate over growth and austerity in the treaties that created the euro, the platform of Podemos in Spain and SYRIZA in Greece, and the speeches of Schäuble and Merkel in Germany. The course uses the euro-crisis in Spain and the Eurozone as a culminating study in economic promise and socio-political malaise.

**HIST-UH 3319**
**African American Freedom Struggle**
*(Formerly HIST-AD 180)*
*Crosstlisted with African Studies, Political Science*
This course explores the African American freedom struggle in the United States. It analyzes its late 19th-century origins, African American resistance during the Civil War and Reconstruction, migration patterns and economic conditions in the agricultural and industrial sectors, “Jim Crow” laws and the “Seventeenth Amendment,” as well as the impact of US military engagements and the Cold War on race relations during the 20th century. The course examines the various challenges to legalized segregation in the aftermath of World War II, the powerful grassroots campaigns of African American civil rights activists and organizations during the 1960s/70s and their political and cultural impact, and the recent retreat of the civil rights movement and black power. It also traces the ways in which the struggle for racial equality in the US was perceived as part of a larger struggle against colonialism around the world. Furthermore, the course incorporates discussions about affirmative action, the “prison-industrial complex,” the notion of a “post-racial America” under the Obama administration, and the entangled history of the contemporary era of globalization. Tracing the entangled histories of the Atlantic World, students will explore the emergence of new colonial cities and urban centers as a function of new patterns of commodity circulation, labor migration, and cultural influence. Special attention will be given to changes in the built environment in response to the broader context of an ongoing quest for equal rights and social justice in the US.

**HIST-UH 3320**
**Port Cities of the Atlantic World**
*Offered fall even years*
*Crosstlisted with Urbanization*
This course explores the development of port cities on both sides of the Atlantic as vital nodes of economic and cultural exchange from the early modern period of European colonial expansion to the contemporary era of globalization. Tracing the entangled histories of the Atlantic World, students will explore the emergence of new colonial cities and urban centers as a function of new patterns of commodity circulation, labor migration, and cultural influence. Special attention will be given to changes in the built environment in response to the broader context of an ongoing quest for equal rights and social justice in the US.
This course is a critical exploration of humanitarian intervention projects in Africa from the abolition of the slave trade to #Kony2012. Students will learn about the history of anti-slavery campaigns, missionary Christianity, colonial development, post-colonial conflict interventions, and contemporary projects involving human rights. This course will use recent scholarship to discuss these diverse projects and their historical contexts. Additionally students will closely read a set of primary source s—memories, newspaper articles, and films— which collectively articulate a problematic discourse of the salvation of Africa.” Students will subject these different sources to the same questions: what did Africa need to be delivered from? Who were the agents of redemption? What were the outcomes of the salvation projects? How did Africans react to them? The goal of this course is to deconstruct the prejudices about Africans embedded within salvation projects and to explain how these campaigns were part of the larger dynamics of power that have defined Africa’s relationship between human interaction with the Arabian Sea and the development of the sciences of astronomy, meteorology, geography, physics, botany, pharmacology, and medicine. The course features sailors, fishermen, farmers and other ordinary social groups as “collective scientists” who contributed to both the production and the practice of these sciences. It also 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 Kenya, 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 co-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 NYU students only. It is taught entirely in Oman and on the boat, including overnight accommodation and meals on the boat.

HIST-UH 3510X
Muslim Societies 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 3510
Love in Africa
(Formerly HIST-AD 152)
Offered spring 2019
Crosslisted with African Studies

This course focuses on love in Africa, from the late 19th Century to the present. By doing so, the course introduces students to a multiplicity of themes in African history, from the history of gender and sexuality to popular culture, gendered conflicts, and the AIDS epidemic. 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. The course will view love in various decolonizations: 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 choral of conjugality and sexuality, and as an object of debate in the public sphere. Students will learn how to historicize affects and their relationships to society, politics, and economy. The course 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 3516
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 to novels addressing the roles of African colonial intermediaries to music protesting apartheid in South Africa, students will engage with a variety of sources of cultural production and subjectivities taken in this expansive world region. What, additionally, is the relationship between two global Muslim’s beliefs and practices and those of the followers of other religious traditions, including Hinduism, Buddhism, Judaism, 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 3512J
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
This seminar explores the involvement of the American and Soviet policy and public debates. 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—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 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 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, Arabic 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 2412XJX Intertwined Past 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

ACSR-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
Prerequisites: SOCSC-UH 1111 (ECON-AD 101) or Economics Placement Test
Crosslisted with Arab Crossroads Studies, Economics

AW-UH 2451X Economic History of the Middle East
Prerequisites: SOCSC-UH 1111 (ECON-AD 101) or Economics Placement Test
ECON-UH 2451X Economics Placement Test

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 these 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 their 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 one 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
1 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

YEAR 1

Fall Semester
- GENERAL ELECTIVE
- CORE
- CORE
- COLLOQUIUM

Spring Semester
- LITERARY INTERPRETATION
- GENERAL ELECTIVE
- CORE
- FIRST-YEAR WRITING SEMINAR

January Term

YEAR 2

Fall Semester
- INTRODUCTION TO CREATIVE WRITING
- FOUNDATIONS OF LITERATURE I
- GENERAL ELECTIVE
- CORE

Spring Semester
- LITERATURE ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE

YEAR 3

Fall Semester
- FOUNDATIONS OF LITERATURE II
- PROBLEMS AND METHODS OF LITERARY STUDIES
- GENERAL ELECTIVE
- GENERAL ELECTIVE

Spring Semester
- LITERATURE ELECTIVE
- LITERATURE ELECTIVE
- LITERATURE ELECTIVE
- GENERAL ELECTIVE

YEAR 4

Fall Semester
- CAPSTONE SEMINAR
- LITERATURE ELECTIVE
- GENERAL ELECTIVE
- COLLOQUIUM

Spring Semester
- CAPSTONE PROJECT
- LITERATURE ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE

LITERATURE & CREATIVE WRITING

CREATIVE WRITING TRACK

SAMPLE SCHEDULE

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

YEAR 1

Fall Semester
- GENERAL ELECTIVE
- CORE
- CORE
- COLLOQUIUM

Spring Semester
- INTRODUCTION TO CREATIVE WRITING
- GENERAL ELECTIVE
- CORE
- FIRST-YEAR WRITING SEMINAR

January Term

YEAR 2

Fall Semester
- LITERARY INTERPRETATION
- FOUNDATIONS OF LITERATURE I
- GENERAL ELECTIVE
- CORE

Spring Semester
- CREATIVE WRITING ELECTIVE
- LITERATURE ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE

YEAR 3

Fall Semester
- CREATIVE WRITING ELECTIVE
- LITERATURE ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE

Spring Semester
- FOUNDATIONS OF LITERATURE II
- LITERATURE ELECTIVE
- CREATIVE WRITING ELECTIVE
- GENERAL ELECTIVE

YEAR 4

Fall Semester
- CAPSTONE SEMINAR
- LITERATURE ELECTIVE
- GENERAL ELECTIVE
- COLLOQUIUM

Spring Semester
- CAPSTONE PROJECT
- LITERATURE ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
LITERATURE AND CREATIVE WRITING COURSES

REQUIRED COURSES

LITCW-UH 1000 Literature 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 workshop introduces the basic elements of poetry, fiction, and personal narrative with each class meeting, take-home reading and writing assignments, and substantive discussions of craft. The course is structured as a workshop, which means that students receive feedback from their instructor and their fellow writers in a roundtable setting, and that they should be prepared to offer their classmates responses to their work.

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 1100 World Literature
(Formerly LITCW-AD 129)
Offered occasionally
Coined by Goethe and popularized by Marx, the concept of world literature responded to an unprecedented integration of the world’s literary markets, in which Goethe himself felt he could access Chinese, Persian, and other literatures in translation. In recent scholarship it has crystallized as a critical approach to the comparative study of literatures from different national traditions. World literature in this more recent formulation refers to the movement of texts across language, time, and space. This critical approach draws from related fields such as postcolonial and translation studies. From this critical perspective, we address the questions: Why do some texts—and not others—travel well enough to be read and taught with interest outside of their cultures of origin? Why this beautiful piece of writing, and not that one? Who are the arbiters of international taste? What is lost and gained in translation? The course addresses fundamental practices of interpreting world literature such as how to read across time, across cultures, and in translation.

LITCW-UH 1101 Rotten Rhymes: Postcolonialism and the Politics of Language
Offered fall
This course examines literary responses to the concept of world literature in recent decades by focusing on the work of Goethe, Shakespeare, and Jane Austen, including their response to the rise of the novel as a literary form of the international market. We will explore the ways in which Goethe responded to the rise of a new novelistic market by charting new concepts of space and time, and what this meant for the concept of world literature. This course will consider the question of empire, postcoloniality, authenticity, voice and the role of vernacular languages in translation. 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.

LITCW-UH 1101 Global Traffic: Fictions & Films of Place and Space
(Formerly LITCW-AD 108)
Offered occasionally
Globalization, the acceleration of transportation and information technologies, transforms the experience of distance, producing perceptions of proximity and inter-connectedness across nations. It fosters movements 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 1102 Doubles and Masks
Crosslisted with Core: Creative Exploration and Analysis, Core: Pathways of World Literature

LITCW-UH 1103 Art of Narrative Science
Crosslisted with Core: Creative Exploration and Analysis, Core: Pathways of World Literature

LITCW-UH 1104 Money and the Good Life
Crosslisted with Core: Creative Exploration and Analysis, Core: Pathways of World Literature

LITCW-UH 1105 A Thousand and One Nights
Crosslisted with Core: Creative Exploration and Analysis, Core: Pathways of World Literature

LITCW-UH 1106 Global Women Writing
(Formerly LITCW-AD 114)
Offered occasionally
Through discussions of texts from a range of cultures and eras, students will explore how representations of gender intersect with race, class, nation, and sexuality. The readings and discussions

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.

CCEA-UH 1021 Art of Narrative Science
Core: Art, Technology and invention, Core: Arts, Design and Technology

CCEA-UH 1102 Questioning and Writing the Self: Memoir and Anti-memor
Crosslisted with Core: Arts, Design and Technology; Core: Art, Technology and invention; 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 1102 Doubles and Masks
Crosslisted with Core: Creative Exploration and Analysis, Core: Pathways of World Literature, Theater

CCEA-UH 1104 Money and the Good Life
Crosslisted with Core: Cultural Exploration and Analysis, Core: Pathways of World Literature

CCEA-UH 1109 A Thousand and One Nights
Crosslisted with Core: Cultural Exploration and Analysis, Core: Pathways of World Literature

CCEA-UH 1102 Novels That Changed the World
Crosslisted with Core: Cultural Exploration and Analysis, Core: Pathways of World Literature

CCEA-UH 1104 Myth, Magic, and Representations of Childhood
Crosslisted with Core: Creative Exploration and Analysis, Core: Pathways of World Literature
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 theatrical analysis of these works. Texts are drawn from the major periods of Greek and Roman drama; Japanese classical theater; medieval drama; theater of the English, Analytical, 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 2313
Classical Literature and Its Global Reception
(Formerly LITCW-AD 111)
Offered occasionally
Crosslisted with The Ancient World
Pre-Modern
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 2314X
Masterpieces of Pre-Modern Arabic Literature in Translation
(Formerly LITCW-AD 140X)
Offered occasionally
Crosslisted with Arab Crossroads Studies
Pre-Modern
This course explores a selection of canonical and non-canonical works of literature from pre-Islamic Arabia to the so-called 19th-century Arab Renaissance. Through this course students will examine poetic and prosaic texts, while revising their understanding of literary genres and categories, especially in relation to the tradition of Arabic 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; libertine poetry; all its registers from the early Abbasid to the Mamluk period. Prose literature will include the Qur’an; hadith; apocrypha of the prophets; picaresque maqāmāt; The Arabian Nights; and proto-novels from the 19th century.

LITCW-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
Inventions of Love: East and West
(Formerly LITCW-AD 136)
Offered occasionally
Crosslisted with Arab Crossroads Studies
Pre-Modern
from other states such as madness or prophecy? How did medical, philosophical, legal and ethical discourse frame the questions of poetry and madness? Is there a 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 study of early Islamic poetry, Sufi mystics, maqāmāt, The Arabian Nights; 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
Lectures 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
Pre-Modern
This course considers travel and geography as a theme in pre-modern Arabic and Islamicate literary cultures from the 7th century to the 19th century. During the semester, students will read...
from a wide variety of literary genres including love poetry, popular epics, travelers’ accounts, geographical works and Sufi mystical treatises from many different regions of the Muslim world, ranging from West Africa to South East Asia. Exploring the movement of people, goods, and ideas within works of literary fiction, translation, circulation and transformation of Islamicate literary genres, the course focuses on the ways that literary works mediate between local, translocal, and global identities.

LITCW-UH 3311 History and Theory of the Novel (Formerly LITCW-AD 105) 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
An 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 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 examines Herman Melville’s Moby-Dick—often described as “The Great American Novel”—as a global text that is “worldly” in its outlook and its legacy. The course examines the novel’s relation to Christian, Muslim, and Zoroastrian religious traditions; to Greco-Roman tragedy and epic; to Shakespeare; to Western and Eastern philosophical traditions; and to a variety of European, British, and American Romantic traditions. It also examines the novel’s engagement with the 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 heritage? 3) What is the cultural legacy of the book today throughout a variety of global media forms, including plays, films, novels, operas, and works of visual art?

LITCW-UH 3315 Early Modern English Drama: Staging the World (Formerly LITCW-AD 139) Offered occasionally
Pre-modern
Prerequisite: LITCW-UH 1000 (LITCW-AD 100), LITCW-UH 1001 (LITCW-AD 103), LITCW-UH 1002 (LITCW-AD 104), or permission of the instructor
Doomed lovers, military conquest, imported luxury goods, political treachery, religious conversion, spectacular bodies—and piracy—are themes of the plot elements that figured stereotypes and represented transnational movement of people, objects, and stories around the globe in English Renaissance drama. This course will read English plays preoccupied with staging otherness—from the 1580s to the 1640s—in genres from city comedy to revenge tragedy to ask how these imaginative constructions draw upon the world to consider what it meant to be “English.” 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 financial condition imagined, and what happens to English bodies when they venture elsewhere?

LITCW-UH 3316 European Literary Traditions (Formerly LITCW-AD 3316) Offered occasionally
Pre-requisite: LITCW-UH 1000 (LITCW-AD 100), LITCW-UH 1001 (LITCW-AD 103), LITCW-UH 1002 (LITCW-AD 104), or permission of the instructor
A comparative approach to the formation and developments of European literary traditions (including Great Britain and Russia), with a particular emphasis on fiction and poetry as embodiments of modernity.

LITCW-UH 330X Literatures of the Middle East and the Maghreb (North Africa) (Formerly LITCW-AD 143X) 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
Crasslisted with Arab Crossroads Studies
Western media tends to produce a one-dimensional view of Middle Eastern cultures. The reality of the people is often very different. How do Middle Eastern writers represent themselves and their societies in fiction? How have they reacted to the dramatic changes in the Middle East from the early twentieth century on? How do the various narratives that each will consider the continuities and diversities of North African and Middle Eastern cultures by analyzing modern and contemporary novels and poetry, as well as films, from, or about Morocco, Algeria, Egypt, Lebanon and Palestine. The following issues will be tackled: how do novelists translate the changes of their cultures into literary form? What literary, and political, story can 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? 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 do the English and Arabic bodies and plot elements of these novels mean in translation? Do the conventions of Western literary criticism work for literatures?

LITCW-UH 3360 Postcolonial Studies (Formerly LITCW-AD 148) Offered occasionally
Pre-requisite: LITCW-UH 1000 (LITCW-AD 100), LITCW-UH 1001 (LITCW-AD 103), LITCW-UH 1002 (LITCW-AD 104), or permission of the instructor
What does it mean to be “postcolonial”? How can we understand the origins of the mixture of cultures and peoples that seems to define our “globalized” age? And what are the effects, cultural and political, of living under colonial rule? The rise in interest in postcolonial condition has been marked by a body of work that engages questions relating to empire and decolonization and creates new models for the analyses of power, identity, gender, race, nation, and diaspora. In this class, we will examine fiction, poetry, film, and political writings from Africa, Asia, the Caribbean and their diasporic communities. Theoretical readings draw from Edward Said, Fanon, Gandhi, and Ngugi wa Thiong’o. While fictional and cinematic texts will include work by V. S. Naipaul, Bapsi Sidhwa, Jamaica Kincaid, and others. Our aim will be to understand both in the ways in which these texts provide new models of analysis and the way they have changed the traditional study of literature in the academy.

CREATIVE WRITING ELECTIVES

LITCW-UH 1501 Feature Writing (Formerly LITCW-AD 137) Offered spring
Crasslisted with Media, Culture and Communication
This course is designed to develop students’ skills in feature writing for print and online magazines and trade journals. Emphasis will be placed on all stages of development, from a feature’s conception and research to its drafting, revision, and publication. Particular attention will be paid to research and reporting techniques as well as to the demands of writing compelling pieces of varied lengths, from short-form to longer features. The course objective is to prepare students to pitch and publish material written for this course, whether in an NYUAD student publication or other venue.

LITCW-UH 1502 Travel Writing (Formerly LITCW-AD 138) Offered occasionally
Crasslisted with Media, Culture and Communication
This course exposes students to a range of writing about personal travel and offers students the chance to craft travel narratives of their own of various lengths and formats. The course will focus on such questions as style, method, medium, genre, further reading and strategies or outlets for student writing, and print publication, as well as ethical issues that may arise when writing about countries or cultures not your own.

LITCW-UH 1503 Letters From Afar: Travel Writing Abroad (Formerly LITCW-AD 142) Offered spring
Note: May only be taken during study away semesters. May not be taken in Accra or London. 2 credits
Travel is a form of knowledge. “The traveler,” wrote the British travel-writer Robert Byron, “can know the world, in fact, only when he sees, hears, and smells it.” This course offers a unique opportunity to explore and deepen the knowledge students will gain from the respective learning institutions where they are traveling in the course of a study away semester, by venturing beyond the confines of campus, and engaging with the everyday people and proceedings of the places in which those institutions are situated. From their observations, reporting, interviews and research about what they’ve encountered, students will compose a feature-length narrative in the form of a classic “Letter From...” piece in The New Yorker magazine.

LITCW-UH 1504J Fiction Writing: Craft Workshop (Formerly LITCW-AD 139) Offered January odd years
Where would we be without stories? Better question: Where can we go, and what can we do, as creators, without the narrative voices and tools—the nuts and bolts—learning the skills, understanding the architecture of storytelling. Then, together, we build. We’ll also play, debate, and experiment; discovering the line between news articles and fiction; creating characters using social media conventions; writing more vividly by unlocking our senses; declaring our manifestos; and building a personal voice. This course is designed to develop students’ skills in feature writing for print and online magazines and trade journals. Emphasis will be placed on all stages of development, from a feature’s conception and research to its drafting, revision, and publication. Particular attention will be paid to research and reporting techniques as well as to the demands of writing compelling pieces of varied lengths, from short-form to longer features. The course objective is to prepare students to pitch and publish material written for this course, whether in an NYUAD student publication or other venue.

LITCW-UH 1505J Fiction Writing: Craft Workshop (Formerly LITCW-AD 139) Offered January odd years
Where would we be without stories? Better question: Where can we go, and what can we do, as creators, without the narrative voices and tools—the nuts and bolts—learning the skills, understanding the architecture of storytelling. Then, together, we build. We’ll also play, debate, and experiment; discovering the line between news articles and fiction; creating characters using social media conventions; writing more vividly by unlocking our senses; declaring our manifestos; and building a personal voice. This course is designed to develop students’ skills in feature writing for print and online magazines and trade journals. Emphasis will be placed on all stages of development, from a feature’s conception and research to its drafting, revision, and publication. Particular attention will be paid to research and reporting techniques as well as to the demands of writing compelling pieces of varied lengths, from short-form to longer features. The course objective is to prepare students to pitch and publish material written for this course, whether in an NYUAD student publication or other venue.
LITCW-UH 3501
Advanced Creative Writing: Documentary Forms
(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 also examine other art forms (film, theater, dance, music) as a way of exploring the nature of the essay. Students will discuss and write essays 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 workshop peers’ poetry, participants will learn about the chapbook tradition, make their own small books of between 15 and 25 pages, and organize readings to experiment with various performance-based approaches to poetry. In some semesters “Documentary Forms” may be offered in lieu of this course.

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.

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 3901
Capstone Project
(Formerly LITCW-AD 401)
Offered fall
The capstone experience provides seniors with the opportunity to work closely with a faculty mentor and to conduct extensive research on a topic of their choice or engage in an extended creative project. The program consists of a two-part capstone seminar and a year-long individualized thesis tutorial. (Students receive credit for the seminar in the fall and for the project in the spring.) During the fall semester, students define their projects, develop a bibliography, read broadly in their chosen topic, begin their research, and draft a substantial portion of the project.
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
- January Term
Spring Semester
- Making Music
- General Elective
- Core
- Colloquium

YEAR 2
Fall Semester
- Music Histories and Cultures
- Music Electives
- Core
- Colloquium
- January Term
Spring Semester
- Ethnomusicology Elective
- Music Electives
- General Elective
- Core

YEAR 3
Fall Semester
- Music Electives
- General Elective
- General Elective
- Core
- January Term
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
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 increasingly interrelated 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—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 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
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 (dependent upon instrument)
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 1251 Individual Instruction in Music 1
Offered fall, spring 2 credits
Crosslisted with Arab Music Studies (dependent upon instrument)
Individual Instruction in Music is designed for students wishing 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. There will be a framework of practical approaches (individual instruction and ensemble practice labs), and weekly lectures, 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
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 on 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 1252 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
Prerequisite: MUSIC-UH 2251 and 8 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 3251
Individual Instruction in Music 5
Offered fall, spring
Prerequisites: MUSIC-UH 2252 2 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.

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

MUSIC-UH 2413
Pro Tools 101 & 110—User Certification
Offered occasionally
Pro Tools is the industry standard DAW (Digital Audio Workstation) when it comes to audio production and post production for motion pictures. The ability to use this powerful tool is critical to the success of those who intend to work in environments surrounding studios, broadcasting, post-production and sound design. This course covers Pro Tools concepts and techniques that range from beginner to intermediate-level. Students learn to build sessions designed for commercial purposes and improve the results of their recording, editing, and mixing efforts. The hands-on exercises provide experience setting up sessions, working with digital video, using loop recording and MIDI Merge techniques, working with virtual instruments, warping with Elastic Audio, working with creating clip loops, applying signal processing, using automation, and using sub-mixes and groups to simplify a final mix.

MUSIC-UH 2416
Music Recording and Production Techniques
(Formerly MUSIC-AD 216)
Offered spring
Crosslisted with 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, playback, post-production application of musical and acoustical sounds. Throughout this course, students will learn to multitrack 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
will learn how to master the SSL mixing board as well patchbay routing, signal flow, recording levels, microphones techniques/ placements, and how to work with different outboard processors with their music production (1176, LA2A, Manley Varimu Stereo compressor, API, maselc mla-2 mastering equalizer and more) to enhance their sound. Students will gain analytical and professional skills needed for a variety of music production-focused careers including music production, recording engineer, mix engineer, mastering engineer, live sound engineer, sound technician, and more.

MUSIC-UH 2417
Music, Electricity & Computation
(Formerly MUSIC-AD 317)
Offered annually
Crosslisted with Interactive Media, Sound and Music Computing
This intensive course is designed to develop skills in sound synthesis techniques and procedural music, with a focus on their specific application in composition, sound design, New Instruments of Musical Expression (NIME), and games. The course will consist of extensive exploration of analog modular synthesis, Max, and SuperCollider, in recreating algorithms used by synthesis and computer music pioneers (Xenakis, Chowning, 146) as well as new talents in electronic music such as Agostino Di Scipio, Alessandro Cortini or Richard Devine. Previous knowledge of working with Max and/or SuperCollider is required for this course or students may have to take a complementary lab in order to be able to follow the class.

MUSIC-UH 3460
Advanced Topics in Music Technology
(Formerly MUSIC-AD 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

ETHNOMUSICOLOGY/MUSICOLOGY ELECTIVES

ETHNOMUSICOLOGY

MUSIC-UH 1611X
Arab Music Cultures
(Formerly MUSIC-AD 111X)
Offered fall
Crosslisted with Anthropology, Arab Crossroads Studies, African Studies, Arab Music Studies
Arab music culture, understanding the usage of ideas, practices, instruments, and traditions of sounding and listening, flourishes across the Arab world and in other places where Arabs have settled. This course provides a thorough overview of Arab music culture in the contemporary world, by investigating a number of its iterations within and beyond the Middle East and North Africa. Course materials, including sound recordings and films as well as written works, utilize music as a prism to view other aspects of society, such as religion, nationalism, and diaspora. By engaging critically with these materials, students cultivate ways of speaking and writing about music and culture in Arab and other contexts. The course thus prepares students for further work in ethnomusicology, the study of music as culture.

MUSIC-UH 1613 Jazz
(Formerly MUSIC-AD 113)
Offered spring
Over the course of the past 100 years, jazz has been framed variously as an example of a symbol of modernity, the sound of the Black avant garde, the sound of cosmopolitanism, “America’s classical music,” a part of our common global cultural heritage, an anachronistic form of bourgeois entertainment, an extremely virtuosic art form, a revolting noise, and a radical performance of freedom. Jazz is, in other words, complicated—its densely textured sound world is entwined with a complex social history. This course will introduce students to jazz music through a fine-grained examination of key figures, recordings, performance techniques, and discourses. Students will have 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-AD 114)
Offered every other year
In the past decades, hip-hop has transformed from a local, economically viable method of musical production to one popular in the post-industrial city to the transnational core of the popular music industry. This course will introduce students from any discipline to critical scholarly approaches to hip-hop and its multiple roles worldwide in youth advocacy, community organizing, and political protest. We will examine its roots in New York, West Africa and the Caribbean, and its enormous appeal among urban youth today. This course emphasizes readings that engage critically with migration, class, gender performativity and sociolinguistics, supported by case studies from Euro-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-AD 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 popular works by anthropologists, ethnomusicologists, historians, filmmakers, and journalists, it explores African popular music genres as cultural phenomena that are complexly woven into the social fabric of urban African 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 music and the dynamics of nationalism in modern African societies.

MUSIC-UH 2663 Musical Culture in the Western Indian Ocean
(Formerly MUSIC-AD 263)
Offered occasionally
Musical Culture in the Western Indian Ocean—the region outlined by the littoral areas of eastern Africa, southern Africa, 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 Arab musical influences in South Asian musics, and European musical influences throughout the region. This course examines the musical dimensions of migration and diaspora in the western Indian Ocean, with particular emphasis on recent research and debates on the Indian Ocean 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-AD 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 retentions from the 1920s to the present. It is at once an introduction to the concept of “black music,” a survey of African American musical traditions from the slave songs to hip-hop, and a review of the history of debates on Slavic and race in US academic and public culture. Students will engage with a diverse set of readings from literary criticism, anthropoogy, musicology, and ethnomusicology, and engage in analytical listening.

MUSIC-UH 3660 Advanced Topics in Ethnomusicology
(Formerly MUSIC-AD 360)
Offered occasionally
Crosslisted with Anthropology
This course 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 Invention, Core: Cultural Exploration and Analysis

ANTH-UH 2143
Listening to Islam
Crosslisted with Anthropology, Arab Crossroads Studies, Theater

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The seminar examines music in relationship to 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 period after 1945 with the birth and evolution of rock and roll, which played a critical role in 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 115)
Offered every other year

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

MUSIC-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 possibilistic methods 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 illustrated the manner in which society understands itself by showcasing changing issues of politics, economics, gender and sexuality, and ethnicity. The 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, and Gilbert and Sullivan, social crisis in 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 Gasswami’s ‘Beyond the Horizon’; explorations of gender and sexuality in ‘Sweet Charity’, ‘Cabaret’ and ‘Rent’, the grand historical sweep of ‘Evita’ and ‘Les Misérables’, the biling satire of ‘Unînetoun’ 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 invention, Core: Cultural Exploration and Analysis

How does the encounter with mortality both define human experience and serve as an impetus for aesthetic and philosophical response? 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? 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 textual analysis and contexts: operatic works from 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 life? In this course, we examine this larger idea of “disability” in musical contexts. We start by taking a critical look at mass media representations of disability, such as in the popular television series “Glee.” From there, we shift our focus to the stories and music making of individuals with dis/Abilities, such as: Evelyn Glennie (percussionist), Thomas Quasthoff (singer), and Stevie Wonder (pianist and singer). Students will become familiarized with disability theorizing through readings from beyond the field of disability studies, including philosophy, psychology, music therapy, and Deaf cultural studies.

MUSIC-UH 1765J
Recovered Voices: 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. Through engaging with cultural developments in Prague between the wars, the course focuses on the ascendency of a new generation of composers and artists whose engagements with avant-garde artistic movements was facilitated by disability theorizing through readings from beyond the field of disability studies, including philosophy, psychology, music therapy, and disability studies.

MUSIC-UH 1771
Advanced Topics in Musicology
Offered occasionally

This seminar is offered as an upper division course that provides an introduction to music and music theory. The seminar engages with critical questions as a basis for critical, cultural, and social theory. Although the topic or repertoire of the seminar is changeable, it examines this given repertory with critical focus placed on performance studies, sociology, historiography, urban studies, anthropology, philosophy, psychoanalysis, poststructuralism, gender, race, as well as sexuality and disability studies.

MUSIC THEORY ELECTIVES

MUSIC-UH 2801
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 music through projects in directed composition and analysis, transitioning into 20th-century and contemporary musical developments. Topics include small- and large-scale musical forms, modulation, mixture, chromaticism, and an array of modernist and post-modernist compositional practices. A weekly lab session develops skills in musicianship and reinforces theoretical concepts.

MUSIC-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 and research projects help to problematize the listening, shedding light on musical preconceptions and biases. Each student chooses from a diverse array of research topics in the semester, preparing for a substantial presentation during the final weeks of class.
Music Practice Capstone Project
(formerly MUSIC-AD 361)
Offered occasionally
Innovative and rigorous courses intended for advanced students (primarily juniors and seniors), developed in accordance with the expertise and interests of the faculty.

CREDIT-HU1024
What is Music?
Crosslisted with Core: Art, Technology and Invention, Core: Arts, Design and Technology

TOPOICAL 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 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 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
1  Introduction to Logic
1  History of Philosophy Elective
1  Theoretical Philosophy Elective
1  Practical Philosophy Elective
1  Advanced Seminar
2  Additional Philosophy courses (other than Introductory Electives)
2  Capstone Project

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

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

REQUIREMENTS FOR THE MINOR IN PHILOSOPHY
4 courses, which must include the following:

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

Students pursuing the minor in Philosophy are also encouraged (but not required) to take Introduction to Logic (PHIL-UH 1810).
PHILOSOPHY
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1
Fall Semester
INTRODUCTORY ELECTIVE
GENERAL ELECTIVE
CORE
COLLOQUIUM
January Term
Spring Semester
PHILOSOPHY ELECTIVE
GENERAL ELECTIVE
CORE
FIRST-YEAR WRITING SEMINAR

YEAR 2
Fall Semester
INTRODUCTION TO LOGIC
GENERAL ELECTIVE
GENERAL ELECTIVE
CORE
January Term
Spring Semester
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
CORE

YEAR 3
Fall Semester
PHILOSOPHY ELECTIVE
PHILOSOPHY ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
January Term
Spring Semester
PHILOSOPHY ELECTIVE
ADVANCED SEMINAR
GENERAL ELECTIVE
COLLOQUIUM

YEAR 4
Fall Semester
CAPSTONE PROJECT
PHILOSOPHY ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
Spring Semester
CAPSTONE PROJECT
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE

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
Crosslisted 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
Crosslisted 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 it ever rational to form beliefs about matters which transcend the realm of the empirical? Is the concept of a specifically religious experience a coherent one? If not, can religious beliefs be supported by other means? Alternatively, is the entire project of evaluating religious discourse as a set of claims about transcendent realities misguided? What should we make of the different explanations of religion and religious phenomena offered by philosophers from al-Farabi to Marx and Nietzsche?

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
(Fomerly 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 shape the global conversation about these issues. As part of NYU’s Global Network initiative this course is being offered simultaneously in Abu Dhabi and New York. Students will collaborate with students from their sister campus throughout the semester.

PHIL-UH 117
Law and Philosophy
(Fomerly PHIL-AD 120)
Offered occasionally
Crosslisted with Legal Studies
This course aims to provide you with a set of analytical tools distinctive of philosophy 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, counterfactuals, and tense); modal logic (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).

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? Is it true that what 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 substance and essence; and arguments about the nature 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 ancient ideas of the fifth century BCE and concluding with thinkers on the eve of colonialism in the eighteenth century CE. Indian philosophy has been and continues to be a major world philosophy. The reach of its ideas has been vast, both historically and geographically, spanning the philosophies of Buddhism, Jainism, Islam, and Hinduism, as well as the philosophy of law, of medicine, of mathematics, and of politics and society. It is most strongly associated with wide-ranging discussions in the philosophy of mind, the study of language, epistemology, and metaphysics. The aim of the course is to present a balanced and impartial picture of the richness, diversity, and depth of philosophy in this region.

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? Is it true that what 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 substance and essence; and arguments about the nature 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 ancient ideas of the fifth century BCE and concluding with thinkers on the eve of colonialism in the eighteenth century CE. Indian philosophy has been and continues to be a major world philosophy. The reach of its ideas has been vast, both historically and geographically, spanning the philosophies of Buddhism, Jainism, Islam, and Hinduism, as well as the philosophy of law, of medicine, of mathematics, and of politics and society. It is most strongly associated with wide-ranging discussions in the philosophy of mind, the study of language, epistemology, and metaphysics. The aim of the course is to present a balanced and impartial picture of the richness, diversity, and depth of philosophy in this region.

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 rational belief. In this course we will examine various central epistemological questions, including: What is knowledge, and how does it differ from belief? Can we ever know that the world actually is the way it appears to us, or must we concede to the skeptic that we do not really know anything? Does knowledge always have to be based on secure foundations? If you know something, will you always know that you know it? Will you always be able to prove that you know it? What sort of attitude is belief, and what sort of control do we have over
what we believe? What is evidence, and what is the connection between knowledge and evidence? Do we have any good reasons to believe some things rather than others? Is it ever rational to believe in the absence of evidence? What should we do when our epistemic peers disagree with us?

PHIL-UH 2411
Metaphysics
(Formerly PHIL-AD 241)
Offered fall
Prerequisite: one Introductory Elective in Philosophy
PHIL-UH 1101-1120 (PHIL-AD 101-120)
Metaphysics is the investigation of the nature of reality. In this course we will wrestle with some of the most fundamental questions such as: What kinds of things exist? Are there minds or material bodies? What, for that matter, is existence? Is change illusory? What is truth? To what extent is reality independent of our thoughts about it? What is the difference between the possible and the actual? Are human actions free or causally determined? What is a person?

PHIL-UH 2412
Philosophy of Language
(Formerly PHIL-AD 242)
Offered fall
Prerequisite: one Introductory Elective in Philosophy
PHIL-UH 1101-1120 (PHIL-AD 101-120)
Socrates was asked by the philosophers of a friend, to the stars beyond our galaxy? For that matter, what are the thoughts, or the meanings, that our words carry or communicate? We will explore these and other philosophical questions about language through a reading of seminal works by twentieth-century thinkers.

PHIL-UH 2413
Philosophy of Mind
(Formerly PHIL-AD 243)
Offered fall odd years
Prerequisite: one Introductory Elective in Philosophy
PHIL-UH 1101-1120 (PHIL-AD 101-120)
What is the mind, and what can philosophy tell us about it? How is the mind related to the brain? Are they identical? Is there something to what something mind has a mind? Could a machine have a mind? Could a machine be conscious? What, for that matter, is consciousness? Can consciousness be reconciled with a scientific view of the world? How do our mental states and attitudes, whatever they are, arise from activity in the brain and cause our actions? The rise of cognitive science has shed new light on many of these old questions. Can philosophers and cognitive scientists learn from each other even as they approach the study of the mind in their different ways? We will examine various answers to these and other substantive and problem-oriented questions from classical and con temporary philosophy.

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 other theories are not. To what extent is this belief well-founded? Is it rational to believe that our best scientific theories are even approximately true? What justifies the claim that different types of evidence lend varying degrees of support to a particular theory, or that a single piece of evidence supports one theory more than another? Similarly, it is often claimed that scientific theories procedurally 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 waiver
Philosophers have asked about mathematical objects since ancient times. This course examines a variety of issues in the metaphysics and epistemology of mathematics. Mathematics poses interesting questions for philosophers. Mathematical statements appear to state objective truths, but it is difficult to see what the grounds of that truth are. Does mathematics somehow depend on us and our practices? Is it grounded in logic? Does it instead depend on the arrangement of some pre-existing objects, “the numbers”? These numbers appear not to be located in space-time. If they are not, how do we come to know them? We will explain the tremendous success of mathematics in providing useful applications in other disciplines? What does it take for something to count as a mathematical “proof”? We will consider some surprising mathematical results, including Gödel’s incompleteness theorems, multiple sizes of infinity, and the status of the continuum hypothesis, and examine their philosophical significance. This is a course in the philosophy, not the practice, of mathematics. No specific mathematical knowledge or skills will be assumed, and students will not be asked to prove theorems or read substantive problem sets. But they will be asked to cope with sometimes difficult and abstract mathematical concepts.

PRACTICAL PHILOSOPHY ELECTIVES

PHIL-UH 2610
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 ethical 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 debates 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-species cells)? Are there compelling moral objections to genetic testing or genetic engineering?
**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 and performance have shaped the civic, religious, and ideological lives of human beings throughout history. Plays and performances do not represent only what we know and what we have done; they are also tools that can demonstrate the possibility of new worlds, new modes of social interaction, and how we might revise our relationship to the past.

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

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

Theater and performance are collaborative arts at NYU Abu Dhabi. These experiences happen in many ways: in practice-based classes and in scholarly seminars, in apprenticeships with professional companies in residence, as students host visiting artists, as collaborators on faculty research projects, by generating extra-curricular experimental performances and staged readings and, in their senior year, by producing a sustained and fully developed theater Capstone project. Theater students learn teamwork, discipline, leadership 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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**Theater**

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

**Year 1**

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

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

**Year 2**

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

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

**Year 3**

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

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

**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 embodied on the stage, in dramatic literature, in public, and in everyday life. The aim of this class is to provide a performance vocabulary that will serve as a foundation and framework for 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
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. In this course, 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 spring
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 student’s own work as well as readings of great 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 117)
Offered fall
Prerequisites: THEAT-UH 1110 (THEAT-AD 110), THEAT-UH AD 1120 (THEAT-AD 111), or THEAT-UH 1122 (THEAT-AD 117)
 Students develop advanced performance skills by using techniques associated with Petsky 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 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 Bosco 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
Prerequisites: THEAT-UH 1110 (THEAT-AD 110), THEAT-UH AD 1120 (THEAT-AD 111), or THEAT-UH 1122 (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 study technical craft as well as begin to remove obstructive physical, vocal and mental habits, so as to release the full potential of the responsiveness, expressivity, and presence of their actor/performer instruments: the body-mind.
This course will examine the range of artistic responses—across many genres and media—to the rapidly emerging and deeply confounding phenomena of climate change. These phenomena are nevertheless increasingly beyond the reach of 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 the arts, 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 age of climate change.

THEAT-UH 1514

African Women Playwrights
(Formerly THEAT-AD 151)
Offered fall even years
Crosslisted with African Studies, Literature and Creative Writing
The week (or 14-week) reading, writing intensive course focuses on the structural and narrative diversification of dramatic texts, intended for production, written by African women. Across the 54 sovereign nations, the women’s writings unabashedly confront a range of pressing cultural, political, and personal issues: from agency, identity, tradition, education, faith, modernism, racism, and class, to sex, marriage, and the intersectionality of blackness, African-ness (and/or Arab-ness), and womanhood. The course will address various foci through works by such dramatists as Andlah Kisia, Sitawa Muragoni, Meaza Worku, Hathalie Etoke, Werewere Likingi, Tsitsi Dangarembga, Dania Gurnia, Fatima Gallea, Perina Mofenson, Ama Ata Aidoo, Elia Sutherland, Osonye Tess Onwueme, Julie Okoh, Sindwe Magona, Malika Ndlovu, Gicima Mhlope, Violet Barungi, Asiimwe Kikushugi, and Dahlia Basoini. The foundational critical reflection intended is in postcolonialism, feminism, critical race theory, and diasporic studies.

THEAT-UH 1515

History of Community Based Performances
(Formerly THEAT-AD 140)
Offered spring
Crosslisted with: African Studies, Literature and Creative Writing, Center for the Study of African Cultures, Core: Cultural Exploration and Analysis, Core: Pathways of World Literature, Core: Women and Gender Studies, Interactive Media, The Environmental Studies Program
Theatre is an inherently collaborative medium. As directors Augusto Boal, Luis Valdez, Utpal Dam, Dean Epelman, Ngugi wa Thiong’o—integrate performance ethnography and performance of culture this course offers.

THEAT-UH 2511

Art, Performance, and Social Practice
(Formerly THEAT-AD 152)
Offered spring
Crosslisted with: Interactive Media
How might we revise and revalue the way in which dominant social and economic systems and communicative technologies structure our everyday relationships? This question drives the “social turn” in art privileging collaborations between artists and performers who act in the role of instigators or catalysts with the communities around them. Art and performance’s social turn explicitly rejects the artist’s traditional role as the producer of a consumable aesthetic object or theatrical performance. Instead it proposes that collaborative engagements—activist, participatory, coauthored—must be understood and valued as art. Cooperative processes are foregrounded as frameworks to understand and shift the impact of political and social policy, architecture, art history, urban planning, and new media on our lives. The social practice of art proposes that in making encounters where artists engage with the members of communities as “expert participants,” we might construct more livable alternatives through social cooperation. It also insists that this process is an aesthetic practice. Students in this course will read recent critical theories and histories of the aesthetics and politics of the social practice of art. It also insists that this process is an aesthetic practice. Students in this course will read recent critical theories and histories of the aesthetics and politics of the social practice of art. It also insists that this process is an aesthetic practice. Students in this course will read recent critical theories and histories of the aesthetics and politics of the social practice of art. It also insists that this process is an aesthetic practice. Students in this course will read recent critical theories and histories of the aesthetics and politics of the social practice of art. It also insists that this process is an aesthetic practice. Students in this course will read recent critical theories and histories of the aesthetics and politics of the social practice of art.
The minor in Anthropology helps students gain an understanding of cultural forms and their historical transformations. A minor in Anthropology requires students to explore the relationship of human universality and cultural specificity, to elucidate the complex cultural, social, and political developments that contribute to an understanding of what it means to be a social being, and to participate in cross-cultural understanding and global citizenship. Students who minor in Anthropology gain knowledge of anthropological theories and practice in ethnographic qualitative methodologies, and are prepared for careers in fields as diverse as business, diplomacy, education, journalism, and public service. In addition to the courses offered at NYU Abu Dhabi listed below, some 120 anthropology electives exist across the NYU global network.

**REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY**

4 courses, distributed as follows:
1. Introduction to Anthropology
2. Electives
ANTHROPOLOGY COURSES

REQUIRED COURSES

ANTH-UH 1010
Introduction to Anthropology
(Formerly ANTH-AD 101)
Offered occasionally
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 2110J
Anthropology of Indigenous Australia: Art, Politics and Cultural Futures
(Formerly ANTH-AD 103J)
Offered January
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 focusing on the changing relationship between Indigenous people and the settler nation of Australia. Students will explore a range of sites of representation and imagination—in the expressions of visual art, film, and the performative of political activism—in studying how Aboriginal people have struggled to reproduce themselves and their traditions in their own terms. While those in the dominant society first thought that Aboriginal people and their culture would “die out” and later that they would be simply “assimilated,” the course traces a history of Indigenous people from urban and remote communities and on what Stanner called “the great Australian silence” and asserting their right to a cultural future. 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.

ANTH-UH 2111
India: Topics in Anthropology & History
(Formerly ANTH-AD 101)
Offered occasionally
Crosslisted with Social Research and Public Policy
This course offers multiple approaches to India under two broad conceptual frameworks: post-Independence and Communism. The geographical focus for the course is India, broadly conceived to include its diaspora and in relation to other South Asian states. The inclination 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 Blue Star (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 2112J
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 constrains 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 attests to the importance of examining one particular life in order to understand larger forces concerning 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’ (i.e., what are the differences between its culture 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 2114X
Listening to Islam
Offered spring 2018
Cross-listed 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 aisthesthai—perceive). In particular, we explore sound knowledge—the kind of knowledge that comes through listening. What happens when we listen to the Arab world? How does the concept of samaa to Islam? And how does the concept of Islamic music develop through these processes of sound knowledge? By examining the Sufi traditions of Islam, we will come 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 organizations, the role of the 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 Kurds of the region. 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 firmly places 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 Political Science. Students must also 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 ablation, 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 fatwa in the modern state. 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
contemporary Egypt, Britain, and Iran, we also take up the ‘pre-modern’ context of the Ottoman Empire. Juxtaposing these two milieu, we ask: How did premodern legal scholars understand the relationship between the law and the political authority of empire? What concepts of morality and authority animate the seeking of fatwas within the jurisdiction of the modern nation state? How do contemporary Muslims navigate the dilemmas of legal pluralism when fatwas exist alongside civil laws? Geographically we focus on the Middle East; topically, we focus on issues of gender and family.

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

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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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

**LANGUAGE COURSES**

**ARABIC LANGUAGE COURSES**

**ARABL-UH 1110**

*Elementary Arabic 1*

(Formerly ARABL-AD 101)

Offered fall, spring

This course is designed for learners with no prior knowledge of Arabic. Students who have studied Arabic before or who have prior knowledge of Arabic are required to take a placement test. This is a full semester (or equivalent session) course during which students first learn the Arabic alphabet, then move on to work on the sentence and paragraph levels. It is an interactive course designed to build the student’s abilities in listening, speaking, reading, and writing. At the end of the semester students should be able to carry on a short conversation; ask and answer questions; introduce themselves and others; provide simple biographical information; interact in simple daily life situations; ask for assistance; express likes and dislikes; read short texts; and gain a basic understanding of Arab culture. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, brief presentations, short essay writing, and a final exam.

**ARABL-UH 1120**

*Elementary Arabic 2*

(Formerly ARABL-AD 102)

Offered fall, spring

Prerequisite: ARABL-UH 1120 (ARABL-AD 101) or satisfactory result in Arabic Language placement test

This course builds on the knowledge and skills that students acquire in *Elementary Arabic 1* which is a prerequisite course for this class. This is a full semester (or equivalent session) course during which students are required to take a placement test. Students joining the course from outside NYU Abu Dhabi are required to take a placement test. This is a full semester (or equivalent session) course during which students first learn 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. Students continue learning the formal Arabic variety (MSA), occasionally being exposed to phrases and expressions in spoken Arabic. By the end of this course, students should be able to narrate in all verb tenses, describe their daily life, personal relations, and report information. Types of tasks and assignments required include daily homework assignments, periodic quizzes, presentations, essay assignments, and a final exam.

**ARABL-UH 2110**

*Intermediate Arabic 1*

(Formerly ARABL-AD 201)

Offered fall, spring

Prerequisite: ARABL-UH 1120 (ARABL-AD 102)

This course builds on the knowledge and skills that students acquire in *Elementary Arabic 2* which is a prerequisite course for this class. This is a full semester (or equivalent session) course during which students 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.
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 Arabic language and skills that students acquire in Intermediate Arabic 1 which is a prerequisite course for this class. Students joining the course from outside NYU Abu Dhabi are required to take a placement test. This is a full semester (or equivalent session) course 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.

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 Arabic Language and Heritage 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.

Advanced Arabic 1
(Formerly ARABL-AH 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 social, political, religious, and literary themes. A prerequisite for this course is Intermediate Arabic 2 or, for students joining from outside NYU Abu Dhabi, an equivalent proficiency level as determined through a placement test. The course emphasizes integrating the four language skills: listening, speaking, reading, and writing. At the end of the course, students should be able to use the Egyptian dialect to participate actively in informal conversations by using language and cultural expressions to make requests, express, and describe preferences. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, weekly brief presentations and a final exam.

Advanced Arabic 2
(Formerly ARABL-AH 302)
Offered spring
Prerequisite: ARABL-UH 3110 (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 self-driven and autonomously responsible for their own learning. They actively participate in selecting class material and engage in peer reviewing. Students will focus more on understanding and learning some of Arabic’s major rhetorical styles used in original Arabic literature while exploring both classical 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 Arab life today. Types of tasks and assignments required for this course include daily reading and listening assignments, weekly presentations and essay writing, book reviews, and a final project.

Colloquial Arabic: Levantine Dialect 1
(Formerly ARABL-AH 218)
Offered fall
Prerequisite: ARABL-UH 2210J (ARABL-AD 219J)
Advanced Arabic 1
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 Arabic Language and Heritage II 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 actively participate in selecting class material and engage in peer reviewing. Students will focus more on understanding and learning some of Arabic’s major rhetorical styles used in original Arabic literature while exploring both classical 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 Arab life today. Types of tasks and assignments required for this course include daily reading and listening assignments, weekly presentations and essay writing, book reviews, and a final project.

Colloquial Arabic: Levantine Dialect 2
(Formerly ARABL-AH 318)
Offered spring
Prerequisite: ARABL-UH 3211 (ARABL-AD 321)
This course complements and builds upon the knowledge gained 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 richly engaged with students engaging with the course material. The course provides students with opportunities to study, analyze and present textual and audiovisual content in class, and engage in extended discussions. It is designed to reinforce the student’s abilities in listening, speaking, reading, and writing. At the end of the semester students should be able to function competently, confidently in Arabic culture, discuss and write effectively about various topics with precision and determination, develop their critical thinking skills and interact fluently with Arabs. Types of tasks and assignments required for the course include daily homework assignments, periodic quizzes, weekly presentations and essay writing, and a final writing project.

Arabic and Heritage II
(Formerly ARABL-AD 331)
Offered fall
Prerequisite: ARABL-UH 2310 (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 Arabic Language and Heritage II 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 actively participate in selecting class material and engage in peer reviewing. Students will focus more on understanding and learning some of Arabic’s major rhetorical styles used in original Arabic literature while exploring both classical 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 Arab life today. Types of tasks and assignments required for this course include daily reading and listening assignments, weekly presentations and essay writing, book reviews, and a final project.

Colloquial Arabic: Levantine Dialect 1
(Formerly ARABL-AH 218)
Offered fall
Prerequisite: ARABL-UH 2210J (ARABL-AD 219J)
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 Arabic Language and Heritage II or an equivalent proficiency level as determined through a placement test. This is a full semester course (or equivalent session) course 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, essay writing, and a final exam.
## CHINESE LANGUAGE COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>CHINL-UH 1001</td>
<td>Elementary Chinese 1</td>
<td>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.</td>
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<tr>
<td>CHINL-UH 1002</td>
<td>Intermediate Chinese 1</td>
<td>This course is designed to consolidate overall listening and speaking proficiency, with the focus gradually moving toward semi-formal usage of Chinese language in topic-oriented discussions. The objectives are: to be able to obtain information from extended conversation; to both express and expound on, in relative length, feelings and opinions on common topics; to expand vocabulary and learn to decipher the meaning of compound words; to develop reading comprehension of extended narrative, expository, and simple argumentative passages; to solve non-complex textual problems with the aid of dictionaries; to write in Chinese mid-length personal narratives, informational narratives, comparison and discussion of viewpoints with level appropriate vocabulary and grammatical accuracy, as well as basic syntactical cohesion; to continue being acquainted with aspects of Chinese culture and society related to the course materials.</td>
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<td>CHINL-UH 2001</td>
<td>Intermediate Chinese 2</td>
<td>A continuation of Intermediate Chinese I. Designed to reinforce and further develop students' knowledge of formal usage of Chinese language. 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.</td>
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<td>CHINL-UH 2002</td>
<td>Advanced Chinese 1</td>
<td>Continuation of Advanced Chinese I. Designed to reinforce and further develop students' knowledge of formal usage of Chinese language. 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.</td>
<td></td>
</tr>
<tr>
<td>CHINL-UH 3001</td>
<td>Directed Study</td>
<td>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.</td>
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## FRENCH LANGUAGE COURSES

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRENL-UH 101</td>
<td>Elementary French 1</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>FRENL-UH 1102</td>
<td>Elementary French 2</td>
<td>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.</td>
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</tr>
<tr>
<td>FRENL-UH 2001</td>
<td>Intermediate French 1</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>FRENL-UH 2002</td>
<td>Intermediate French 2</td>
<td>A continuation of Intermediate Chinese I. Designed to focus on semi-formal usage of Chinese language when discussing more academically-inflected cultural or social topics.</td>
<td></td>
</tr>
<tr>
<td>FRENL-UH 3001</td>
<td>Advanced Chinese 1</td>
<td>Continuation of Advanced Chinese I. Designed to reinforce and further develop students' knowledge of formal usage of Chinese language.</td>
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**Note:** The descriptions and prerequisites are designed to provide a comprehensive overview of the courses' objectives, methods, and requirements. Students are encouraged to consult the official course descriptions and prerequisites for the most up-to-date information.
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.

### Foundations of Social Science (FSS) Courses

#### Required Courses

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>SOCSC-UH 1010Q</td>
<td>Statistics for the Social and Behavioral Sciences</td>
<td>Introduction to statistical methods in social science research, including descriptive statistics, probability, sampling, and statistical inference.</td>
</tr>
<tr>
<td>SOCSC-UH 1011</td>
<td>Global Economic, Political and Social Development since 1500 (GEPS)</td>
<td>Focuses on economic development, political institutions, and social development since the 16th century.</td>
</tr>
<tr>
<td>SOCSC-UH 1311</td>
<td>Introduction to Political Theory</td>
<td>Historical and contemporary theorization of political and social thought, focusing on democratic theory.</td>
</tr>
</tbody>
</table>

#### Gateway Courses

1 course required per social science major

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SOCSC-UH 1111</td>
<td>Markets</td>
<td>Provides an introduction to economic theory and the role of market mechanisms in social and economic development.</td>
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#### Social, Political and Economic Thought (SPET)

Every social science major is required to take one course of the SPET portfolio: (SOCSC-UH 1310, SOCSC-UH 1311)

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<tbody>
<tr>
<td>SOCSC-UH 1310</td>
<td>Foundations of Modern Social Thought</td>
<td>Major works of modern social thought from the 1920s onwards.</td>
</tr>
<tr>
<td>SOCSC-UH 1311</td>
<td>Introduction to Political Thinking</td>
<td>Introduces students to the foundational ideas and theories of modern political thought.</td>
</tr>
</tbody>
</table>

Frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.
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 fall, 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 perfect 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 modes and the concept of identification is also provided.
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

ECONOMICS COURSES

REQUIRED SOCIAL SCIENCE COURSES

SOCSC-UH 1010Q
Statistics for the Social and Behavioral Sciences
Croslisted with Political Science, Social Research and Public Policy
SOCSC-UH 1110
Global Economic, Political and Social Development since 1500
Croslisted with Political Science, Social Research and Public Policy
SOCSC-UH 1111
Markets
Croslisted with Business and Organizational Studies, Leadership and Social Entrepreneurship, Social Research and Public Policy

SOCSC-UH 3220
Econometrics
Prerequisites: ECON-UH 2020 (POLSC-AD 209) and MATH-UH 1021 (MATH-AD 112)
Croslisted with Political Science, Social Research and Public Policy

One Social, Political and Economic Thought (SPET) course, selected from:

SOCSC-UH 1310
Foundations of Modern Social Thought
Croslisted with Political Science, Social Research and Public Policy

OR

SOCSC-UH 1311
Introduction to Political Theory
Croslisted with Political Science, Social Research and Public Policy

REQUIRED ECONOMICS COURSES

ECON-UH 1112
Principles of Macroeconomics
(Formerly ECON-AD 102)
Offered fall, spring
Prerequisite: SOCSC-UH 1110 (ECON-AD 101) or Microeconomics Placement Test
This course offers an introduction to the study of aggregate economies in the long and short runs of time. The course begins with a discussion of some basic data used to analyze the relationships between macroeconomic aggregates such as production, inflation, and unemployment. Next, determinants of long run growth in national per capita incomes are discussed followed by a discussion of economic booms and recessions. The course concludes with descriptions of the tensions inherent in the formulation of monetary and fiscal macroeconomic policies and the pitfalls and opportunities afforded to nations within the context of an emergent global economy.
Note: This course is required only for students following the 2016-2017 bulletin 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
Prerequisite: SOCSC-UH 1110 (ECON-AD 101); Corequisite: MATH-UH 102
This course introduces the major concepts and tools of modern microeconomic analysis. Students will study the manner in which consumers, producers and resource owners, acting through markets, determine the prices and output of goods and the allocation of productive resources. Consumers and producers are viewed as agents with well-defined objectives, choosing optimally under constraints on their resources. The price mechanism is viewed as an institution that disseminates information to decision makers—firms and consumers—and coordinates their behavior. Students will study circumstances under which markets promote an efficient allocation of resources, as well as sources of market failure where the price mechanism can lead to inefficient outcomes.

ECON-UH 2020
Data Analysis
Offered fall, spring
Prerequisite: SOCSC-UH 1010Q (SOCSC-AD 110)
Social scientists and policy analysts rely heavily on research drawing on observational data. Students learn to manage and analyze such data and to deploy statistical techniques that are common in these applications, with an emphasis on how to translate social science theory into empirical research. Topics include review of basic regression analysis, building multivariate analytical models, and regression analysis with limited dependent variables. The course emphasizes practical training in these skills as well as evaluation, replication, and critical analysis of research conducted in the social science literature.

ECON-UH 2030
Intermediate Macroeconomics
(Formerly ECON-AD 104)
Offered fall, spring
Prerequisites: SOCSC-UH 1110 (ECON-AD 101) and MATH-AD 1021 (MATH-AD 112) or equivalent
Intermediate Macroeconomics addresses in depth four foundational aspects of macroeconomic theory and policy: (1) theories of exogenous and endogenous growth in per capita incomes; (2) theories of fluctuations in output, employment and other macroeconomic aggregates with a focus on policy and other economic stimuli that can lead to
booms and recessions; (3) determinants of inflation including capacity constraints, money, credit and expectations; (4) the aims, objectives and tools of monetary and fiscal policies and their relationship with financial intermediation and its regulation. Throughout the course data will regularly be analysed to critically evaluate 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., monopoly 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 in the long run? 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 effects of the introduction of VAT be on the GCC economies? Is inequality good or bad for economic growth?

REQUIRED MATHEMATICS COURSES

MATH-UH 1013 Calculus with Applications to Economics

MATH-UH 1021 Multivariable Calculus with Applications to Economics

DATA SCIENCE AND ECONOMETRICS TRACK

ECON-UH 3210 Quantitative Methods of Applied Economics (Formerly ECON-AD 223) Offered occasionally Prerequisite: ECON-UH 2020 or POLSC-UH 2211 (POLSC-AD 209)

Crosslisted with Political Science

The purpose of this course is to introduce students to an applied, intermediate level of quantitative and econometric analysis. The first part of the course will focus on multiple regression analysis. The second part covers experimental and non-experimental methods that are often used in empirical research and evaluation. The course is intended to give students hands-on experience with real data and real analysis, helping students become sophisticated consumers of relatively advanced statistical techniques, as well as to provide students practical knowledge to conduct their own empirical analysis. Many applications will use data from developing countries.

SOCSC-UH 1210Q Logic of Social Inquiry Crosslisted with Political Science, Social Research and Public Policy

SOCSC-UH 2211 Survey Research Prerequisites: SOCSC-UH 1010Q (SOCSC-AD 110) Crosslisted with Political Science, Social Research and Public Policy

BEHAVIORAL AND EXPERIMENTAL TRACK

ECON-UH 2310EQ Behavioral Economics (Formerly ECON-AD 304EQ) Offered spring Prerequisites: SOCSC-UH 1010Q (SOCSC-AD 110) and SOCSC-UH 1111 (ECON-AD 101)

Crosslisted with Political Science

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

ECON-UH 2320E Experimental Economics (Formerly ECON-AD 222) Offered occasionally Prerequisites: SOCSC-UH 1010Q (SOCSC-AD 110) and SOCSC-UH 1111 (ECON-AD 101)

Crosslisted with Political Science

As a methodological field within the discipline, experimental economics develops laboratory techniques (similar in spirit to those found in ‘hard sciences’) in the pursuit of two broad ends: to test existing economic theories and to ‘wind tunnel’ test new assumptions, theories and policies. In this course, students will learn how to marry theory with the economist’s laboratory, how to interpret the results of experiments, how to advance economic thinking using these results and how this tool applies equally to individual, group, and aggregate economic behavior.

ECON-UH 2321J Economic Rationality and Behavior (Formerly ECON-AD 230J) Offered January

This class provides the insights and tools to understanding human behavior, the limits to human rationality and how public policies can be designed to improve well-being taking into account rationality and its limitations. The course will be based on readings from the empirical literature, showing empirical regularities in human behavior.

Data analysis on various examples such as criminal activity, the determinants of car accidents, the role of experience on the development of cognitive skills of kids or the role of public policies (education, development and health) will be used to draw first principles of human behavior.

From these principles, it develops a theory of human interactions and develops welfare criteria to assess the efficiency and inefficiencies of these interactions and economic outcomes. It then studies various topics: the regulation of firms, the art market, bubbles, city development, discrimination.

ECON-UH 3300 Topics in Behavioral and Experimental Economics Offered occasionally Prerequisites: ECON-UH 2320 (ECON-AD 210) or ECON-UH 2310EQ (ECON-AD 304EQ)

In this course students work through academic research papers in the area of Behavioral and Experimental Economics 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.

SOCSC-UH 2210 Introduction to Game Theory Prerequisites: MATH-UH 1013 (MATH-AD 111) or equivalent

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

ECON-UH 3310 Advanced Game Theory Offered occasionally Prerequisites: MATH-UH 1013 (MATH-AD 111) or equivalent and SOCSC-UH 2210 (POLSC-AD 112)

Crosslisted with Political Science, Social Research and Public Policy

DEVELOPMENT AND ECONOMIC HISTORY TRACK

ECON-UH 2410 Development Economics (Formerly ECON-AD 300) Periodically offered Prerequisites: SOCSC-UH 1010Q (SOCSC-AD 110) and SOCSC-UH 1111 (ECON-AD 101)

This course covers the roles of factor accumulation, technology, human capital and ideas in the growth process; the political economy of growth; the role of openness to international trade versus international trade barriers; and growth and income inequality.

The course provides an overview of foreign aid in the economic development process and the policies of international institutions like the IMF and World Bank. The course also includes: the study of randomized experiments in evaluating aid projects and development interventions; rural land markets; credit markets in imperfect and fragmented capital markets; the household migration decision; and nutrition and fertility decisions.
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ECON-UH 2411 Technology and Economic Development: Markets and Networks (Formerly ECON-AD 217) Offered spring Prerequisites: SOCS-UH 1111 (ECON-AD 101) or CS–UH 1001 (ECON-AD 101) Crosslisted with Computer Science This course will cover topics on the interface between economics and computer science, with special emphasis on the importance of economic development regions. Students will work in teams to tackle real-world and interdisciplinary problems. Students will address questions of markets and economic development using information and Communications Technologies for Development (ICTD) techniques in the context of development.

ECON-UH 2451X Economic History of the Middle East (Formerly ECON-AD 214X) Offered occasionally Prerequisites: SOCS-UH 1111 (ECON-AD 101) or Economics Placement Test Crosslisted with Arab Crossroads Studies, History The Middle East was the cradle of civilization and one of the most vibrant regions of the world for thousands of years. Since the Middle Ages, however, it has been surpassed by Europe in economic performance. This course explores this reversal in fortune. Was it due to culture, religion, law, geography, agrarian structure, globalization, or state policy? What attempts have been made to catch up with the West? Which have been successful? How has the history of the Near East compared to that of other parts of the world and what light do those comparisons shed on the region’s experience?

ECON-UH 3400 Topics in Development and Economic History Offered occasionally Prerequisite: SOCSC-UH 3220 (ECON-AD 210) 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 3410 Development and Public Policy (Formerly ECON-AD 301) Offered occasionally Prerequisite: ECON-UH 2030 (ECON-AD 104) This course will cover the international aspects of contemporary economic development and poverty reduction in developing countries, including the various dimensions of globalization (trade, migration, capital movements, knowledge transfer, global public goods ...), the potential conflicts of interest between 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-AD 314) Offered occasionally Prerequisite: ECON-UH 2020 or POLSC-UH 2211 (POLSC-AD 221) 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-AD 224) Offered spring Prerequisite: ECON-UH 2010 (ECON-AD 105) and ECON-UH 2020 (ECON-AD 106) Crosslisted with Political Science, Social Research and Public Policy International organizations today define poverty as having to live 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 Crosslisted with Peace Studies, Political Science POLSC-UH 2312 Political Economy of Development Crosslisted with Political Science

ENTREPRENEURSHIP AND FINANCE TRACK

ECON-UH 1501 Introduction to Accounting (Formerly ECON-AD 321) Offered fall, spring Prerequisites: ECON-UH 1550J (ECON-AD 225) Crosslisted with Business and Organizational Studies This course provides an introduction to the fundamental concepts of financial accounting and focuses on the development, analysis, and use of financial reports. It emphasizes accounting as the process through which relevant financial information concerning an economic entity is recorded and communicated to different parties, such as stockholders, creditors, tax authorities, investors, etc. The underlying rationale of accounting principles is discussed, aiming to provide students with a clear understanding of accounting concepts. In this course students learn about the relevance and informativeness of financial statement for decision making, as resource allocation, evaluation and contracting activities. In addition to text-oriented materials, the classes also include cases so that students can discuss applications of basic concepts, actual financial reports, and articles from newspapers.

ECON-UH 1550J Euro-American Financial System in Crisis (Formerly ECON-AD 325J) Offered January Crosslisted with Business and Organizational Studies Modern European and American finance has evolved into a highly liberalized, interconnected, and globalized system that depends on markets and banks as intermediaries between users and suppliers of capital. The system has recently suffered two extraordinary shocks—the collapse of the mortgage finance market and the “vicious downward cycle” caused by linkages between bank and sovereign creditworthiness. These shocks, which have thrown the Euro-American economies into a protracted Great Recession, threaten the euro and the European Union, and represent great challenges to US and European governments, financial institutions and their regulators. The German government, based in Berlin is a key decision maker in the efforts to stabilize the euro, the weaker Eurozone member countries and the European banking system, and the European Central Bank, another key player, is not far away in Frankfurt. This course provides a broad ranging exploration of these issues for students with only general knowledge of finance and economics.

ECON-UH 2510 Foundations of Financial Markets (Formerly ECON-AD 302) Offered fall, spring Prerequisites: ECON-UH 1550J (ECON-AD 225), 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 both 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 210) In this course students work through academic research papers in the area of Entrepreneurship and Finance 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.

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ECON-UH 351X

Islamic Economics and Finance (Formerly ECON-AD 334X)
Offered fall
Prerequisite: ECON-UH 2510 (ECON-AD 302) and SOCS-UCN 111I (ECON-AD 101)
This course provides a foundational understanding of the principles of Islamic economics and trade, 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
Prerequisite: SOCS-UCN 111I (ECON-AD 101)
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 expenditure 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 2610J

Understanding Financial Crises (Formerly ECON-221D)
Offered Jan-April
Prerequisite: SOCS-UCN 111I (ECON-AD 101)
The purpose of this course is to understand the key facts and basic mechanisms concerning financial crises and related topics. The course will first 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, 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 Crisis of 2007-2008 and the Euro Crisis. The classes will be complemented by visits to the Federal Reserve, 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 Washington, D.C. institutions and by exchanges with officials who played a key role during past financial crises.

ECON-UH 2620J

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 the considerations for stabilization policy 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
ECON-UH 3900
Topics in Economic Theory
Offered occasionally
Prerequisite: SOCSCI-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
Prerequisites: ECON-UH 2010 (ECON-AD 105) and SOCSCI-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.

SOCSCI-UH 3210
Advanced Game Theory
Offered occasionally
Prerequisites: MATH-UH 1013 (MATH-AD 111) or equivalent and SOCSCI-UH 2210 (POLSC-AD 112)
Crosslisted 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 SOCSCI-UH 3220 (ECON-AD 210)
By reading and discussing research papers in a specific subfield of Behavioral or Experimental Economics students acquire familiarity with current research methods and topics. Topics vary from semester to semester.

ECON-UH 4040
Capstone Seminar—Development and Economic History
Offered fall
Prerequisites: Any ECON-UH 34XX course and SOCSCI-UH 3220 (ECON-AD 210)
By reading and discussing research papers in a specific subfield of Development or Economic History students acquire familiarity with current research methods and topics. Topics vary from semester to semester.
Global Studies Track: Economics

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

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

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

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

The program requires the following academic sequence:

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

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

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

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

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

Majors in Political Science take 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; Social, Political, and Economic Thought in Historical Perspective), 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 in Political Science. During the first semester, students in Capstone Seminar 1 develop a research question, construct a research design that allow them to test potential answers to that question, and collect relevant data. During the second semester, in Capstone Seminar 2, students implement their proposed research 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:

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<th>Course(s)</th>
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<tr>
<td>4 Required courses:</td>
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<tr>
<td>Introduction to Political Thinking; Statistics 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)</td>
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<tr>
<td>2 Introductory electives</td>
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<td>2 Methods electives</td>
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<td>2 Area electives</td>
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<td>1 Breadth elective</td>
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<td>2 Capstone Seminar and Project</td>
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**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:

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<th>Course(s)</th>
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<tr>
<td>1 Introduction to Political Thinking</td>
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<td>3Political Science non-Methods Electives from within the Political Science major</td>
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**POLITICAL SCIENCE**

**SAMPLE SCHEDULE**

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

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tr>
<td><strong>CORE</strong></td>
<td>INTRO TO POLITICAL THINKING</td>
<td>“SPET”</td>
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<tr>
<td><strong>AREA ELECTIVE</strong></td>
<td>STATISTICS FOR SOCIAL SCIENCES</td>
<td>“GEPS”</td>
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<td><strong>ELECTIVE</strong></td>
<td>CORE</td>
<td>GENERAL ELECTIVE</td>
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<td><strong>GENERAL ELECTIVE</strong></td>
<td>FIRST-YEAR WRITING SEMINAR</td>
<td>COLLOQUIUM</td>
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<td><strong>COLLOQUIUM</strong></td>
<td>January Term</td>
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<th>YEAR 2</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<td><strong>CORE</strong></td>
<td>INTRO ELECTIVE</td>
<td>GENERAL ELECTIVE</td>
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<td><strong>ELECTIVE</strong></td>
<td>METHODS ELECTIVE</td>
<td>GENERAL ELECTIVE</td>
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<td><strong>GENERAL ELECTIVE</strong></td>
<td>CORE</td>
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<td><strong>COLLOQUIUM</strong></td>
<td>January Term</td>
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<tr>
<th>YEAR 3</th>
<th>Fall Semester (Study Away)</th>
<th>Spring Semester</th>
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<td><strong>COLLOQUIUM</strong></td>
<td>January Term</td>
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<th>YEAR 4</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tr>
<td><strong>CAPSTONE SEMINAR</strong></td>
<td>CAPSTONE PROJECT</td>
<td>GENERAL ELECTIVE</td>
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POLSC-UH 2310 Social Networks
Prequisites: SOCSC-UH 1010Q (SOCSC-AD 110)
Crosslisted with Economics, Social Research and Public Policy

POLSC-UH 2311 Survey Research
Prequisites: SOCSC-UH 1010Q (SOCSC-AD 110)
Crosslisted with Economics, Social Research and Public Policy

POLSC-UH 2312 Research Design & Causality in Social Science
Pre- or Corequisite: SOCSC-UH 1010Q (SOCSC-AD 110)
Crosslisted with Social Research and Public Policy

POLSC-UH 3210 Advanced Game Theory
Prequisites: SOCSC-UH 2210 (POLSC-AD 112)
Crosslisted with Economics, Social Research and Public Policy

POLSC-UH 3220 Econometrics
Prequisites: ECON-UH 2020 (POLSC-AD 209) and MATH-UH 1021 (MATH-AD 112)
Crosslisted with Economics, Social Research and Public Policy

POLSC-UH 3221 Economic Policy
Prequisites: ECON-UH 2020 (POLSC-AD 209) and MATH-UH 1021 (MATH-AD 112)
Crosslisted with Economics, Social Research and Public Policy

SRPP-UH 3214J Social Networks
Crosslisted with Social Research and Public Policy

POLITICAL THEORY AND INSTITUTIONS ELECTIVES

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.

POLSC-UH 2311 Introduction to Machiavelli
(Formerly POLSC-AD 140J)
Offered January
Often described as the founder of the modern science of politics, Niccolo Machiavelli (1469-1527) was also a Florentine diplomat and civil servant who drew upon his deep understanding of Roman history to interpret the colorful, tumultuous, duplicitous, and often violent politics of Renaissance Italy. This class involves a careful reading and analysis of his masterpiece, The Prince, in its historical context, with a focus on its principal theme, namely how and why political leaders gain and lose power. Students also study selected portions of The Discourses, in order to understand the nature of Machiavelli’s “republicanism” and how it relates to the advice and warnings he gave to princes. Our readings and discussions are supplemented by visits to Machiavelli’s tomb in Santi Croce; the David of Verrocchio in the Bargello (a statue that Machiavelli saw every day on his way to his office); and the estate at Sant’Andrea in Percussina, near San Casciano in Val di Pesa, where Machiavelli retired to write The Prince.

POLSC-UH 2312 Political Economy of Institutions
(Formerly POLSC-AD 133)
Offered every fall
The course explores recent research on the economic causes and consequences of differences in political institutions; authoritarian vs. democratic in general, and various kinds of authoritarian (military, personalistic, etc.) and democratic (chiefly proportional vs. majoritarian and parliamentary vs. presidential) regimes. Among the economic aspects to be considered are: the wealth and economic inequality in the given society; who garners the rents that the given regime offers; and the degree of oligarchy vs. competition that characterizes economic policy.

POLSC-UH 2313 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 and non-market institutions, lobbying and rent-seeking, corruption, social conflict, and the political economy of redistribution. Examples from historical experience as well as modern developing countries would be used throughout the course.

POLSC-UH 2314 Justice: Rational Theory & Practice
(Formerly POLSC-AD 142)
Offered occasionally
This course invites students to engage with several classic treatises of political thinking about a universal concern: justice. In John Rawls’s words, justice “is the first virtue of social institutions, as truth is of systems of thought. A theory however elegant and economical must be rejected or revised if it is untrue; likewise laws and institutions in 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 justify? How would we know in this course, we explore three fundamental questions about the ideal of a just society and what place human notions of liberty and equality occupy in such a society:

1. Which liberties must a just society protect?

2. What sorts of equality should a just society ensure?

3. Can a society ensure both liberty and equality? Or are these warring political values?

POLSC-UH 2315 Indian Political Thought: Ideas of India
(Formerly POLSC-AD 147)
Offered spring
Crosslisted with New Core: Structures of Thought and Society
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, Lalai Lajpat Rai, Bal Gangadhar Tilak, Mahatma Gandhi, Subhas Chandra Bose, and Rabindranath Tagore. Vinyav 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 explicating 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 2310J Diversity and Society (Formerly POLSC-AD 191U)
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 amidst 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 descriptive research on the psychological and rational bases of intergroup conflict, processes through which people overcome conflict and embrace diversity, and effects of quota-based integration, “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 segments of communities during times of violent conflicts and wars, existing inequalities between the sexes in a given society are exacerbated during such times. This course looks at theoretical and practical contributions that women have made to peacemaking and the gendered nature of conflict and humanitarian interventionism since beginning of the 20th century. The course begins with review of factors behind women’s involvement in peace action, research and education. Course exposes students to various perspectives, from multiple disciplines, on power, gender oppression, and identities. This course also reviews the phenomena of conflict, forced migration and militarization from different perspectives to highlight policies and operational implications that arise from these different analyses.

POLSC-UH 3310J State for Social Change (Formerly POLSC-AD 144J)
Offered January

This seminar studies why states form, what types of states form and what they do. Over the course of the semester students will consider these questions by using both current and historical evidence combined with the methods of modern political science. A sample of topics investigated includes information on nation states vs. alternative state types, ungoverned spaces, state capacity, the emergence of property rights, foundations of popular rule, and public goods provision.

POLSC-UH 3312J Social Media and Political Participation (Formerly POLSC-AD 160U)
Offered January

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

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

COMPARATIVE POLITICS ELECTIVES

POLSC-UH 2410X Comparative Politics of the Middle East (Formerly POLSC-AD 152X)
Offered spring

Crosslisted with Arab Crossroads Studies

Recommemended Prerequisite: POLSC-UH 1111

A focus on the “Arab Middle East” presupposes that regional culture is a significant factor in explaining political outcomes in that region. For decades the Arab Middle East has been largely impervious to the process of democratization. This imperviousness had led to a widespread academic and journalistic perception of “Arab exceptionalism.” This course explores the dynamics of authoritarianism and democracy in the Arab region, the weight of its professional and cultural commitment to secularism, and the role of youth and the unemployed in maintaining or challenging the regime. Students will examine the organization of the state, including the military and the intelligence services, the interrelation of political organization with economic change, and the distribution of wealth. The course seeks to link the Arab Middle East to broader questions of political organization and accountability.

POLSC-UH 2411 Politics, Social Change & Development in South Asia (Formerly POLSC-AD 153)
Offered fall

Recommended Prerequisite: POLSC-UH 1111

How did the borders of South Asian countries come to be formed? What explains the variation in the types of regimes—democratic and authoritarian—across South Asia? To what extent do these countries vary in the structure of their political systems as well as regimes? How does ethnic diversity affect the politics of South Asian countries? What is the pattern of economic growth across these countries and their human development record? What explains the high levels of violence in some South Asian countries and patterns of variation across these countries? These are some of the questions that this course addresses, with a primary focus on India and a secondary focus on Pakistan, Bangladesh, Sri Lanka, Nepal, Burma, and Bhutan. Although students learn a vast number of facts about the history and politics of the region, the primary purpose of the course is to identify overarching patterns that characterize the politics of South Asia and to teach students to think analytically and comparatively about these patterns.

POLSC-UH 2412 Power and Politics in America (Formerly POLSC-AD 156)
Offered fall

Recommended Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1112

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

POLSC-UH 2413JX Bridging the Divide Between the Arab World and the West (Formerly POLSC-AD 157JX)
Offered January even years

Crosslisted with Arab Crossroads Studies

This course brings students with an opportunity to engage in a multifaceted examination of Arab perceptions of the United States and the West, and Western perceptions of the Arab world. Students research and write about the various debates in Arab and Western media, popular culture, and political commentary portrayed each other. Students will design and execute a public opinion survey of US and Arab attitudes and try to better understand how each side sees the other—using the poll-driven data to measure the gaps in understanding. The course also includes a televised town hall discussion with the students as participants engaging each other and peers from across the region in an examination of the topic.

POLSC-UH 2414 African Politics (Formerly POLSC-AD 161)
Offered fall

Crosslisted with African Studies

The goal of this course is to introduce participants to the study of African politics from multiple methodological approaches and in a number of different contexts. The course begins with the historical roots of contemporary African politics, exploring how pre-colonial institutions and colonialism shaped African politics at independence. Next the course turns to the political and economic strategies of leaders post-independence and the factors shaping those strategies. The course 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 2415 Democracy and Development in Eastern Europe and Russia (Formerly POLSC-AD 162)
Offered fall

The aim of this course is to provide a broad overview of Eastern European politics over the course of the 20th century and into the present in order to illustrate variation in the levels of democracy and development across the region. The course begins with an examination of the state of Europe at the collapse of continental empires and will look at the role of Communism as an ideology and an actual social, political, and economic practice. The bulk of the course is dedicated to the post-1989 period. Students will explore why some Eastern European
countries were quick to democratize and liberalize, while others 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 164J) 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-UH 192J) Offered January This course introduces students to the politics of the post-communist transition by focusing on three key aspects of 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 spring Crosslisted with African Studies This class is dedicated to the study of nations, nationalism, “national” identities and its bearing on political systems and regimes (empires, federations, states, state-systems, and regions); political doctrines (liberalism, republicanism, multicultralism, 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 comparing empirical studies, adopting different angles and use international comparative examples. We will finally move on to transnational dimensions of identity: the recent boom of “diapora studies”, the audience of “illegal 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”, or of new legal arrangements which serve to protect (national, ethnic, religious) minorities on the one hand, but seem at odds with democratic justice on the other hand.

POLSC-UH 2419X Iraq War and its Consequences (Formerly POLSC-AD 163X) 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 will focus on Eastern Europe and the authoritarian persistence in much of the former Soviet Union and parts of the Balkans. The second part analyzes the successes and failures of sub subsequent 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 2512 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? What can states do to address insurgent movements most effectively? This course addresses these questions. It begins with a review of the scholarly literature on insurgency. Students then travel to Kathmandu, Nepal to meet with participants in Nepal’s 10-year civil war from 1996 to 2006 and learn their perspectives on these questions obtained from their experiences.

POLSC-UH 2513 International Politics Electives

POLSC-UH 2515 International Conflict and Development Economic (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 discuss 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: the theory of trade policy (tariffs, quotas, trade agreements); international migration and remittances; offshoring and outsourcing; international finance (exchange rates, 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-UH 186JX) Offered occasionally The terrorist attacks of 9/11 transformed the foreign policy of the United States and re-shaped its national psyche. Subsequent attacks in Europe, the Middle East and elsewhere have focused the world’s attention on the problem of Islamic terrorism. In this class we will seek to understand both the causes of the sudden rise of violent extremism in the Muslim world and the response it has provoked. 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. It will examine how the world’s major powers have responded, and whether the United States and its allies have been successful in the fight against terrorism. If successful, what will the world look like afterwards? If unsuccessful, what are the implications for the future of the region and the world?
jihadism and the policies adopted by concerned states, we will meet with scholars, journalists, policy experts, diplomats and officials in the Obama administration. Students will write a series of short papers and a longer project proposing a course of action to cure, or at least mitigate, the extremist threat.

POLSC-UH 2516 United Nations (Formerly POLSC-AD 187)
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 in 1945, how it has evolved, what challenges it faces today and whether avenues exist for meaningful organizational reform. The course will provide students with a better understanding of both the theory and the practice of the UN’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 political processes. 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 (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 democratic 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 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 the imbalance in spending. The course assumes no prior mathematical modeling, although students should not be afraid of math. Students should expect to use calculus 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
Over the last three decades, formal theory (i.e. making use of mathematics and game theory) has greatly clarified thinking about international cooperation and treaty making. This course offers an introduction to formal theory. It will address questions such as: “What do we mean by international cooperation?” “Why do rational states choose to 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 teach students how to use empirical evidence for and against the theories we discuss in class.

POLSC-UH 2519 Nuclear Politics Offered occasionally
This course focuses on the politics of nuclear weapons. Why do states seek nuclear weapons? Why do states choose to proliferate or non-proliferate? Why has the spread 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 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 and wars? What is the role 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 2510 International Political Economy (Formerly POLSC-AD 173)
Offered occasionally
Prerequisite: POLSC-UH 1102 (POLSC-AD 170) and POLSC-UH 2201 (POLSC-AD 219)
This course serves as an introduction to the study of the contemporary international political-economic system and introduces students to some of the main analytical frameworks that political economists use to understand this system. The course will familiarize students with analytical tools that help them gain a better understanding of the current problems and opportunities facing actors in today’s international political economy.

POLSC-UH 2511J Nation-Building (Formerly POLSC-AD 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 globalization, the poisons which breed inside weak states that has now infected, 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 will start by examining what has gone wrong, 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 2512 Civil War and International Intervention (Formerly POLSC-AD 177)
Offered occasionally
Prerequisites: POLSC-UH 1112 (POLSC-AD 170) and POLSC-UH 2201 (POLSC-AD 219)
Civil conflict 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, 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 3510 Emerging Powers (Formerly POLSC-AD 183J)
Offered occasionally
Are Emerging Powers emerging, and are they powers? The course will consider the emerging “market” or economic discussion, reviewing what academics, the press, financial institutions, etc., mean when they speak of these countries, with acronyms such as BRICs, BRICS, MINT, and others. What is the key factor: size, growth, novelty, potential or promise? Which of all of these questions is truly relevant and important? The second part of the class will examine regional, ideological and institutional issues: are there are countries important actors in their regions? Why or why not, and how does their economic performance influence their regional political action (domestic ideological and institutional issues would also be largely addressed here)? The third part of the class will turn to international and multilateral factors: are “emerging powers” truly powers? Are they the same? Do others see them as powers? How do they express their economic success or geographic and demographic clout in the international arena?

POLSC-UH 2516 Digital Diplomacy (Formerly POLSC-AD 188J)
Offered occasionally
Crosslisted with Digital Studies, Peace Studies
This course will focus on the way that digital technology is reshaping the way that states interact and the building blocks of diplomacy. Technology has changed the way that states do business. Facebook diplomats had to adapt to writing, horseback travel, the telephone, and now, Twitter. This course will look at how new technologies shape real world negotiations between leaders and the implications for secrecy, as trust has eroded. The course will consider how countries compete in the 21st century, how to smart power, new forms of communication and iDiplomacy will change the fundamentals of statecraft. Can diplomacy compete, evolve, survive, or will it be disrupted? How can we develop connections to the biggest questions facing our future? The course will draw on history, but focus on practical examples from contemporary statecraft and the experiences of the instructor, an ambassador at the center of the effort to ensure that diplomacy is ready for the challenges that lie ahead.

POLSC-UH 3511J International Organizations and Global Governance Crosslisted with Peace Studies

POLSC-UH 3512J Peacebuilding Crosslisted with Peace Studies Core: Strategies of Thought and Society
BREADTH ELECTIVES

POLSC-UH 2910
Business, Politics, and Society
(Formerly POLSC-AD 189)
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.

ECON-UH 2310EQ
Behavioral Economics
Crosslisted with Economics

ECON-UH 2320
Experimental Economics
Crosslisted with Economics, Social Research
and Public Policy

ECON-UH 3460
Poverty
Crosslisted with Economics, Social Research
and Public Policy

EDUC-UH 100UJ
International Peacebuilding and the Role of Education
Crosslisted with Education, Peace Studies, Social Research and Public Policy

HIST-UH 3318
US Foreign Policy since 1898
Crosslisted with History

HIST-AD 3319
African American Freedom Struggle
Crosslisted with African Studies, History

LAW-UH 2110
Punishment in Politics, Law and Society
Crosslisted with Legal Studies, Social Research and Public Policy

LAW-UH 2113J
International Law
Crosslisted with Legal Studies, Peace Studies, Social Research and Public Policy

PEACE-UH 101I
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

POLSC-UH 4000
Capstone Seminar
(Formerly POLSC-AD 400)
Offered fall, spring
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.

POLSC-UH 4001
Capstone Project
(Formerly POLSC-AD 401)
Offered fall, spring
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
SOCIAL RESEARCH
AND PUBLIC POLICY
COURSES

REQUIRED SOCIAL SCIENCE COURSES

SOCSC-UH 1010Q
Statistics for the Social and Behavioral Sciences
Croslisted with Economics, Political Science

SOCSC-UH 1011
Global Economic, Political and Social Development since 1500
Croslisted with Economics, Political Science

SOCSC-UH 113
Introduction to the Study of Society
Croslisted with Economics, Political Science

One Social Political and Economic Thought (SPET) course selected from:

SOCSC-UH 1310
Foundations of Modern Social Thought
Croslisted with Economics, Political Science

SOCSC-UH 1311
Introduction to Political Theory
Croslisted with Economics, Political Science

METHODS ELECTIVES

SRPP-UH 2211
Ethnographic Field Research
(Formerly SRPP-AD 125)
Offered fall, spring
Croslisted with Anthropology, Arab Crossroads Studies

Recommended prerequisite: SOCSC-UH 1210Q
The course offers a practical introduction to the theoretical and methodological issues of ethnographic field research. The course offers students hands-on experience to carry out ethnographic field research, conduct in-depth interviews and carry out participant observations.

SRPP-UH 2212
Epidemiology: a Knowledge and Skills Foundation Course
(Formerly SRPP-AD 152)
Offered occasionally
This foundation course in epidemiology will provide the students with three separate—but interrelated—components: 1) a section that focuses on ethical issues in epidemiologic research; 2) a section that focuses on fundamental epidemiologic research designs and the interpretation of results from the array of designs; and, 3) a section that focuses on building skills in insightfully reading and interpreting published epidemiologic scientific articles. The overall goal of the course is to produce thinking world citizens who can use their epidemiologic knowledge and understanding for active decision-making about their own health as well as the health and welfare of the communities in which they live in the future.

SRPP-UH 3210
Practicum in Social Research
(Formerly SRPP-AD 128)
Offered spring even years
Recommended prerequisite: SOCSC-UH 1010Q
This course will give students hands-on experience doing statistical analysis and writing a quantitative research paper. All students will use the same dataset, the 2010-2014 World Values Survey (www.worldvaluessurvey.org). This survey was taken by respondents in 60 nations, some affluent and some developing. Student research papers may involve just one country, a comparison of two or more countries, or use the pooled dataset on all countries.

SRPP-UH 3214J
Social Networks
(Formerly SRPP-AD 115J)
Offered spring 2018; January 2018
Recommended prerequisite: SOCSC-UH 1210Q
Croslisted with Political Science
Social networks are the subject of some of the most exciting recent advances in the natural and social sciences. This course provides an introduction to the major discoveries in the field of social networks, particularly advances during the last decade. It also provides students with an introduction to the methods and software used to analyze and visualize social networks. Topics include the small-world puzzle (six degrees of separation), the strength of weak ties, centrality, complexity, thresholds (‘tipping points’), and the spread of diseases and fads. Case studies used in the course include topics such as the contagion of suicides, social influence on musical taste, sexual relationships among adolescents, inter-organizational networks, and the network structure of the internet. Course readings are an engaging blend of popular social science texts, journal articles, and scientific papers.

POLSC-UH 2211
Data Analysis
Croslisted with Political Science

SOCSC-UH 1210Q
Logic of Social Inquiry
Croslisted with Economics, Political Science

SOCSC-UH 2210
Introduction to Game Theory
Prerequisites: MATH-UH 1013 (MATH-AD 111) or equivalent
Croslisted with Economics, Mathematics, Political Science

SOCSC-UH 2211
Survey Research
Prerequisites: SOCSC-UH 1010Q (SOCSC-AD 110)
Croslisted with Economics, Political Science

SOCSC-UH 2212
Research Design & Causality in Social Science
Croslisted with Political Science

SOCSC-UH 3210
Advanced Game Theory
Croslisted with Economics, Political Science

SOCSC-UH 3220
Econometrics
Prerequisites: ECON-UH 2020 (POLSC-AD 209) and MATH-UH 1021 (MATH-AD 112)
Croslisted with Economics, Political Science

SOCSC-UH 3221E
Experimental Research in the Social Sciences
Croslisted with Political Science

SOCIAL STRUCTURE AND GLOBAL PROCESSES ELECTIVES

SRPP-UH 1411J
Race and Ethnicity in Comparative Perspective
(Formerly SRPP-AD 121J; Foundational elective)
Offered spring even years
This course explores the concepts of race and ethnicity both in international comparative perspective, and with a special focus on their meaning and manifestations in Western Europe. Race and ethnicity are both ways of classifying human groups that arise under certain historical circumstances, with race in particular emerging in the contexts of imperialism and slavery. Students will consider how migration, state policies, and economic organization shape the classification and characterization of racial and ethnic groups. With Italy as an important site to be explored, students will also learn and apply social scientific methods like ethnography and content analysis in order to gauge stratification, prejudice and discrimination in diverse areas of social life.

SRPP-UH 1412J
Wealth and Inequality in the Global City
(Formerly SRPP-AD 133J)
Offered January
Croslisted with Urbanization
Rising income and wealth inequalities in many countries around the world, combined with the very high levels of concentration of wealth in the world economy, have become a topic of growing concern for social scientists and media commentators. For example, some estimates suggest that the richest 100 people in the world control half of all of the world’s wealth, while billions of people around the globe survive to survive on less than $2 a day. Our course will interrogate some of the key questions raised by rising inequality from a variety of perspectives. We will use our location in Accra as a laboratory for this investigation, taking advantage of the opportunity to both observe inequality and poverty up-close as well as exploring some of the ways in which governments and NGOs are attempting to ameliorate the worst of its effects. But we will frame our investigation in the global context: what happens in Accra is heavily shaped by larger global trends. We will ask: who is rich and who is poor, and how they are related to one another? To what extent is inequality (and even poverty) beneficial, harmful, or both to entire societies or key groups within them?

SRPP-UH 1413X
Social Change and Development in the Arab World
(Formerly SRPP-AD 156X)
Offered occasionally
Croslisted with Arab Crossroads Studies
The “Arab World” is often lumped into one homogeneous category, which conceals the diversity found within this broad region. Keeping in mind, this course will examine the unfolding of the “development project” in the postcolonial period and up to our present day in Arab nation states. Beginning with an excerpt from the Arab Human Development Report, students will take a critical look at how development is defined and measured. Culture and religion have often been invoked as the major obstacles to development in the Arab World. This course will engage with this discourse as through exploring facets of modern day colonialism. What are the new tools and institutions of this new colonialism? How has this affected development and social struggle? The class will be organized around themes and corresponding case studies. Students will engage the idea of “development” in areas of education, economics, natural resources, women’s rights, and social welfare. Students will also examine home-grown counter movements, focusing on youth efforts of organizing.
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, neighborhood environments, residential segregation, race/ethnicity, discrimination, housing conditions, work environments, and income inequality) that affect population health and overall well-being. This course introduces students to the main concepts of the public health field and the critical links between global health and social and economic development. Lectures explore major themes in global health, including the social determinants of health, the global distribution of disease burden and risk factors, key measures to address the disease burden in cost-effective ways, and the role of health systems and various 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 1611
Introduction to Global Health
(Formerly SRPP-AD 151)
Offered occasionally
Crosslisted with Environment
Despite the significant progress made towards achieving globally set targets for health in some countries, others—particularly in sub-Saharan Africa—are failing behind. This course introduces students to the main concepts of the public health field and the critical links between global health and social and economic development. Lectures explore major themes in global health, including the social determinants of health, the global distribution of disease burden and risk factors, key measures to address the disease burden in cost-effective ways, and the role of health systems and diverse global actors in responding to the health needs of populations worldwide. The course is global in coverage, but with a focus on low- and middle-income countries and on the health of the poor.

SRPP-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 policy intersects with international economic 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 2620
Education and Society
Offered fall
Crosslisted with Education
Our goal is to understand the role of education in society. We will explore educational processes and educational systems and consider the following questions: How are educational systems (schools, vocational training, tertiary education) organized and how do they differ across history and across societies? What is the contribution of education to the economy, social integration and to cultural development? Which role plays education in individual development and occupational opportunities? How do families, schools and communities affect educational performance, attainment and inequalities in educational opportunity? Does education work as a motor towards equality? Does the educational system reproduce the class structure of a society or challenge it? What do we know about international comparisons of students’ achievements and how can we know it (the OECD PISA-Studies)? What is and should be the role of transnational education, as at NYUAD? We will analyze these questions from an international, comparative perspective and discuss issues including social reproduction, the achievement gap and meritocracy. The role of ethnicity, socioeconomic class and status, gender and upbringing will inform our investigation. You will learn how to analyze and debate these issues by applying different sociological theories of education.

SRPP-UH 2410
Gender and Society
(Formerly SRPP-AD 131)
Offered spring
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 in 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 course will end with a discussion of the popular upheavals in the region commonly referred to under the rubric of the Arab Spring.

SRPP-UH 2411
Health and Inequality
(Formerly SRPP-AD 127; Foundational elective)
Offered fall
Recommended Prerequisite: 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; international stratification for stratification, qualitative research, family, schooling, and work; political power and role of elites; and comparative 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 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 in 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 course 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 2612
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 immigrants and their 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 this course include: a) the role of transnational entrepreneurship and its bearing on successful economic adaptation; b) immigrant transnational organizations and their impact on the development of sending countries and regions; c) the adaptation process of the second generation; d) public ideologies of immigration and their impact on governmental policy.

SRPP-UH 2617
Global Burden of Non-communicable Diseases
(Formerly SRPP-AD 154J)
Offered January
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
health issue for low and middle-income countries was acute infectious disease. Over the last decade, NCDs have begun to critically impact the health of most populations across the globe. This course seeks to identify a number of complex issues related to the emergence of NCDs globally and consider the disease experience in low and middle-income countries to high-income countries. The course will identify the social determinants of NCDs and explore the recent impact of the "epidemiologic" transition in low-income countries with emphasis on West Africa. With Ghana as the host country, students will participate in meetings, discussions and health department visits to understand the impact of these diseases on the country's policy, culture and economy.

SRPP-UH 2618 Welfare States in Comparative Perspective
(Formerly SRPP-AD 158)
Offered spring

Cussled with New Core: Structures of Thought and Society
How do different countries respond to the challenges of poverty and economic inequality? How do they protect workers against the risks of unemployment, illness, disability and old age? This course examines social policy in both advanced post-industrial democracies and the "Global South". The course will consider various ways in which "welfare regimes" have been characterized and classified, particularly with regard to how welfare provision is divided up among state, market and family. The course will explore how social policies originate and change, paying attention to the role of organized interests, state institutions, and partisan politics in these processes. Lastly, the course will examine how contemporary challenges—including globalization, population aging, post-industrialism and women's issues—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. Lecturers will explore major themes in global health, including the social determinants of health, the global distribution of disease burden and risk factors, key measures to address the disease burden in cost-effective ways, and the role of health systems and diverse global actors in responding to the health needs of populations worldwide. The course is global in perspective but with a focus on low- and middle-income countries and on the health of the poor.

SRPP-UH 431 Empires and Imperialism
(Formerly SRPP-AD 159)
Offered fall

Today, we live in a world of nation states, a world in which each nation has—or aspires to have its "own" state. Yet this global dominance of the idea of the nation state is of relatively recent provenance. For most of human history, political power 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 fifteenth century on. One aim of this course is to place this European imperialism and its consequences in a larger comparative context. This goal will be achieved by considering the historical predecessors of modern European imperialism in Antiquity and in the Middle Ages, as well as "contemporaries" of European empires in other parts of the world. With this foundation, in the second half of the course students will discuss and evaluate representative works drawn from the rich literature on modern imperialism and colonialism.

ANTH-UH 2155 The Anthropology of Forced Migration
Cussled with Anthropology

Cussled with Core: Structures of Thought and Society

The Anthropology of Forced Migration
Cussled with New Core: Structures of Thought and Society

Understanding Urbanization
Cussled with Core: Structures of Thought and Society

ECON-UH 3460 Poverty
Cussled with Economics, Political Science

INSTITUTIONS AND PUBLIC POLICY

SRPP-UH 510 J Child Development and Social Policy in a Global Society: Knowledge for Action
(Formerly SRPP-AD 155J)
Offered January

The overarching goals of this course are to introduce students to: (1) the great variation in children's development in 21st century global society; and (2) how public (and private, family, non-governmental and business) sector policies affect children's health, education and economic well-being in low-, middle- and high-income countries. In the course, students will learn how to: critically examine international trends and graphs, economic and political factors that influence child development; understand the role of science and of participatory/ democratic processes in informing effective child development; and policies affecting children; and analyze political/ cultural/communications challenges to improving programs and policies for children. The course will culminate in each student proposing policy changes in a particular country chosen by the student that could dramatically improve the well-being of children.

SRPP-UH 6111 Introduction to Global Health
(Formerly SRPP-AD 151)
Offered occasionally

Cussled 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. Lecturers will explore major themes in global health, including the social determinants of health, the global distribution of disease burden and risk factors, key measures to address the disease burden in cost-effective ways, and the role of health systems and diverse global actors in responding to the health needs of populations worldwide. The course is global in perspective but with a focus on low- and middle-income countries and on the health of the poor.

SRPP-UH 6112 Global Health and Economic Development
(Formerly SRPP-AD 162)
Offered occasionally

This course examines the relationships among poverty, disease, health and development. The class will consider the role of health in the context of socio-economic development and the Millennium Development Goals, and will explore where health falls among competing social service and development priorities. Students will discuss the promotion of pro-poor health policies and healthcare investments as a strategy to achieve poverty reduction and economic growth. The course will examine the practical constraints and challenges of fragile healthcare systems, and lessons from the experience of countries at different stages of economic development.

SRPP-UH 6113 21st-Century International Human Rights
(Formerly SRPP-AD 134J)
Offered occasionally

Cussled with Legal Studies, Leadership and Social Entrepreneurship

This course is designed to give an introduction to the law, policy, philosophy, institutions, and practice of modern international human rights. After discussing foundational international human rights and policies, the course examines key regional, and international. Part I of the course presents an overview of the text. theory, history, and legal frameworks of the international human rights movement. Part II will explore these themes through the lens of the Argentinian experience. Students will study human rights violations during the Dirty War and national and inter-regional responses that sought to expose abuses, marshal human rights institutions to take action against them. This course also will examine efforts within Argentina over the last 30 years to balance reconciliation and accountability for past abuses. In Part III, this course will examine current human rights challenges facing governments, civil society generally, international organizations, and businesses today. The course will include field trips around Buenos Aires and guest speakers with direct experience in the human rights movement in Argentina.

SRPP-UH 6164 Entrepreneurship
(Formerly SRPP-AD 122)
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 role of entrepreneurship in capitalism 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 turn to the broader networks, organizational forms, and institutional environment facilitating entrepreneurial activity. The last part of the seminar will focus on research exploring the indirect influence of ownership and control and the role of social networks data available through the internet.

SRPP-UH 6115 Law, Society, and Public Policy
(Formerly SRPP-AD 130)
Offered occasionally

Cussled with Legal Studies

This course provides a comparative perspective on law and legal institutions: the meaning and complexity of legal issues; the relation between law and social change; the effects of laws; uses of law to overcome social problems. Topics included in this course are: limits of law; legal disputes and the law. 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 3101 Introduction to Global Health
(Formerly SRPP-AD 151)
Offered occasionally

Cussled 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. Lecturers will explore major themes in global health, including the social determinants of health, the global distribution of disease burden and risk factors, key measures to address the disease burden in cost-effective ways, and the role of health systems and diverse global actors in responding to the health needs of populations worldwide. The course is global in perspective but with a focus on low- and middle-income countries and on the health of the poor.

SRPP-UH 6112 Global Health and Economic Development
(Formerly SRPP-AD 162)
Offered occasionally

This course examines the relationships among poverty, disease, health and development. The class will consider the role of health in the context of socio-economic development and the Millennium Development Goals, and will explore where health falls among competing social service and development priorities. Students will discuss the promotion of pro-poor health policies and healthcare investments as a strategy to achieve poverty reduction and economic growth. The course will examine the practical constraints and challenges of fragile healthcare systems, and lessons from the experience of countries at different stages of economic development.

SRPP-UH 6113 21st-Century International Human Rights
(Formerly SRPP-AD 134J)
Offered occasionally

Cussled with Legal Studies, Leadership and Social Entrepreneurship

This course is designed to give an introduction to the law, policy, philosophy, institutions, and practice of modern international human rights. After discussing foundational international human rights and policies, the course examines key regional, and international. Part I of the course presents an overview of the text. theory, history, and legal frameworks of the international human rights movement. Part II will explore these themes through the lens of the Argentinian experience. Students will study human rights violations during the Dirty War and national and inter-regional responses that sought to expose abuses, marshal human rights institutions to take action against them. This course also will examine efforts within Argentina over the last 30 years to balance reconciliation and accountability for past abuses. In Part III, this course will examine current human rights challenges facing governments, civil society generally, international organizations, and businesses today. The course will include field trips around Buenos Aires and guest speakers with direct experience in the human rights movement in Argentina.
SRPP-UH 2610
Introduction to Public Policy
(Formerly SRPP-AD 150)
Offered fall, spring

Public policy affects our lives in profound ways even when we are not aware of them. What we eat, how we recycle, or when we disclose personal information on the internet are all examples of choices largely determined by public policies. This course is an introduction to public policy, why it is important, and how it involves simultaneous ethical, political, and problem-solving processes. The course introduces students to the ways in which a variety of actors and institutions at the national and transnational levels interactively contribute to public policy. The course is divided into two parts. The first part provides an overview of the basic concepts underlying the public policy process and the second part provides critical perspectives on public policy-making in theory and practice.

SRPP-UH 2611
Social Policy
(Formerly SRPP-AD 111)
Offered occasionally
Prerequisite: SOCSC-UH 1210Q (SOCSC-AD 112Q)
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. 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 the 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 north global 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

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 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 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 3610
Public Policy Analysis: Case studies for Effective Formation 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: memo writing; the drafting of public policy press releases; preparation for longer and shorter oral presentations; the drafting of talking points on policy issues, how to best frame policy challenges to explain proposed solutions and defend policy decisions. In addition, students will be asked to put together full dossiers on specific 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 quality 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.

EDUC-UH 1001J
International Peacebuilding and the Role of Education
Crosslisted with Education, Peace Studies, Political Science

LAW-UH 2100
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 1111
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 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 critical scientific case studies to investigate how Islam does (or does not) come to matter in various sectors of society, including government and the state, the legal system, politics and social movements, gender relations, sexuality, education, the economy, popular culture, and everyday life. By the end of this course, students will be able to critically analyze the ways that religious and cultural Islam can impact society and social life. Each student will be expected to complete a final research project exploring the core questions posed by the course.
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.
**BA-MPA PROGRAM**

NYU Wagner and NYU Abu Dhabi offer students the opportunity to simultaneously pursue the degrees of Bachelor of Arts and Master of Public Administration. Students admitted to the BA-MPA program can, with careful planning, earn both degrees in a shortened time and at less cost than is normally the case. This dual degree is designed for students with a strong commitment to public leadership and will allow such students both to enhance and focus their opportunities for learning, while helping them to build a meaningful career in public service.

NYUAD undergraduates in one of three majors may submit an NYUAD pre-application for the BA-MPA track once they have earned 48 credits; the majors are Economics, Political Science, and Social Research and Public Policy. At Wagner, students choose between the Public and Nonprofit Policy and Management Program and the Health Policy and Management Program and then further specialize within each program. Students may complete a maximum of 28 of the 60 credits for the MPA while they are still undergraduates; initial courses should include the five Wagner school core courses along with two specialization requirements. The 28 credits may be a combination of Wagner graduate courses or their undergraduate equivalents (see equivalency table); students must earn a B or better in all Wagner or equivalent courses in order for these to be applied to the MPA. BA-MPA students must complete all requirements of their major as well as school-wide requirements prior to matriculating at Wagner.

In their senior year, students in the BA-MPA track must formally submit an MPA application to Wagner by the December admissions deadline.

Those students matriculating at Wagner with less than two years of full-time, relevant work experience must complete the Professional Experience Requirement while matriculated at Wagner. BA-MPA students who formally apply and are admitted to the MPA may choose to defer admission for up to two years in order to gain critical professional experience in the field.

**Advising**

Debra Cabrera, Director of Student Services, NYU Wagner
Hannah Bruckner, Professor and Program Head of Social Research and Public Policy, NYU Abu Dhabi.

**COURSE EQUIVALENCIES TABLE FOR BA-MPA**

<table>
<thead>
<tr>
<th>Wagner Graduate Course</th>
<th>Undergraduate Equivalents</th>
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<tr>
<td>CORE-GP 1011 Statistical Methods</td>
<td>Or satisfied by one</td>
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<td></td>
<td>SOCSC-AD 110 Statistics for Social and Behavioral Sciences</td>
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<td>ECON-UA 18 Statistics</td>
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<td>POL-UA 800 Quantitative Methods in Political Science</td>
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<td>SOC-UA 302 Statistics for Social Research</td>
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<td>CORE-GP 1018 Microeconomics</td>
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<td></td>
<td>ECON-AD 101 Principles of Macroeconomics and</td>
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<td></td>
<td>ECON-AD 102 Principles of Microeconomics</td>
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<td></td>
<td>ECON-UA 1 Introduction to Macroeconomics and</td>
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<td></td>
<td>ECON-UA 2 Introduction to Microeconomics</td>
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<tr>
<td>CORE-GP 1020 Managing Public Service Organizations</td>
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<tr>
<td></td>
<td>UPADM-GP 103 Introduction to Managing Public Service Organizations</td>
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<tr>
<td>CORE-GP 1021 Financial Management</td>
<td>No undergraduate course equivalent</td>
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<tr>
<td>CORE-GP 1022 Introduction to Public Policy</td>
<td>Or satisfied by one</td>
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<tr>
<td></td>
<td>POLSC-AD 156 Power and Politics in America</td>
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<td>SRPP-AD 150 Introduction to Public Policy</td>
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<td></td>
<td>POL-UA 300 Power and Politics in America</td>
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<td></td>
<td>UPADM-GP 101 Politics of Public Policy</td>
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<td>PADM-GP 2140 Public Economics and Finance</td>
<td>No undergraduate course equivalent</td>
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<tr>
<td>PADM-GP 2902 Multiple Regression and Introduction to Econometrics</td>
<td>Or satisfied by</td>
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<tr>
<td></td>
<td>ECON-AD 210 Introduction to Econometrics</td>
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<tr>
<td>URPL-GP 2608 Urban Economics</td>
<td>Or satisfied by</td>
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<tr>
<td></td>
<td>ECON-AD 323 Urban Economics</td>
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</tbody>
</table>
Foundations of Science

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.

The increasingly interdisciplinary nature of modern scientific research requires that biologists, chemists, computer scientists, mathematicians, physicists, and psychologists have a fundamental understanding of one another’s areas. It is important for students engaged in these fields to experience and comprehend multiple scientific disciplines and their interrelationships.
Foundations of Science 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)
2. Foundations of Science 2: Forces and Interactions (SCIEN-UH 1201EQ, 1202EQ, 1203)
3. Foundations of Science 3: Systems in Flux (SCIEN-UH 1301, 1302, 1303, 1304)
4. Foundations of Science 4: Form and Function (SCIEN-UH 1401, 1402, 1403, 1404)
5. Calculus with Applications: Science and Engineering (MATH-UH 1012)
6. Multivariable Calculus with Applications: Science and Engineering (MATH-AD 1020)
FOUNDATIONS OF SCIENCE COURSES

SCIENCE COURSES

SCIENCE-UH 1101EQ, 102EQ, 1103 Foundations of Science 1: Energy & Matter (Formerly SCIEN-AD 101EQ, 102EQ, 121) Offered fall, spring Prerequisites: MATH-UH 1011 (MATH-AD 110), MATH-UH 1012 (MATH-AD 111) or MATH-UH 1013 Components: Physics (1.5 credits), Chemistry (1.5 credits), Laboratory (1 credit) Foundations of Science 1: Energy and Matter provides a comprehensive introduction to these two fundamental concepts that are so famously unified in the equality $E=mc^2$. Following an introduction to the physical sciences, the course focuses on velocity, acceleration, forces, and energy, while simultaneously introducing students to atoms and molecules. Chemical reactions are examined, and the energy changes associated with them are investigated via a thorough analysis of the three laws of thermodynamics. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIENCE-UH 1201EQ, 1202EQ, 1203 Foundations of Science 2: Forces & Interactions (Formerly SCIEN-AD 103EQ, 104 EQ, 122) Offered fall, spring Prerequisites: Foundations of Science 1 Components: Physics (1.5 credits), Chemistry (1.5 credits), Laboratory (1 credit) Foundations of Science 2: Forces and Interactions introduces students to fundamental forces, including gravity and electrical 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.

SCIENCE-UH 1301, 1302, 1303, 1304 Foundations of Science 3: Systems in Flux (Formerly SCIEN-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), Laboratory (1 credit) Foundations of Science 3: Systems in Flux focuses on changes systems in the physical and living worlds. Capacitors, current, and basic circuits are explored with an eye toward understanding their applications to chemical reactions and the behavior of living cells. The rates and directions of chemical reactions are explored as chemical kinetics and chemical equilibrium are investigated with a special focus on acid-base chemistry. These fundamental physical and chemical principles are used to describe basic cellular monomers and polymers including DNA, RNA, and protein, and the sequence of events that leads to information flow and its regulation in the cell nucleus. They are also applied to macroscopic systems found in the biosphere. Laboratory exercises focus on fundamental protocols and tools needed to sharpen basic laboratory skills. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIENCE-UH 1401, 1402, 1403, 1404 Foundations of Science 4: Form and Function (Formerly SCIEN-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), Laboratory (1 credit) Foundations of Science 4: Form and Function explores a question applicable to all branches of science: How does the form or shape of a physical entity set its function? This leads to another question: If a specific function is desired, can a form or shape be engineered or modified to execute or improve the execution of that function? The course examines the form/function concept in magnetic and electrical fields, the behavior and design of small molecules, and the activity of proteins as the workhorse in biological systems. Laboratory exercises require students to design experiments related to crystals and crystallography to examine chemical forms macroscopic and microscopic levels. Foundational work on 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.

SCIENCE-UH 1501, 1502, 1503 Foundations of Science 5: Propagating Change (Formerly SCIEN-AD 111, 112, 125) Offered fall, spring Prerequisites: Foundations of Science 4 Components: Biology (1.5 credits), Physics (1.5 credits), Laboratory (1 credit) Foundations of Science 5: Propagating Change focuses on disturbances in physical and living systems that bring about change. In physics, disturbances generate waves that are accompanied 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.

SCIENCE-UH 1601, 1602, 1603 Foundations of Science 6: Oscillations and Uncertainties (Formerly SCIEN-AD 113, 114, 126) Offered fall, spring Prerequisites: Foundations of Science 5 Components: Biology (1.5 credits), Physics (1.5 credits), Laboratory (1 credit) Foundations of Science 6: Oscillations and Uncertainties examines how repetitious or cyclical events, although presumably predictable, are associated with inherent uncertainty in their outcomes. This is embodied in physics and chemistry in quantum theory and the Heisenberg uncertainty principle. But living systems provide countless examples of oscillatory events that possess inherent uncertainty when scientists try to predict outcomes. Indeed, this final chapter in Foundations of Science challenges students to consider the very nature of studying complex problems and systems and assessing the uncertainty associated with the scientific method. The laboratory exercises involve collaborative projects in which teams of students must apply their acquired knowledge and skills to design experiments focused on answering a question or solving a problem, keeping uncertainty in mind as they report their results and discuss additional data that would be need to provide a better answer or solution. Focused disciplinary tutorials in biology, chemistry, and physics provide an opportunity for in-depth analysis and discussion of classic papers, enhanced understanding of fundamental concepts, and development of practical skill sets. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.
Biology is concerned with the workings of life in all its varied forms. In recent years, the life sciences have been revolutionized by the development of molecular, cellular, genomic, and bioinformatic techniques that are being applied to study fundamental processes in organisms. As a result, there has been a transformation in the understanding of life, from the genetic networks that guide how embryos develop to uncovering natural genetic variation and how life adapts to diverse environments at unprecedented resolution. These and other discoveries in biology are shaping society by improving human health, enhancing rational management of our environment, developing forensic science, and augmenting the production of renewable energy with the concomitant sequestering of pollutants. In addition, the rapid growth of the life sciences has fueled new ethical and legal issues that impinge on biological discoveries and their applications.

Recent developments in the biological sciences have led to a focus on systems biology, which aims to integrate the vast amount of molecular data that can now be captured, providing new insights into how and why biological systems are adaptable and robust. These developments have brought to light the interdisciplinary nature of modern biology, requiring an integrated exposure to fundamental concepts in biology, chemistry, computer science, engineering, mathematics, and physics.

The major in Biology offers students the opportunity to learn introductory science in an integrated format in the Foundations of Science sequence and to use contemporary tools and approaches to solve problems in areas of the current life sciences. Intermediate and advanced courses provide a broad and intensive background in modern biology for those interested in careers in research, health-related fields, biotechnology, and education, among others. The advanced courses emphasize the fundamental concepts and principles mastered in the Foundations of Science sequence, continuing the emphasis on using interdisciplinary approaches to understand the natural world.

The major in Biology is taught by faculty who carry out research in state-of-the-art laboratories in various areas in the life sciences. The Program in Biology at NYU Abu Dhabi has strong interactive ties with the Department of Biology, the Center for Genomics and Systems Biology, and other laboratories located at NYU New York and within the NYU global network.

Organic Chemistry 2 is not required for the major in Biology. However, it is highly recommended for students who intend to apply to medical or dental school and for students interested in graduate school in the life sciences. In addition, majors in Biology are encouraged to complete Introduction to Probability and Statistics (MATH-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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number of Courses</th>
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</thead>
<tbody>
<tr>
<td>6.5 Foundations of Science 1–6</td>
<td>6.5</td>
</tr>
<tr>
<td>4 Required courses:</td>
<td>4</td>
</tr>
<tr>
<td>Calculus with Applications: Science and Engineering</td>
<td>1</td>
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<tr>
<td>Multivariable Calculus: Science and Engineering</td>
<td>1</td>
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<tr>
<td>Human Physiology</td>
<td>1</td>
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<tr>
<td>Organic Chemistry 1</td>
<td>1</td>
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<tr>
<td>4 Biology Electives</td>
<td>4</td>
</tr>
<tr>
<td>.5 Research Seminar in Biology (half course)</td>
<td>.5</td>
</tr>
<tr>
<td>2 Capstone Project in Biology</td>
<td>2</td>
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</tbody>
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### 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
BIOL-UH 2010 Human Physiology (Formerly BIOL-AD 101)
Offered fall
Prerequisites: Foundations of Science 1–6
This course uses fundamental concepts from the Foundations of Science curriculum to examine essential elements of organ physiology, including the nervous system with an emphasis on humans. After an initial introduction to the basic principles of physiology, the course emphasizes normal and pathological functions in humans, it explores how the nervous and the endocrine systems allow communication among cells and organs to enable an organism to maintain homeostasis and to respond to environmental changes. The anatomy of the nervous system is also used to address structure, function, homeostasis and adaptability.

CHEM-UH 2010 Organic Chemistry 1
Prerequisites: Foundations of Science 1–4
Crosslisted with Chemistry

MATH-UH 1012 Calculus with Applications to Science and Engineering
Prerequisite: MATH-UH 1002 (MATH-AD 102) or Math Placement Test
Crosslisted with Chemistry, Computer Science, Engineering, Physics

MATH-UH 1020 Multivariable Calculus with Applications to Science and Engineering
Prerequisite: MATH-UH 101 (MATH-AD 110), MATH-UH 1012 (MATH-AD 111) or equivalent
Crosslisted with Chemistry, Engineering, Mathematics, Physics

SCIENCE-1101-1603 Foundations of Science 1–6

REQUIRED COURSES

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, principles and research methods used in the field of genetics. Students learn about the major types of genetic variation and how they are generated, distributed and maintained across genomes and between individuals. The course covers concepts such as mutation, recombination, transmission systems, cytoplasmic inheritance, population genetics, and multifactorial inheritance. Emphasis is placed on patterns of Mendelian and non-Mendelian inheritance 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 organized? The study of ecology answers this question by investigating how the environment and interactions between organisms drive the distribution, structure, and functioning of life at increasingly complex levels (individuals, populations, communities, ecosystems). 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 app roaches, 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 3115 Genome Biology
(Formerly BIOL-AD 215)
Offered occasionally
Prerequisites: Foundations of Science 1–6
What is personalized medicine? What’s 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 long-standing and new kinds of questions are solved. New scientific discoveries from genome sciences are impacting society, and every-day lives, on all levels: public policy, medicine, and personal health. The 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 recent and emerging concepts and methodologies in tumor immunology and treatment of infectious diseases.

BIOL-UH 3315 Molecular Neuroscience
(Formerly BIOL-AD 217)
Offered occasionally
Prerequisites: BIOL-UH 2010 (BIOL-AD 101), 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 3310 Biophysics (Formerly BIOL-AD 230)
Offered occasionally
Prerequisites: Foundations of Science 1–6
Biophysics uses the laws of physics and their associated mathematical principles to gain an understanding of living systems, primarily by examining forces and interactions among molecules found in cells. This course begins with a thorough review of cells, with a special emphasis on eukaryotes and their different compartments. This section is followed by an investigation of the structures and functions of biological macromolecules, including proteins, nucleic acids, carbohydrates, and lipids. Students gain a deep understanding of information flow in cells via detailed biophysical analysis of replication and gene expression.

BIOL-UH 3350 Directed Study (Formerly BIOL-AD 298)
Offered by application
Prerequisite: BIOL-UH 3350 (BIOL-AD 101); students must receive permission from the faculty in the Program in Biology; special permission must be given for this course to count toward the major in Biology
This course is intended for students who are self-motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in Biology. 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. Registration requires permission of the sponsoring faculty member. Forms for Directed Study in Biology are available from the Program Head in Biology.

BIOL-UH 3117 Molecular Neurobiology
(Formerly BIOL-AD 217)
Offered occasionally
Prerequisites: BIOL-UH 2010 (BIOL-AD 101), 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 3130 Biophysics (Formerly BIOL-AD 230)
Offered occasionally
Prerequisites: Foundations of Science 1–6
Biophysics uses the laws of physics and their associated mathematical principles to gain an understanding of living systems, primarily by examining forces and interactions among molecules found in cells. This course begins with a thorough review of cells, with a special emphasis on eukaryotes and their different compartments. This section is followed by an investigation of the structures and functions of biological macromolecules, including proteins, nucleic acids, carbohydrates, and lipids. Students gain a deep understanding of information flow in cells via detailed biophysical analysis of replication and gene expression.

BIOL-UH 3350 Directed Study (Formerly BIOL-AD 298)
Offered by application
Prerequisite: BIOL-UH 3350 (BIOL-AD 101); students must receive permission from the faculty in the Program in Biology; special permission must be given for this course to count toward the major in Biology
This course is intended for students who are self-motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in Biology. 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. Registration requires permission of the sponsoring faculty member. Forms for Directed Study in Biology are available from the Program Head in Biology.
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 3211
Experimental Neurobiology
(Formerly BIOL-AD 211)
Offered fall
Prerequisite: BIOL-UH 2010 (BIOL-AD 101)
This course explores the role of individual molecules and the morphological and physiological properties of single neurons in the nervous system. Both molecular and cellular neurobiology have revolutionized research on cognitive processes and psychiatric disorders. Cell neurobiology has led to understanding the processes of neural coding at both the single cell and the circuit level. This course combines lectures, class discussions, and lab experiments to explore applications of cellular neurobiology in research. In addition to cellular physiology, this course examines brain activity dynamics and investigate neural interface systems. The course engages students in a guided research project as well as scientific writing and data reporting.

BIOL-UH 3218
Synthetic Biology
(Formerly BIOL-AD 218)
Offered fall
Prerequisites: Foundations of Science 1-6
Synthetic biology aims to use state-of-the-art molecular tools to redesign biological systems by employing the approaches of engineering. The guiding principle in designing synthetic projects is often derived from a systems-level understanding of cellular networks, with metabolic network analyses playing a key role in offering hypothesized on how to modify cellular wirings for a desired outcome. This course combines lectures, discussions, and lab experiments. The course engages students in a guided research project to learn advanced molecular techniques and systems-level analysis. Students become familiar with engineering concepts such as defining biological components as "parts" and cataloging them in synthetic biology parts registries.

BIOL-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 the focus of heated political debate. This course introduces students to basic principles of developmental biology and is based in laboratory work of direct observation and experimentation with a common model organism. The course is project based to learn about developmental biology and to gain proficiency at the experimental approaches used in the field.

BIOL-UH 3220
Experimental Systems Biology
Offered occasionally
Prerequisites: Foundations of Science 1-4 or Foundations of Science 1-6 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 that cell's part is, then through establishing how these elements interact, define the emergent properties of such interactions. This course combines lectures, class discussions, and lab experiments to explore key elements of systems biology while exploring the genetic basis of disorders with complex inheritance pattern, such as autism and schizophrenia. Students will carry out high-throughput transcriptome 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; and also be carried out and studied.

BIOL-UH 3101
Behavioral and Integrative Neuroscience
(Formerly BIOL-AD 140)
Offered spring
Prerequisite: BIOL-UH 2010 (BIOL-AD 101)
Crosslisted 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.

BIOL-UH 3117
Molecular Neurobiology
(Formerly BIOL-AD 217)
Offered occasionally
Prerequisite: BIOL-UH 2010 (BIOL-AD 101)
Crosslisted 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 1001
Introduction to Psychology
Crosslisted with Psychology
Required for Brain and Cognitive Science

PSYCH-UH 2410
Cognition
Prerequisite: PSYCH-UH 2410 (PSYCH-AD 101)
Crosslisted with Psychology
Required for Brain and Cognitive Science

BIOL-UH 3090
Research Seminar in Biology
(Formerly BIOL-AD 390)
Offered fall
Pre-requisites: Foundations of Science 1-6
Biology must be declared as primary major.
2 credits
This research seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYU Abu Dhabi biologists and others in related fields. Through exposure to faculty research, students identify areas of interest for their own capstone research, and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar so that students can begin the Capstone Project in Biology 1. All majors in Biology are required to complete the Research Seminar in Biology during the fall semester of their junior year. Students who have chosen Biology 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.

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 a laboratory-based or field-based research project. However, under circumstances based on career trajectory, students may complete a theoretical treatise to explore a new and interesting idea in the life sciences that requires merging extant theories and data to develop novel and testable predictions about specific biological phenomena. The project is developed during fall of the third year as part of the Research Seminar in Biology. During the capstone research experience, students are fully immersed in the daily life of the laboratory. This approach allows students to experience the teamwork required to succeed in research and to foster a relationship with biology faculty who will act as their mentors. Upon completion of their project, students present and discuss the results of their work in a senior thesis following the formatting standards of a leading biology journal.

BIOL-UH 4002
Capstone Project in Biology 2
(Formerly BIOL-AD 401)
Offered fall, spring
Prerequisite: BIOL-UH 4001 (BIOL-AD 400)
Chemistry is the study of molecules, how they are created from atoms, how their structures affect their chemical and physical properties, and how they unite or assemble to form the matter that makes up the physical and natural world. Knowledge of chemistry is fundamental to an in-depth understanding of all materials in the natural world and the structural properties and biochemical reactions that define living systems. Indeed, chemistry interfaces with the life sciences, physics, mathematics, computer science, and engineering.

Modern chemistry's range of applications is broad, spanning many aspects of human activities such as the improvement of agriculture, the utility of alternative and renewable energies, the discovery of new drugs and medical diagnostics, and the creation of new materials by learning how molecules are assembled and how they recognize one another. Chemistry is at the heart of sustainability—meeting the needs of the present without compromising the ability of the earth to provide for future generations. It also drives the exciting field of nanotechnology, which generates new materials for devising ever smaller devices with enhanced computing or information storage characteristics, invents novel materials for innovative applications in industry and daily life, and constructs novel photosensitive materials for solar energy conversion to electricity, to cite just a few examples.

The Chemistry major builds on the Foundations of Science program and offers students the opportunity to pursue their interests in the traditional sub-disciplines of chemistry: organic chemistry, inorganic chemistry, physical chemistry, and analytical chemistry. The major offers elective courses that explore the interdisciplinary areas of biochemistry, computational chemistry, chemical biology and materials science. A degree in Chemistry prepares students for graduate work and rewarding careers in all sectors of scientific life, from basic research to commercial product development. It also enables the pursuit of exciting careers in education, law, medicine, business and government.

Study abroad for students majoring in chemistry typically occurs in the spring semester of the third year, during which the Program in Chemistry offers a special experience at an NYU global network site for students majoring in chemistry. The option for students majoring in Chemistry to enroll in a second semester abroad is competitive, granted by permission of the Program in Chemistry and the Dean of Science, and requires registration in the course Capstone Project in Chemistry 1 at the student’s chosen site. Students majoring in Chemistry must successfully complete the Foundations of Science sequence before going abroad. 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.

### REQUIREMENTS FOR THE MAJOR
20 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>6.5</td>
<td>Foundations of Science 1–6</td>
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</tbody>
</table>
| 9            | Required courses:  
  - Calculus with Applications: Science and Engineering  
  - Multivariable Calculus: Science and Engineering  
  - Organic Chemistry 1  
  - Organic Chemistry 2  
  - Physical Chemistry: Thermodynamics and Kinetics  
  - Physical Chemistry: Quantum Mechanics and Spectroscopy  
  - Physical Chemistry Laboratory: Thermodynamics and Kinetics (half course)  
  - Physical Chemistry Laboratory: Quantum Mechanics and Spectroscopy (half course)  
  - Inorganic Chemistry  
  - Analytical Chemistry  
  - 1 Biochemistry: Molecular Structure and Function or Biochemistry: Metabolism  
  - 1 Chemistry Elective  
  - .5 Research Seminar in Chemistry (half course)  
  - 2 Capstone Project in Chemistry |

### SPECIALIZATION IN BIOCHEMISTRY (FOR CHEMISTRY MAJORS ONLY)
This specialization has been discontinued. Students entering fall 2014 or earlier should see the Program Head to discuss completing requirements.
## CHEMISTRY COURSES

### REQUIRED COURSES

**SCIEN-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

Crossover listed 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 2010  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 two fundamental concepts in physical chemistry: equilibrium thermodynamics and chemical kinetics, which examine the relationship between energy and matter and rates of reactions, respectively. The definition and the interpretation of basic issues in chemistry, including internal energy, transition states, chemical potential, reaction rates, phase transitions and catalysis, are described in detail. This course uses an extensive mathematical apparatus. The course provides a firm theoretical and practical knowledge necessary to resolve typical chemical problems by focusing on the deeper understanding of their physical foundation and meaning.

**CHEM-UH 2012  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 2013  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...
and medicine. This course aims to introduce and quantification of molecules through the analytical chemistry is a ‘measurement science’ and may be taken as a co-requisite CHEM-UH 2010 (CHEM-AD 101); CHEM-UH 2010 Offered fall

Inorganic Chemistry (Formerly CHEM-AD 311) Offered spring Prerequisites: Foundations of Science 1–6 and CHEM-UH 3015 Inorganic Chemistry

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 Analytical Chemistry (Formerly CHEM-AD 314) Offered fall Prerequisites: Foundations of Science 1–4 and CHEM-UH 2010 (CHEM-AD 102) 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 identification, isolation 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.

CHEM-UH 3020 Biochemistry: Macromolecular Structure and Function (Formerly CHEM-AD 301) Offered fall 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 opens the study of biochemistry by analyzing data, and interpret the results. After the completion of this course, students are able to characterize materials using common analytical methods.

CHEM-UH 3021 Biochemistry: Metabolism (Formerly CHEM-AD 302) Offered spring Prerequisite is 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 opens the study of metabolic pathways by which cells catalyze and metabolize carbohydrates, lipids, and proteins. The course examines the mechanisms of the different reactions that constitute these pathways and the regulatory mechanisms that control their efflux in living systems. Review of scientific literature broadens students’ understanding of metabolism in the human body with special focus on human diseases.

MATH-UH 1012 Calculus with Applications: Science and Engineering Prerequisites: MATH-UH 1002 (MATH-AD 102) or Math Placement Test Crosslisted with Biology, Computer Science, Engineering, Physics MATH-UH 1020 Multivariable Calculus Prerequisite: MATH-UH 1011 (MATH-AD 110), MATH-UH 1012 (MATH-AD 111) or equivalent Crosslisted with Biology, Engineering, Physics CHEMISTRY ELECTIVES CHEM-UH 3250 Directed Study in Chemistry (Formerly CHEM-AD 298) Offered by application Pre-requisite: Permission from the faculty in the Program in Chemistry; special permission must be given for this course to count toward the major in Chemistry. This course is intended for students who are highly motivated and seek the opportunity to work closely with a faculty sponsor from the NYUAD Program in Chemistry on a topic of mutual interest. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5. Registration requires permission of the sponsoring faculty member. Forms for Directed Study in Chemistry are available from the Office of the Dean of Science.

CHEM-UH 3260 Special Topics in Chemistry (Formerly CHEM-AD 315) Offered occasionally Pre-requisites: Foundations of Science 1–6. Permission of the instructor This course provides in-depth treatment of an area of current interest in chemistry. Lectures present background material and address current problems in the area related to the topic. Students read and discuss review articles and current literature on the topic. Course content is determined on a semester-by-semester basis and focus on interdisciplinary topics.

CHEM-UH 4210 Biophysical Chemistry (Formerly CHEM-AD 310) Offered occasionally Prerequisites: CHEM-UH 3100 (CHEM-AD 102) CHEM-UH 3015 (CHEM-AD 104) and CHEM-UH 3020 (CHEM-AD 301) Applications of physical and chemical principles to topics of biochemical and biological interest with an emphasis on the basic principles underlying biophysical techniques that are used to study important macromolecules such as proteins and nucleic acids. Topics in this course include molecular spectroscopic techniques such as light absorption, fluorescence, and circular dichroism, as well as nuclear magnetic resonance and vibrational spectroscopy. Applications of these methods to important biochemical, biological, and biomedical problems of current interest such as protein folding, imaging, and protein-DNA and protein-protein interactions are discussed.

CHEM-UH 4241 Bioorganic Chemistry (Formerly CHEM-AD 313) Offered occasionally Prerequisite: CHEM-UH 3100 (CHEM-AD 102) and CHEM-UH 3200 (CHEM-AD 301) Covering a broad range of topics at the interface between organic chemistry and biology, this course focuses on current advances in bioorganic chemistry and chemical biology.

CAPSTONE EXPERIENCE CHEM-UH 3090 Research Seminar in Chemistry (Formerly CHEM-AD 390) Offered fall Pre-requisites: Foundations of Science 1–6. Chemistry 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 chemists and others in related fields at NYU Abu Dhabi. Through exposure to faculty research, students identify potential areas of interest for their own capstone research, and over the course of the semester develop and put into writing an in-depth research proposal that will form the core of their capstone project. The final capstone project proposal is due at the end of the seminar so that students can begin the Capstone Project in Chemistry in the fall semester of their senior year. Students who have chosen chemistry as their secondary major do not need to complete the research seminar; these students must instead take two courses in their chosen elective which are not research courses.
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.
REQUIREMENTS FOR THE MAJOR
17.5 courses, distributed as follows:

| 9  | Required courses: Introduction to Computer Science; Discrete Mathematics; Data Structures; Computer Systems Organization; Algorithms; Operating Systems; Computer Networks; Software Engineering; Calculus with Applications to Science and Engineering |
| 2  | Computer Science Electives |
| .5 | Research Seminar in Computer Science (half course) |
| 2  | Capstone Project in Computer Science |
| 4  | Students majoring in computer science must complete one of the following: minor in Applied Mathematics, Natural 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. |

MINOR IN COMPUTER SCIENCE

The minor in Computer Science provides a focused learning experience that emphasizes the design and analysis of algorithms incorporating appropriate data structures, the realization of these algorithms and data structures by means of programming languages, and the honing of programming skills through a variety of programming projects. The minor requires completion of five courses: Introduction to Computer Science, Discrete Mathematics, Data Structures, Algorithms, and one computer science elective.

REQUIREMENTS FOR THE MINOR IN COMPUTER SCIENCE
5 courses, distributed as follows:

| 1  | Introduction to Computer Science |
| 1  | Discrete Mathematics |
| 1  | Data Structures |
| 1  | Algorithms |
| 1  | Elective from within the Computer Science major |

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

Spring Semester
- Algorithms
- Data Structures
- CORE
- COLLOQUIUM

YEAR 2
Fall Semester
- COMPUTER SYSTEMS ORGANIZATION
- COMPUTER SCIENCE ELECTIVE
- MINOR 1
- CORE

Spring Semester
- OPERATING SYSTEMS
- COMPUTER NETWORKS
- GENERAL ELECTIVE
- COLLOQUIUM

YEAR 3
Fall Semester (New York)
- COMPUTER SCIENCE ELECTIVE
- GENERAL ELECTIVE (NEW YORK)
- GENERAL ELECTIVE (NEW YORK)
- GENERAL ELECTIVE (NEW YORK)

Spring Semester
- SOFTWARE ENGINEERING
- MINOR 2
- MINOR 3
- CORE

YEAR 4
Fall Semester
- CS CAPSTONE PROJECT 1
- MINOR 4
- GENERAL ELECTIVE
- CORE

Spring Semester
- CS CAPSTONE PROJECT 2
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
## COMPUTER SCIENCE COURSES

### 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 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 2010 (CS-AD 103)  
  The course focuses on understanding lower-level issues in computer design and programming. The course starts with the C++ programming language, moves down to assembly and machine-level code, and concludes with basic operating systems and architectural concepts. Students learn to read assembly code and reverse-engineer programs in binary. Topics 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 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 2015 Computer Graphics**  
  (Formerly CS-AD 217)  
  Offered fall  
  Prerequisites: 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.

### COMPUTER SCIENCE 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; 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 2307 Database Systems**  
  (Formerly CS-AD 214)  
  Offered occasionally  
  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 2225 Computer Graphics**  
  (Formerly CS-AD 216)  
  Offered fall  
  Prerequisites: 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.

- **CS-UH 2278 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 2301 Operating Systems**  
  (Formerly CS-AD 106)  
  Offered spring  
  Prerequisites: CS-UH 1052 (CS-AD 105) and CS-UH 2010 (CS-AD 104)  
  This course introduces students to 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 2312 Calculus with Applications to Science and Engineering**  
  Prerequisite: MATH-UH 1002 (MATH-AD 102) or Math Placement Test  
  Crosslisted with Biology, Chemistry, Engineering, Physics
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  
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, mentor-led 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 400)  
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.

For additional information contact the Office of Global Education.
REQUIREMENTS FOR THE MAJOR
16.5 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Courses</th>
</tr>
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<tbody>
<tr>
<td>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 1; Real Analysis 1</td>
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<tr>
<td>Mathematics Electives</td>
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<tr>
<td>.5 Research Seminar in Mathematics</td>
<td>(half course)</td>
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<td>2 Capstone Project in Mathematics</td>
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<tr>
<td>4 Students majoring in mathematics</td>
<td>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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</table>

MINOR IN APPLIED MATHEMATICS
Mathematics is often associated with science, particularly physics and chemistry, but it is indeed the language and tool of the contemporary life sciences, including ecology and environmental studies, as well as the world of business and the economy. The minor in Applied Mathematics at NYU Abu Dhabi is designed to prepare students in science and the social sciences with the critical quantitative tools and reasoning skills needed to solve problems in those disciplines.

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

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Calculus with Applications to Science and Engineering</td>
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<tr>
<td>Multivariable Calculus with Applications to Science and Engineering</td>
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<td>Courses drawn from the following:</td>
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<tr>
<td>Linear Algebra</td>
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<td>Ordinary Differential Equations</td>
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<td>Probability and Statistics</td>
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## MATHEMATICS

### SAMPLE SCHEDULE

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

### YEAR 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td><strong>FOUNDATIONS OF MATHEMATICS</strong></td>
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<tr>
<td><strong>REAL ANALYSIS</strong></td>
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<tr>
<td><strong>PROBABILITY AND STATISTICS</strong></td>
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<th>Spring Semester</th>
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<td><strong>MATH ELECTIVE</strong></td>
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### YEAR 2

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<tbody>
<tr>
<td><strong>REAL ANALYSIS</strong></td>
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<td><strong>PROBABILITY AND STATISTICS</strong></td>
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<th>Spring Semester</th>
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<td><strong>MATH ELECTIVE</strong></td>
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### YEAR 3

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<th>Fall Semester</th>
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<td><strong>MATH ELECTIVE</strong></td>
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<th>Spring Semester</th>
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<td><strong>MATH ELECTIVE</strong></td>
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MATH-UH 1012
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.

MATH-UH 1021
Multivariable Calculus with Applications to Economics
(Formerly MATH-AD 112)
Offered fall, spring
Prerequisite: MATH-UH 1013 (MATH-AD 111) or equivalent
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.

MATH-UH 1013
Calculus with Applications to Economics
(Formerly MATH-AD 113)
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, can be modeled by 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.

MATH-UH 1024
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. The course studies first- and second- order equations.

MATH-UH 1010
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, some of the fundamental theorems of logic and formal languages, and set theory. In addition, the system of real numbers and all other fundamental number systems can be firmly established on the ground of natural numbers. Therefore, the course introduces elementary arithmetic and the universal method of constructing new objects from already known sets by means of equivalence relations. Abstract concepts are introduced through basic but fundamental and universal examples or problems, carefully chosen as illuminants of broader ideas and sources of new theoretical and practical applications.

MATH-UH 1011
Calculus
(Formerly MATH-AD 110)
Offered fall
Prerequisite: MATH-UH 1010 (MATH-AD 110) or equivalent
Crosslisted with Physics
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 (MATH-AD 110), 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 1020
Multivariable Calculus with Applications to Science and Engineering
(Formerly MATH-AD 115)
Offered fall, spring
Prerequisite: MATH-UH 1011 (MATH-AD 110), MATH-UH 1012 (MATH-AD 111) or equivalent
Crosslisted with Biology, Chemistry, Engineering, Physics
This course explores functions of several variables and has applications to science and engineering. Specific topics include: vectors in the plane and space; partial derivatives with applications; double and triple integrals; spherical and cylindrical coordinates; surface and line integrals; and divergence, gradient, and curl. In addition, the theorems of Gauss and Stokes are rigorously introduced.

MATH-UH 1022
Linear Algebra
(Formerly MATH-AD 116)
Offered fall, spring
Pre- or Co-requisite: MATH-UH 1011 (MATH-AD 110), MATH-UH 1012 (MATH-AD 111) or equivalent
Crosslisted with Physics
In many applications of mathematics, a response of some systems is nearly a linear function of the input. These linear systems, which arise in elasticity, in electrical engineering, and in economics for example, involve linear equations in many unknowns. The associated matrix algebra is a rich and beautiful field of mathematics. It is also central to the analysis of linear ordinary and partial differential equations. The material in this course places emphasis on theorems and proofs, and includes systems of linear equations, Gaussian elimination, matrices, determinants, Gaussian elimination, matrices, determinants, eigenvalues, eigenvectors, vectors, vector spaces, basis and dimension, linear transformations, eigenvalues, eigenvectors, and quadratic forms.
MATH-UH 2013
Real Analysis 1
(Formerly MATH-AD 231)
Offered fall
Prerequisites: MATH-UH 1011 (MATH-AD 110) or equivalent
Crosslisted with Physics
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.

MATH-UH 2410
Mathematical Modeling
(Formerly MATH-AD 213)
Offered occasionally
Prerequisites: 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 gives students an introduction to all aspects of this process. It consists of several modules, each a self-contained problem, taken from biology, economics, and other areas of science. In the process the student experiences the formulation and analysis of a model and its validation by numerical simulation and comparison with data. The mathematical tools to be developed include dimensional analysis, optimization, simulation, probability, and elementary differential equations. The necessary mathematical and scientific background is developed as needed. Students participate in formulating models as well as in analyzing them.

MATH-UH 3211
Vector Analysis
(Formerly MATH-AD 221)
Offered fall
Prerequisites: MATH-UH 1020 (MATH-AD 112) or equivalent, and MATH-UH 1022 (MATH-AD 116)
Crosslisted with Physics
This course examines the calculus of several variables where the notion of a manifold is introduced, emphasizing vector methods. Topics include functions of several variables; partial derivatives, chain rule, change of variables, Lagrange multipliers; inverse and implicit function theorems on manifolds; vector calculus (divergence, gradient, and curl); theorems of Gauss, Green, and Stokes with applications to fluids, gravity and electromagnetism. This course also introduces differential forms, degree and fixed points of mappings with applications.

MATH-UH 3414
Numerical Dynamics
(Formerly MATH-AD 211)
Offered annually
Prerequisites: MATH-UH 1020 (MATH-AD 112) or equivalent, and MATH-UH 1022 (MATH-AD 116)
Crosslisted with Physics
Many laws of physics are formulated as differential equations or partial differential equations, e.g., the propagation of sound waves, the diffusion of a gas, and the flow of a fluid. These equations are usually nonlinear and the study of their dynamical properties (long time behavior, changes of properties of solutions, ) turns out to be very difficult. The goal of this course is to study some simple aspects 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
Prerequisites: 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 formulated, 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 3412
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.

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
Ordinary differential equations arise in virtually all fields of applied mathematics. Newton’s equations of motion, the rate equations of chemical reactions, the currents flowing in electric circuits, all can be expressed as ordinary differential equations. The solutions of these equations usually evolve a combination of analytic and numerical methods. The course studies first- and second-order equations, solutions using infinite series, Laplace transforms, linear systems, numerical methods.

MATH-UH 2011Q
Probability and Statistics
(Formerly MATH-AD 150Q)
Offered spring
Prerequisite: MATH-UH 1020 (MATH-AD 112) or equivalent
Crosslisted with Physics
Most real world phenomena include non-deterministic or non-deterministically predictable features. The course is designed to provide an introduction to the mathematical treatment of such aspects, acquainting the students with both probability and statistics. The course includes: mathematical definition of probability; combinatorics; finite, discrete and continuous probabilities of single and joint random variables; law of large numbers and normal approximation; probabilities of single and joint random variables; includes: mathematical definition of probability; combinations; random variables; probability density functions; cumulative distribution functions; expected values; moment generating functions; moments; central limit theorem; independence; conditional probability; independence and product measures; random samples; random vectors; random functions; sampling; estimation; testing of hypotheses; correlation and regression.

MATH-UH 2012
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 course introduces more general algebras and their familiar laws of addition, multiplication, and division, providing an example of algebra. The course includes: Euclidean domains, principal ideal domains, unique factorization domains, imaginary and real quadratic number fields, extension fields and roots of polynomials, constructions with straight edge and compass, and elements of Galois theory.

MATH-UH 2013
Real Analysis 1
(Formerly MATH-AD 231)
Offered fall
Prerequisites: MATH-UH 1011 (MATH-AD 110) or equivalent
Crosslisted with Physics
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.

MATH-UH 2410
Mathematical Modeling
(Formerly MATH-AD 213)
Offered occasionally
Prerequisites: 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 gives students an introduction to all aspects of this process. It consists of several modules, each a self-contained problem, taken from biology, economics, and other areas of science. In the process the student experiences the formulation and analysis of a model and its validation by numerical simulation and comparison with data. The mathematical tools to be developed include dimensional analysis, optimization, simulation, probability, and elementary differential equations. The necessary mathematical and scientific background is developed as needed. Students participate in formulating models as well as in analyzing them.

MATH-UH 3211
Vector Analysis
(Formerly MATH-AD 221)
Offered fall
Prerequisites: MATH-UH 1020 (MATH-AD 112) or equivalent, and MATH-UH 1022 (MATH-AD 116)
Crosslisted with Physics
This course examines the calculus of several variables where the notion of a manifold is introduced, emphasizing vector methods. Topics include functions of several variables; partial derivatives, chain rule, change of variables, Lagrange multipliers; inverse and implicit function theorems on manifolds; vector calculus (divergence, gradient, and curl); theorems of Gauss, Green, and Stokes with applications to fluids, gravity and electromagnetism. This course also introduces differential forms, degree and fixed points of mappings with applications.

MATH-UH 3412
Real Analysis 2
(Formerly MATH-AD 232)
Offered spring
Prerequisite: MATH-UH 2013 (MATH-AD 231)
The second part of the second analysis course is devoted to the calculus of functions of several variables. The transition from a single variable to many variables involves important new concepts, which are essential to understanding applications to the natural world. The course entails a rigorous study of the fundamental properties of functions in several variables, limits and continuity, differentiable functions, the implicit function theorem, Riemann integral, Stokes formula and an introduction to Lebesgue integration.

MATH-UH 3410
Introduction to Cryptography
(Formerly MATH-AD 210)
Offered occasionally
Prerequisite: MATH-UH 1010 (MATH-AD 103) and MATH-UH 2012 (MATH-AD 201)
Frequent 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 depends. The 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 3414
Numerical Dynamics
(Formerly MATH-AD 211)
Offered annually
Prerequisites: MATH-UH 1020 (MATH-AD 112) or equivalent, and MATH-UH 1022 (MATH-AD 116)
Crosslisted with Physics
Many laws of physics are formulated as differential equations or partial differential equations, e.g., the propagation of sound waves, the diffusion of a gas, and the flow of a fluid. This course discusses the simplest examples of such laws as embodied in the wave equation, the diffusion equation, and Laplace’s equation. The course also discusses nonlinear conservation laws and the theory of shock waves. Applications to physics, chemistry, biology, and population dynamics are discussed.
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 has also 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. Some 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 curvature characteristic, 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. 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 Research Seminar 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 1-4, 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 2011Q (MATH-AD 150Q), and MATH-UH 2013 (MATH-AD 231); Mathematics must be declared as primary major.
This 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. 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-UH 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.
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:

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<th>Section</th>
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<td>6.5</td>
<td>Foundations of Science 1–6</td>
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| 5.5     | Required courses:  
Electromagnetism and Special Relativity (half course)  
Mechanics  
Electricity and Magnetism  
Quantum Mechanics  
Advanced Physics Laboratory  
Statistical Mechanics and Thermodynamics |
| 4       | Mathematics courses:  
Calculus with Applications: Science and Engineering;  
Multivariable Calculus;  
Linear Algebra  
Ordinary Differential Equations |
| 1       | Physics Elective |
| 0.5     | Research Seminar in Physics (half course) |
| 2       | Capstone Project in Physics |
PHYSICS COURSES

REQUIRED FOR MAJORS

SCIEN-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 1012 (MATH-AD 111) or equivalent

PHYS-UH 2010 (formerly PHYS-AD 100)
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 3010
Mechanics
(Formerly PHYS-AD 300)
Offered fall
Prerequisites: Foundations of Science 1-4

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 2010 (MATH-AD 120)
Crosslisted with Mathematics

This course concerns the analysis of the motion of physical systems subject to forces in the classical (Newtonian) framework. Classical mechanics is required to understand the physical behavior of our world and is the basis to approach quantum mechanics, statistical mechanics and particle physics. This course also provides an excellent arena within which students learn problem solving techniques. The course starts from a review of Newton’s laws and moves to the Lagrangian and Hamiltonian formulations of mechanics. Topics in the course include central forces, the dynamics of rigid bodies, oscillations.

PHYS-UH 3010
Mechanics
(Formerly PHYS-AD 300)
Offered fall
Prerequisites: Foundations of Science 1-4

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.

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

PHYS-UH 3012
Quantum Mechanics 1
(Formerly PHYS-AD 302)
Offered fall
Prerequisites: Foundations of Science 1-6

This course is about the behavior of macroscopic systems composed of many particles. Phenomena like the behavior of polyatomic gases, magnetism, thermal radiation, phase changes and many others can be understood through statistical mechanics. Topics include the relation of entropy to probability and energy to temperature, the laws of thermodynamics, Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics, equations of state for simple gases, and chemical and magnetic systems, and elementary theory of phase transitions.
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 1021 (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

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 3217
Multi-wavelength Astronomy
(Formerly PHYS-UH 317)
Offered occasionally
Prerequisites: Foundations of Science I-4 Astronomy is about the observation and study of what exists beyond the Earth’s atmosphere. Until the 20th century, that meant only the use optical telescopes, but starting with the discovery of cosmic radio waves in 1931, the rest of the electromagnetic spectrum has begun to be available to astronomers. This course is indispensable to students 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-UH 318)
Offered occasionally
Prerequisites: Foundations of Science I-4 This course covers the fundamentals of forensic science. 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 the course will be explored in depth. These tools of forensics are rooted in the fields of physics, physical chemistry, chemical physics, analytical chemistry, chemistry, biochemistry, and biology. Examples include light microscopes, scanning electron microscopy and materials analysis, X-ray spectroscopies, various spectroscopies used for molecular identification such as infrared and Raman spectroscopies, mass spectrometry and chromatography, electrophoresis, forensic serology, DNA sequencing, and next generation techniques.

PHYS-UH 3250
Directed Study in Physics
(Formerly PHYS-UH 258)
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-UH 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-UH 312)
Offered spring
Prerequisite: PHYS-UH 3012 (PHYS-AD 302)
This course is about the application of fundamental physical principles and concepts that have wide applicability to 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 3411
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 2431
Dynamical Systems
Prerequisites: MATH-UH 1022 (MATH-AD 112) 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:

4 Required courses:
   1. Introduction to Psychology
   2. Research Methods in Psychology
   3. Biopsychology
   4. Statistics for Psychology

2 Electives from the Social and Developmental Psychology series
2 Electives from the Cognition and Perception series
2 Advanced electives; at least one must have a lab component
.5 Research Seminar in Psychology (half course)
2 Capstone Project in Psychology

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

1. Introduction to Psychology
2. Electives or Advanced Electives in Psychology
   Students may replace 1 elective or advanced elective with Research Methods in Psychology (PSYCH-UH 1002EQ).

Note that PSYCN-UH 1000, PSYCH-UH 1003, and PSYCH-UH 1004Q do not count toward the minor.
PSYCHOLOGY COURSES

COURSES FOR NON-MAJORS

PSYC-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

PSYC-UH 1001
Introduction to Psychology
(Formerly PSYCH-AD 101)
Offered fall, spring
Crosslisted 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.

PSYC-UH 1002EQ
Research Methods in Psychology
(Formerly PSYCH-AD 102E)
Offered fall

Knowledge acquired through scientific research is bounded by the conditions under which the research is carried out. Consequently, informed consumers of information must understand how scientific research is carried out in order to decide what is true. This course provides an introduction to scientific research methods in psychological science, 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.

PSYC-UH 1003
Biopsychology
(Formerly PSYCH-AD 103)
Offered fall

Biopsychology is the study of the biological basis of behavior. In this course, students discover connections among psychology and biology, pharmacology, and endocrinology. Lectures cover the structure, function, and development of the human nervous system and how this system can give rise to basic sensory, motor, cognitive, and regulatory processes that characterize human behavior. This course uses examples of the effects of brain damage and nervous system disorders to provide insight into how pathological thoughts and behaviors are rooted in physiological causes. Additionally, students develop an understanding of the methods used in biopsychology and evaluate the contributions as well as limitations of these approaches.

PSYC-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 foundations of statistical principles in psychological science. This course covers basic-level statistics concepts such as central tendency and variability; the theory and logic underlying hypothesis testing and statistical decision making; and the basic principles behind linear models commonly used in psychology, including correlation, t-tests, analysis of variance, and basic regression. The course also introduces students to basic statistical computer programs. Note: Students entering fall 2016 or earlier may substitute SOCS-C 110 for this course.

PSYCHOLOGY ELECTIVES: SOCIAL AND DEVELOPMENTAL PSYCHOLOGY

PSYC-UH 2210
Developmental Psychology
(Formerly PSYCH-AD 111)
Offered fall

Prerequisite: PSYC-UH 1001 (PSYCH-AD 101)
The course considers current theoretical issues and research in developmental psychology in an effort to understand how we develop as perceiving, thinking, and feeling beings. Throughout the semester, theories, methods and interdisciplinary findings are explored, covering physical/biological foundations of development, cognitive processes, social and emotional development. The course explores how various systems and contexts shape an individual’s development, with a focus on risk and resilience. Attention is given to applying current research findings to trends in policy and intervention. Moreover, the course links cognitive ability framework to subfields in the field of developmental psychology. The course also considers developments of culture, society, and social change on human development.

PSYC-UH 2211
Social Psychology
(Formerly PSYCH-AD 150)
Offered spring
Prerequisite: PSYC-UH 1001 (PSYCH-AD 101)

Crosslisted with Social Research and Public Policy

This course covers a wide range of topics in social psychology. Social psychology illustrates 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, and uses this knowledge to understand and address social problems. Concepts discussed are attitudes, values, roles, norms, communication and conformity; areas emphasized are group processes, influence, social motivation, prejudice and authoritarianism.

PSYC-UH 2212
Psychology of Language
(Formerly PSYCH-AD 315)
Offered occasionally
Prerequisite: PSYCN-UH 1000 (PSYCH-AD 100) or PSYC-UH 1001 (PSYCH-AD 101); Recommended: PSYC-UH 1002 (PSYCH-AD 102)

This course is an introduction to the psychology of language (or psycholinguistics), which is the study of how humans acquire, comprehend and produce language, and how language relates to perception and other mental faculties like reasoning and memory. This 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 psycholinguists.

PSYCH-UH 2213
Motivation and Volition
(Formerly PSYCH-AD 316)
Offered occasionally
Prerequisite: PSYC-UH 1001 (PSYCH-AD 101)

The course provides an overview of the major theories and findings in research on motivation and volition. It addresses the history of research on motivation and volition, classic phenomena of being motivated versus lacking motivation and willpower, the psychology of goals, desires, self-regulation, and cognitive-neuropsychological research as well as the perspective of economists on motivation and volition.

PSYCHOLOGY ELECTIVES: COGNITION AND PERCEPTION

PSYC-UH 2212
Psychology of Language
(Formerly PSYCH-AD 315)
Offered occasionally
Prerequisite: PSYC-UH 1000 (PSYCH-AD 100) or PSYC-UH 1001 (PSYCH-AD 101); Recommended: PSYC-UH 1002 (PSYCH-AD 102)

This course is an introduction to the psychology of language (or psycholinguistics), which is the study of how humans acquire, comprehend and produce language, and how language relates to perception and other mental faculties like reasoning and memory. This 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 psycholinguists.

PSYC-UH 2410
Cognition
(Formerly PSYCH-AD 110)
Offered occasionally
Prerequisite: PSYC-UH 1001 (PSYCH-AD 101)
Crosslisted with Biology

Cognitive psychology is the scientific study of the human mind and human thinking. This course is aimed at providing the student with a better understanding of how we humans perceive, think about ourselves and about the world. Our perception and thought processes are fraught with biases that nonetheless routinely inform how we feel. Knowing about these biases and understanding their effects is crucial in a world in which human societies are becoming increasingly more interconnected. The course covers 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, action, attention and memory; and other aspects of high-level cognition and behavior. Lectures are complemented by practice lab in 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 Visual Cognition**  
(Formerly PSYCH-AD 3211)  
Offered occasionally  
Prerequisites: PSYCH-UH 1001 (PSYCH-AD 101) and PSYCH-UH 1002 (PSYCH-AD 102)  
This course offers an introduction to how our visual system allows us to see the world. Students will learn how vision works, from the low-level and unconscious analysis of sensory signals to the generation of perceptual awareness. Students will study how other higher functions, such as attention, learning and working memory contribute to our visual experience of the world. Both functional and neuropsychological models of visual processing are addressed. An introduction to signal detection theory is provided. The course covers theoretical issues about vision, in particular whether perception constitutes a direct reflection of the outside world or rather inferential processes transforming the outside world into a private subjective reality. The course also addresses how one can design psychophysics experiments to address specific questions about the architecture and mechanisms of visual cognition. Students will see how visual illusions can inform us on how our brains deal sometimes inappropriately, with external stimuli.

**PSYCH-UH 3611EQ Lab in Cognitive Control**  
(Formerly PSYCH-AD 3211EQ)  
Offered occasionally  
Prerequisites: PSYCH-UH 1002 (PSYCH-AD 102) or Foundations of Science I–4 and PSYCH-UH 2410 (PSYCH-AD 110) or PSYCH-UH 2412 (PSYCH-AD 311)  
Lab component  
This course examines the mind and brain of cognitive control—the ability to flexibly adapt our behaviors to achieve our goals. Students are introduced to key psychological and neuroscientific concepts in cognitive control. Discussions focus on original research, and involve interactive demonstrations and/or data collection to reproduce seminal research findings. Additionally, the course covers the brain systems involved in cognitive control, as well as the various tools that researchers use to investigate cognition. As part of the course, students present and critique research from primary sources, and write a research proposal aimed at answering novel questions about cognitive control.

**PSYCH-UH 3612 Lab in Psychology of Inequality**  
(Formerly PSYCH-AD 3231EQ)  
Offered occasionally  
Prerequisites: PSYCH-UH 1001 (PSYCH-AD 101) and PSYCH-UH 1002 (PSYCH-AD 102); Recommended: PSYCH-UH 2211 (PSYCH-AD 150) Lab component  
Inequality persists throughout the world despite legal prohibitions against discrimination and the fact that many people endorse egalitarian values, at least explicitly. What role do psychological factors play in perpetuating inequality? What are the social and psychological effects of living in highly unequal (versus equal) environments? The goal of this course is to familiarize students with themes and current research on psychological theories and processes related to societal inequality.

**PSYCH-UH 3613EQ Lab in Early Childhood Education**  
(Formerly PSYCH-AD 3241EQ)  
Offered occasionally  
Prerequisites: PSYCH-UH 1001 (PSYCH-AD 101) and PSYCH-UH 1002 (PSYCH-AD 102); Recommended: PSYCH-UH 2210 (PSYCH-AD 111) Lab component  
The course provides students with a strong foundation in knowledge in early childhood education. The course begins with a description of historical movements and the contemporary international landscape of early education. Students then identify processes of early childhood development as they apply to learning and teaching in early childhood education programs, including the service for children with special needs. As part of the course students observe an early childhood education classroom and work on a research project that requires them to collect and/or analyze data, and to write up their research results.

**PSYCH-UH 3614EQ Lab in Multisensory Perception and Action**  
(Formerly PSYCH-AD 3251EQ)  
Offered occasionally  
Prerequisites: PSYCH-UH 1001 (PSYCH-AD 101) and PSYCH-UH 1002 (PSYCH-AD 102) or Foundations of Science I–4; Recommended: PSYCH-UH 2411 (PSYCH-AD 112) Lab component  
Our perceptual experiences are the product of the information gathered through all our highly specialized senses and are often tightly linked to motor activity such as grasping objects or moving in the environment. This course addresses current concepts and experimental approaches central to understanding human multisensory perception and sensorimotor control. Students are introduced to topics in the fields of psychophysics, active vision, haptics, multimodal processing and motor behavior. Concepts taught in class are reinforced in practice by hands-on assignments involving experimental design, data collection and analysis, and interpretation of results.

**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 by 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, emotion, motivation, social influence, interpersonal relations, clinical and counseling psychology, and other focal themes. The topics reflect areas of research of the faculty.

**CAPSTONE EXPERIENCE**

**PSYCH-UH 3690 Research Seminar in Psychology**  
(Formerly PSYCH-AD 390)  
Offered fall  
Prerequisite: Psychology must be declared as primary major  
Research Seminar in Psychology provides students with an overview of the diverse research areas of the NYUAD Psychology faculty. Students will identify a faculty member 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
(Formally 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
(Formally 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 (EfSI), 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.
(SCIENCE-UH 1201-1203); Foundations of Science 3: Systems in Flux (SCIENCE-UH 1301-1304); Foundations of Science 4: Form and Function (SCIENCE-UH 1401-1404)

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 1021 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.

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

YEAR 1
Fall Semester
MATH-UH 1012 Calculus with Applications or
MATH-UH 1020 Multivariable Calculus
ENGR-UH 2010 Probability and Statistics for Engineers
ENGR-UH 2025 Fundamentals of Discrete Math

Spring Semester
ENGR-UH 1000 Computer Programming for Engineers
ENGR-UH 1010 Engineering Ethics
ENGR-UH 1021J Design and Innovation
ENGR-UH 1021 Engineering Statics
ENGR-UH 2012 Conservation Laws in Engineering
ENGR-UH 2013 Digital Logic
ENGR-UH 2017 Numerical Methods
ENGR-UH 2019 Circuits Fundamentals

YEAR 2
Fall Semester
MATH-UH 1012 Calculus with Applications or
MATH-UH 1020 Multivariable Calculus
ENGR-UH 2010 Probability and Statistics for Engineers
ENGR-UH 2025 Fundamentals of Discrete Math

Spring Semester
ENGR-UH 1000 Computer Programming for Engineers
ENGR-UH 1010 Engineering Ethics
ENGR-UH 1021J Design and Innovation
ENGR-UH 1021 Engineering Statics
ENGR-UH 2012 Conservation Laws in Engineering
ENGR-UH 2013 Digital Logic
ENGR-UH 2017 Numerical Methods
ENGR-UH 2019 Circuits Fundamentals

YEAR 3
Fall Semester
MATH-UH 1012 Calculus with Applications or
MATH-UH 1020 Multivariable Calculus
ENGR-UH 2010 Probability and Statistics for Engineers
ENGR-UH 2025 Fundamentals of Discrete Math

Spring Semester
ENGR-UH 1000 Computer Programming for Engineers
ENGR-UH 1010 Engineering Ethics
ENGR-UH 1021J Design and Innovation
ENGR-UH 1021 Engineering Statics
ENGR-UH 2012 Conservation Laws in Engineering
ENGR-UH 2013 Digital Logic
ENGR-UH 2017 Numerical Methods
ENGR-UH 2019 Circuits Fundamentals

YEAR 4
Fall Semester
MATH-UH 1012 Calculus with Applications or
MATH-UH 1020 Multivariable Calculus
ENGR-UH 2010 Probability and Statistics for Engineers
ENGR-UH 2025 Fundamentals of Discrete Math

Spring Semester
ENGR-UH 1000 Computer Programming for Engineers
ENGR-UH 1010 Engineering Ethics
ENGR-UH 1021J Design and Innovation
ENGR-UH 1021 Engineering Statics
ENGR-UH 2012 Conservation Laws in Engineering
ENGR-UH 2013 Digital Logic
ENGR-UH 2017 Numerical Methods
ENGR-UH 2019 Circuits Fundamentals
### CIVIL ENGINEERING

#### SAMPLE SCHEDULE

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January Term

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January Term

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January Term

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### COMPUTER ENGINEERING

#### SAMPLE SCHEDULE

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January Term

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**ELECTRICAL ENGINEERING**

**SAMPLE SCHEDULE**

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**MECHANICAL ENGINEERING**

**SAMPLE SCHEDULE**

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Note: unless stated otherwise, engineering courses include labs in addition to lectures.

**ENGINEERING COURSES**

**ENGR-UH 111J Innovation and Entrepreneurship**  
(Formerly ENGR-AD 29J)  
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 and think 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 a 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 presentations on their venture.

**ENGR-UH 1112J 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 highly 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 frontiers of the recently possible. To the question above, combining the strengths of both humans and technology to tackle a real-world 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 in the business and technology landscape, it is also not only well-suited for today's rapidly changing and technology to tackle a real business challenge combining the needs and strengths of both humans and technology supported by machine learning, or is operated at peak efficiency by an artificial intelligence.

**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 fundamental knowledge of computer programming, develop transferable 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 1020 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. 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 forms. Selected case studies are used to demonstrate the application of these laws for the simplification of complex engineering problems.

**ENGR-UH 2012**  
2 credits  
Croslisted 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 requires 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 2013 Digital Logic**  
(Formerly ENGR-AD 113)  
Offered fall, spring  
2 credits  
This module provides a rigorous introduction to topics in digital logic design, including combinational circuits but also touching upon basic concepts in sequential circuits. Introductory topics include: classification of digital systems, number systems and binary arithmetic, error detection and correction, and switching algebra. Combinational design analysis and synthesis topics include: logic function optimization, arithmetic units such as adders and subtractors, and control units such as decoders and multiplexers. A brief overview of sequential circuits by introducing basic memory elements such as flip-flops, and state diagrams concludes the module.

**ENGR-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: solution of linear and nonlinear equations, curve fitting, interpolation, numerical differentiation and integration, solving initial and boundary value problems, 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, Kirchoff’s laws, electric power calculations, analysis of DC circuits, nodal and loop analysis techniques, voltage and current division, Thévenin’s and Norton’s theorems, and source free and forced responses of RL, RC and RCL 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 210Q) Offered fall Prerequisite: MATH-UH 1012 (MATH-AD 111) or equivalent 2 credits Note: This course may be replaced with MATH-UH 1010Q (MATH-AD 110) or MATH-UH 2010Q (MATH-AD 150).

Introductory course in probability and statistics with an emphasis on how these topics are relevant in engineering disciplines. Topics in probability theory include sample spaces, and 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.

ENGINEERING REQUIRED AND ELECTIVE COURSES

ENGR-UH 211 Solid Mechanics (Formerly ENGR-AD 237) Offered spring Prerequisite: ENGR-UH 2111 (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 212 Fluid Mechanics (Formerly ENGR-AD 231) Offered spring Prerequisite: ENGR-UH 2112 (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, Euler’s Equation and the use of 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. The course introduces dimensional analysis and flow similitude. Common methods used for flow measurement in closed systems and open channels are also introduced. This course is limited to incompressible flow regimes.

ENGR-UH 2211 Advanced Digital Logic (Formerly ENGR-AD 201) Offered spring Prerequisite: ENGR-UH 2113 (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 2311 Advanced Circuits (Formerly ENGR-AD 214) Offered spring Prerequisite: ENGR-UH 2119 (ENGR-AD 119) Computer (required), Electrical (required) 2 credits This course builds on the foundations of the Circuits Fundamentals Course. The topics covered include sinusoidal steady-state response, complex variables, current and the phasor concept; impedance, admittance; average, apparent and reactive power; polyphase circuits; node and mesh analysis for AC circuits; frequency response; parallel and series resonance; and, operational amplifier circuits.

ENGR-UH 2510 Computer Systems Programming (Formerly ENGR-AD 202) Offered spring Prerequisite: ENGR-UH 1000 (ENGR-AD 101) Computer (required) 2 credits This course aims at developing students’ sense of “what really happens” when software runs and answers the question at several levels of abstraction, including the hardware architecture level, the assembly level, and the C++ programming level. The course starts with C++ programming, assembly and machine-level programming, with particular focus on developing good programming practice with assembly code and reverse-engineering programs in binary. The second part of the course covers low-level abstraction of a computer system from a programming point of view. Topics in this course include data representation, assembly language programming, the process of compiling and linking, low-level memory management, exceptional control flow, introduction to performance evaluation, and optimization.

ENGR-UH 2610 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 include: derivatives and Cauchy-Riemann equations, Integrals and Cauchy integral theorem, harmonic functions, the exponential function, trigonometric functions, logarithmic functions, Contour integrals, anti-derivatives, Cauchy-Goursat theorem, Cauchy integral formula, Liouville’s theorem, fundamental theorem of algebra, power and Laurent series, and residue theory.
ENGR-UH 310
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 320
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 experiential learning; the basic structure and properties of metallic, polymeric, semiconducting, ceramic, and composite materials.

ENGR-UH 3210
Structural Components Analysis
(Formerly ENGR-AD 335)
Offered fall
Prerequisite: ENGR-UH 2211 (ENGR-AD 237) and ENGR-UH 2311 (ENGR-AD 214)
Civil (required), Mechanical (required)
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 with thin-walled sections; inelastic torsion; analysis of composite and unsymmetric beams; inelastic buckling; beam deflections; elastic buckling of columns; and strength failure criteria.

ENGR-UH 3230
Finite Element Modeling and Analysis
(Formerly ENGR-AD 341)
Offered fall
Prerequisites: ENGR-UH 2211 (ENGR-AD 237), and ENGR-UH 2212 (ENGR-AD 231), and MATH-UH 1024 (MATH-AD 120)
Civil (elective), Mechanical (elective)
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 3320
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 (elective; also qualifies as hardware elective), Electrical (elective)
The course offers an overview of integrated circuit-design process: planning, design, fabrication and testing: design tools: VLSI design and custom VLSI design methodology and state-of-the-art CAD tools.

ENGR-UH 3330
Machine Vision
(Formerly ENGR-AD 308)
Offered occasionally
Prerequisite: ENGR-UH 1000 (ENGR-AD 101)
Computer (elective), Electrical (elective)
This course offers an introduction to computer vision, and provides students with hands-on knowledge of various techniques enabling machines to enter the visual world of humans, towards various consumers, research, and industrial applications. Data-driven approaches relying on statistical and machine-learning techniques are emphasized. Camera and calibration, transform domains, multi-resolution and pyramids, clustering and classification, grouping and fitting techniques, as well special detection and recognition techniques are covered. Practical lab exercises complement the lectures. The students further specialize and consolidate their knowledge through semester-long hands-on projects.

ENGR-UH 3410
Structural Systems
(Formerly ENGR-AD 336)
Offered fall
Prerequisite: ENGR-UH 3210 (ENGR-AD 335)
Civil (required)
2 credits
The course provides an in-depth coverage of structural analysis techniques. Topics in this course include: analysis of statically determinate beams, frames and trusses; influence lines for determinate beams and trusses; deflection calculations using 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 3411
Environmental Engineering
(Formerly ENGR-AD 339)
Offered fall
Prerequisite: ENGR-UH 2212 (ENGR-AD 231)
Civil (required)
2 credits
This course introduces water and wastewater treatment; stream assimilation and public health; industrial pollution; solubility and waste management; and laboratory analysis of water and wastewater samples and treatment process tests. Students gain an understanding of the interrelatedness of environmental problems around the world and how different socioeconomic, technological, ethical, and other factors can impact both the environment and the approach to solving environmental problems. Factors and parameters affecting design of environmental systems are discussed and design in environmental engineering is introduced.

ENGR-UH 3412
Geotechnical Engineering
(Formerly ENGR-AD 342)
Offered spring
Prerequisites: ENGR-UH 2211 (ENGR-AD 237) and ENGR-UH 2212 (ENGR-AD 231)
Civil (required)
2 credits
The course introduces soil mechanics and foundation engineering, including origin of soils; phase relationships; classification of soils; permeability; effective stress; seepage; consolidation; shear strength; slope stability; and bearing capacity. Design in geotechnical engineering is introduced and parameters effecting design are discussed.
ENGR-UH 3431
Concrete Structures Design
(Formerly ENGR-AD 338)
Offered annually
Prerequisite: ENGR-UH 3410 (ENGR-AD 336)
Civil (elective; also qualifies as design elective)
2 credits
This course offers a detailed treatment of the design of reinforced concrete members. Topics include: material properties of reinforced concrete, American Concrete Institute (ACI) load and resistance factors; flexural design of beams and one-way slabs; shear and diagonal tension in beams; serviceability and reinforcement detailing; and design of columns. The course includes a design project in which students work in groups to simulate and solve specific design problems using structural analysis and design software.

ENGR-UH 3432
Water and Wastewater Systems Design
(Formerly ENGR-AD 340)
Offered annually
Prerequisite: ENGR-UH 3411 (ENGR-AD 339)
Civil (elective; also qualifies as design elective)
2 credits
This course introduces students to the concepts of design related to solving problems in environmental engineering. It provides an exposure to real-world problems in water systems and wastewater treatment. Students work in small teams and experience the design process, including the definition of the design objectives and constraints, formulation of the design concept, synthesis, and analysis of design options, as well as the development and testing of the proposed solution.

ENGR-UH 3450
Geographic information System
(Formerly ENGR-AD 275)
Offered annually
General Engineering: Urban System (required)
The course introduces the concepts and principles of Geographic Information Systems (GIS). This course covers state-of-the-art GIS methods and tools including: spatial and terrain analysis, geostatistical analysis, time series analysis, and development of GIS models. The projects provide experiential insight to geographic information system concepts, and require students to use existing tools to create and build prototypes of real-life applications.

ENGR-UH 3510
Data Structures and Algorithms
(Formerly ENGR-AD 204)
Offered fall
Prerequisite: ENGR-UH 2510 (ENGR-AD 202); Corequisite: ENGR-UH 2025 (ENGR-AD 195)
Computer (required)
This course presents an overview of fundamental data structures, which are commonplace in programming, as well as associated basic algorithms, such as: error analysis, 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 consolidate 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, microarchitectural design, 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 computer performance and distributed system models. The labs emphasize experimental learning of computer organization and architecture concepts, and require students to use learned knowledge to create and build prototypes and evaluate their performance.

ENGR-UH 3512
Computer Networks
(Formerly ENGR-AD 208)
Offered spring
Computer (required), Electrical (elective)
The course introduces the basic concepts of computer and communication networks, including flow control, congestion control, end-to-end retransmission, router 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 database systems design, the relational model and relational data definition and data manipulation languages, design of relational databases and normalization, and recovery. The course covers query processing and optimization, transaction processing focusing on concurrency and recovery. The social and ethical responsibility of database architects and administrators are also discussed. Lab sessions emphasize experiential learning of database systems and applications and an insight into various database management systems and query languages.

ENGR-UH 3520
Operating Systems
(Formerly ENGR-AD 211)
Offered spring
Prerequisites: ENGR-UH 3510 (ENGR-AD 204) and ENGR-UH 3511 (ENGR-AD 206)
Computer (required), Electrical (elective)
This course discusses the operating systems that run computers. The course is designed to familiarize students with operating systems, user and device interfaces, memory management, and file systems. The course covers: an overview of system interface, process structure, creation and context switching; system calls, process cooperation, memory management; virtual memory, I/O management; interrupt handling, file structures; directories, fault-tolerance. The course includes discussion of the role of the operating system in security systems and related ethical practice.

ENGR-UH 3530
Embedded Systems
(Formerly ENGR-AD 333)
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 200)
Computer (elective), Electrical (required)
This module covers analytical techniques for analyzing, characterizing and synthesizing engineering systems and systems where the entire system or each of the sub-systems is considered as single units are introduced. Introductory topics in this course include: sinusoids, phase and time shift, amplitude and phase shift, frequency, and operations on sinusoidal signals. The focus of the course is on understanding and analyzing systems through their frequency spectrum concepts. Topics on discrete time systems include: FIR and IIR filtering, impulse response, causality, linearity, time invariance, and convolution. Time and frequency domain representations of systems and conversions between these representations are also studied. 2-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 and Fourier transform, continuous-time systems, impulse response, 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 inverters, limiters, clamps; bipolar junction transistors; small-signal models; cut-off, saturation, and active regions; common-emitter and common-base amplifiers; and emitter-follower amplifier configurations; field-effect transistors (MOSFET and JFET); biasing; small-signal models; common-source and common gate amplifiers; and integrated circuit MOS amplifiers. The laboratory experiments include the design, building and testing of diode circuits, including rectifiers, BJTs 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 obtained 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 315) 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-AD 320)
Offered occasionally
Prerequisite: ENGR-UH 1000 (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 IRTMP), 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-AD 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-AD 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, belted, clutches and brakes are also discussed.

ENGR-UH 3720 Computer-Aided Design
(Formerly ENGR-AD 230)
Offered occasionally
Prerequisite: ENGR-UH 1000 (ENGR-AD 101) Electrical (required), Mechanical (required)
2 credits
Coursework and 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-AD 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 response of systems subjected to free, transient, and forced vibration situations. Starting with single-degree-of-freedom systems, the course progresses to modeling and analyzing the response of multiple-degree-of-freedom systems using analytical 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-AD 235)
Offered fall
Prerequisites: ENGR-UH 2212 (ENGR-AD 231) 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, electrostatic sensors and actuators, MEMS-based medical and surgical devices, and biomedical lab-on-a-chip device. The course also includes several lectures on the concepts of MEMS design processes, assembly, and packaging. Several types of assignments are included during this course, such as analytical problems, simulation and design assignments, and seminars given by the students. Also, a project that involves design, simulation, and analysis of MEMS devices is a vital component of this course.

ENGR-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)
This course covers the principles, technologies, methods and applications of biosensors and
bioinstrumentation beginning with an examination of the ethical, legal, cultural, religious, and social implications of nanotechnologies. The objective of this course is to link engineering principles to understanding of biosystems in sensors and bioelectronics. The course provides students with detailed information on recent research papers and in-class discussions on recent research papers and the trustworthiness of electronic hardware. Lectures on elective), Electrical (elective), Computer (elective), General Engineering (elective), Mechanical (elective).

This course is intended for students who are highly motivated and seek the opportunity to conduct research on projects not under the supervision of an NYUAD Engineering faculty member. The coursework is designed to result in a deliverable, such as a research paper, tool or device. Students must obtain 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 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 on projects not under the supervision of an NYUAD Engineering faculty member. The coursework is designed to result in a deliverable, such as a research paper, tool or device. Students must obtain 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 theoretical and practical knowledge, and in emerging areas 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; counterfeiting chips, hardware Trojans, reverse engineering and IP piracy. Design-for-Trust: hardening and metering, logic encryption, split manufacturing, IC camouflaging, Encryption hardware; AES, DES, etc. Testability vs Security; misuse of test infrastructure to attack encryption hardware and countermeasures. Encrypted architectures; homomorphic encryption, privacy-preserving computation. Signal processing in the encrypted domain. Malware detection through hardware structures, side channel attacks, cyber-security for the smart grid. Lectures are complemented by hands-on lab exercises.

ENGR-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. The course includes laboratory 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 Engineering Game Theory (Formerly ENGR-AD 264) Offered occasionally
Prerequisite: ENGR-UH 2510 (ENGR-AD 202) Computer (elective), Electrical (elective).

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 Water Resources Engineering (Formerly ENGR-AD 346) Offered occasionally
Prerequisite: ENGR-UH 222 (ENGR-AD 231) Civil (elective)

This course provides a detailed overview of water and wastewater 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 210 (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 4432 Design of Traffic Systems (Formerly ENGR-AD 345) Offered occasionally
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, signs and signals, and cross-sectional design. The course also covers fundamentals of intersection and interchange design, pavement design, design of parking facilities, as well as bikeway and sidewalk design.

ENGR-UH 4460 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 4470 Computer Graphics and Vision (Formerly ENGR-AD 322) Offered occasionally
Prerequisites: ENGR-UH 2510 (ENGR-AD 202) and ENGR-UH 3610 (ENGR-AD 203) Crosslisted with Interactive Media Computer (elective)

This course introduces the basic concepts of computer graphics and vision. Topics covered in the 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 4560
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 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 plot); and computer-aided feedback control design for mechanical, aerospace, robotic, thermo-fluid, and vibratory systems.

ENGR-UH 4640
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.

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 plot); 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.

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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.

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.
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;
**Requirements for the Major in Arab Crossroads Studies**

4 Required courses:
- Anthropology and the Arab World
- Intro to Modern Arabic Literature
- Emergence of the Modern Middle East
- Problems and Methods in Arab Crossroads Studies

4 Electives: At least one must be grounded in a pre-1800 period
4 Arabic Language: Through Intermediate level
2 Capstone Seminar and Project

**Requirements for the Concentration in Arab Crossroads Studies**

4 courses, distributed as follows:
1 Anthropology and the Arab World
1 Introduction to Modern Arabic Literature
1 Emergence of the Modern Middle East
1 Non-language elective

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 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’ imaginaries of Arabia and ending with a reflection on the role of anthropology in the Arab world (and more globally) today, this course provides an introduction to the anthropological project and to the everyday realities of people living in the region. Through ethnography, literature, film and fieldwork, we will explore such topics as Orientalism and its legacy; constructs of youth, gender, family and tribe; poetry and mediation; generational and social change; oil, development and globalization; transnational labor, migration and diaspora; Indian Ocean networks; pilgrimage and piety; the Islamic Revival; faith, medicine, and bioethics; displacement and dispossession; refugees and human rights; and the Arab uprisings.

**ACS-UH 1011X**

*Introduction to Modern Arabic Literature*

(Formerly ACS-AD 118X)  
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 last Islamic empires, the intrusion of European colonial powers, the modernist, nationalist and Islamic reactions to aggression, the creation of authoritarian systems of power and the multiform protests that have shaken them. The Egyptian, Iranian, Palestinian, and Saudi experiences are examined more closely.

**ACS-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 111X)  
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.
Tawfic Yussuf Awad, Sinan Antoun, and Ghassan

The novels are our guides in order to understand

This course is an exploration of modern

ACS-UH 2211JX

Cities and Modern Arabic Literature

Orientalist Debates

Pre-1800

Islamic Art and Architecture

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

Crosslisted with Art and Art History

Modern Muslim Art

The Ancient World

Introduction to Islamic Texts

Crosslisted with Art and Art History

Listening to Islam

Crosslisted with Anthropology, Music, Theater

Arabic Studies

Introduction to Visual Culture

Crosslisted with Art and Art History

ArTH-UH 1110X

Islamic Art and Architecture

Crosslisted with Art and Art History

ArTH-UH 1810X

ArTH-UH 2117

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

Crosslisted with Art and Art History

ArTH-UH 2118X

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 101X

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 Literatures

Crosslisted with Literature and Creative Writing, The Ancient World

LITCW-UH 3350X

Literatures of the Middle East and the Maghreb

(North Africa)

Crosslisted with Literature and Creative Writing

MUSIC-UH 161X

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)

Crosslisted with History

Pre-1800

At the western end of the Mediterranean, the liberal, political, and economic histories of North Africa and Iberia have always been intertwined. This was especially the case during the eight centuries from 711-1492 when various parts of the Iberian Peninsula were ruled over by Muslims. In this course we look both at how what are today Morocco and Spain were connected in this period in both history and imagination, and at how the Spanish colonial presence in Morocco in the 20th century played a critical role in the Spanish civil war. The course includes an extended trip through Morocco and Spain.

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.

ACS-UH 214JX

Arab Crossroads in China

(Formerly ACS-AD 205JX)

Crosslisted with History

Pre-1800

In this course we immerse ourselves in the lives and culture of the Arab merchant communities that settled in China from the early days of Islam until the early 20th century and about Arab seafaring and trade in the Indian Ocean and the culture of the “Arab Seas.” We read the narratives of Arab merchants, such as Suleiman the Merchant and Abu Hassan al-Sirafi who...
Language: en

Came to China from the Gulf in the 9th and the 10th centuries, and the great traveler by 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 prominent Arab traveler with the Arab traders, the narrative of Ma Huan, the Chinese Muslim who sailed from China to Mecca and other cities in the region in the 15th century. The class visits Quanzhou, better known as Zaytoon, a city dominated by Arabs for several centuries, and other port cities in the Yangzi Delta and north in the Grand Canal on the way to Beijing.

ACCS-UH 2414X
Jews in the Medieval Islamic 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 Muhammad, discussing the Qur'an and other foundational texts, to the legal and actual status of the Jews. We will examine how the famous Cairo Geniza documents illuminate Jewish (and Islamic) life as the ways in which the Jews actually had. We will also read literary sources showing how deeply influenced the Jews were by Arabic culture. Where relevant, the course will engage with the situation of the Christian minority in the Islamic world and with that of Jews living in Medieval Latin Europe.

ACCS-UH 2414JX
History of Modern Iran
(Formerly ACS-AD 207X)

Offered January
Crosslisted with History

This course will cover major turning points in modern Iran, from the 1906 Constitutional Revolution to the 1978 Islamic Revolution and since. Throughout, we will be focusing on gender, class, ethnic, and religious cleavages. Part I will cover late nineteenth-century religious practices as well as social and gender change. Part II will explore the role of imperialist powers during the Constitutional Revolution and subsequent politics of oil in the Pahlavi period. Part III will turn to the social, cultural, and ideas about the emergence of Islamism. Here we concentrate on the links between Islamist and Leftist intellectual discourses during the 1970s, Khomeini’s appropriation of these discourses during the Islamic Revolution, and the Islamist state’s consolidation of power during the Iran-Iraq war of the 1980s. Part IV will focus on the process whereby, during the 1990s, many Leftists were gravitated towards a human rights discourse and declared themselves Muslim Reformists. Here we will give special attention to debates over democratization and human rights, gender/sexuality, and religious/ethnic diversity.

ACCS-UH 2416JX
Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman
(Formerly ACS-AD 208X)

Offered January
Crosslisted with History

This course approaches precolonial landscapes in the UAE and Oman, and how are they changing in the modern era? Topics include the impacts of human settlement, especially on water resources, inter-regional and global trade, colonization, and urbanization. Finally, we will look at what governments and global institutions have done to address these problems emerging in these regions. Learning will take place through informal lectures, guided tours of key sites, activities such as walking, boating, and swimming to get an embodied sense for these zones, recording through sketching or photography, interviewing various people knowledgeable about the issues at hand, not to mention people affected by their changing surroundings. Daily diary writing is required, along with group discussions with instructors during the day, and a short final reflective paper.

ACCS-UH 2419JX
History and the Environment: The Middle East
Offered occasionally
Crosslisted with The Environment

What is “the environment” and how can we conceptualize it? Many historians are concerned with questions of voice, agency, and power. How do we deal with these questions when writing about non-human actors like donkeys, cotton and coral reefs? Does focusing on roles of non-human actors obscure other human dynamics like class, race, gender and sexuality? Further, the scholarly consensus on climate change and the varied responses to that consensus have motivated historians to contribute to the public discussion more actively. What is the relationship between understandings of environmental history and environmental activism? We will address these and other questions using the Middle East region as a case study, paying particular attention to how historians have approached these challenges in conversation with ecologists and other natural scientists. Students will also have the opportunity to write short environmental histories based on field trips, interviews and sojourns into the digital humanities in the final part of the course.

ANTH-UH 310X
Anthropology of the Fatwa
Crosslisted with Anthropology, Legal Studies, Social Research and Public Policy

SOCIOLOGY AND POLITICAL ELECTIVES

ACCS-UH 2610JX
Oil and Energy in the Middle East
(Formerly ACS-AD 231JX)

Offered occasionally
Crosslisted with Political Science, The Environment

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 with the political economy of the Middle East and the role of oil, moving on to the role of the National Oil Companies, their role in the development of the region, and the impact of oil wealth on the region’s development and politics. We then move to the political economy of the Gulf States, and the role of the GCC in regional politics. We then move to the Middle East’s role in global energy markets, the impacts of the 2008 recession, and the future of the Middle East’s energy economy.
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 war, conflict, and violence. Through these analyses, students will gain an understanding of the war has become mediatized, and 2) how media has been militarized. Beginning with the wave of independence and anti-colonial movements in the region, this course will analyze how various media technologies—including radio, film, satellite TV, and internet—are formed through moments of war, conflict, and violence. Through these experiences of, conflicts over, and representations of notions such as territory, landscape, body, nation, gender, memory, terror, freedom, and spectacle. 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 200JX
Sharing Heritage of the Arabian Trade Routes
Crosslisted with Art and Art History, History, Museum and Cultural Heritage Studies

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 final 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.

POLSC-UH 2314X
Ibn Khaldun and Political Theory
Crosslisted with Political Science
Pre-1850
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
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**

- **ARABL-UH 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
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 1113X
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
This 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

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 as 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:

4 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.
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:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Arab Music Cultures</td>
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<tr>
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<td></td>
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<td>Literature</td>
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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)
2. Visual Communication course (4 credits)
3. Design Elective (4 credits)
4. 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; and Environment, Culture, and Society. The minor in The Environment is designed for students with broad disciplinary backgrounds.

REQUIREMENTS FOR THE MINOR IN THE ENVIRONMENT
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THE ENVIRONMENT COURSES

ENVIRONMENTAL SCIENCE

ENVR-UH 1110
The Biosphere
(Formerly MDENV-AD 110)
Offered occasionally
This course introduces students to the fundamental dynamics of Earth’s atmosphere and its oceans. These two systems are then integrated into a global picture of the biosphere. Topics include: the carbon cycle, climate feedbacks and anthropogenic influences; global ecology, energy transport, the paleoclimatic record, the coupled atmosphere ocean ice-land system, and climate modeling. The course addresses local and global issues such as desertification, carbon production by fossil fuels, and green technology as exemplified in Abu Dhabi’s Masdar City, which is attempting to become the world’s first carbon neutral, zero-waste city.

ENVR-UH 1111
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, world ocean, ice sheets, carbon cycle, paleoclimates, global warming, sea-level change, global climate models, and future energy. Physical laboratory fluids 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 human impacts, economics, and policy-making.

BIOL-UH 2120
Ecology
Crosslisted with Biology

CDAD-UH 1006EJQ
Where the City Meets the Sea:
Studies in Coastal Urban Environments
Crosslisted with Core: Experimental Discovery in the Natural World, Urbanization

CSTS-UH 1002J
State and Fate of Earth
Crosslisted with Core: Science, Society and History, New Core: Structures of Thought and Society

ENVIRONMENTAL POLICY

ENVR-UH 1310
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.

ENVR-UH 1311
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.

ENVR-UH 1312
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.

ACS-UH 2610JX
Oil and Energy in the Middle East
Crosslisted with Arab Crossroads Studies, Economics, Political Science

LAW-UH 2121
Renewable Energy Law and Policy
Crosslisted with Social Research and Public Policy, Legal Studies

LAW-UH 2114
Climate Change Law and Policy
Crosslisted with Legal Studies

ENVIRONMENT, CULTURE AND SOCIETY

ACS-UH 2419X
History and the Environment: The Middle East
Crosslisted with Arab Crossroads Studies

HIST-UH 2111
Economy and Environment in Modern China
Crosslisted with History

HIST-UH 3110
Global Environmental History
Crosslisted with History

SRPP-UH 1611
Introduction to Global Health
Crosslisted with Social Research and Public Policy

THEAT-UH 1513
Making the Anthropoc[ene]: Figuring Climate Change Across the Arts
Crosslisted with Art and Art History, Film and New Media, Literature and Creative Writing, Theater

340 2017-18 | MULTIDISCIPLINARY PROGRAMS | THE ENVIRONMENT

341 2017-18 | MULTIDISCIPLINARY PROGRAMS | THE ENVIRONMENT
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

**Interactive Media Courses**

**Required Courses**

**IM-UH 1010 Introduction to Interactive Media**  
(Formerly MDMED-AD 101)  
Offered fall

Crosslisted with Art and Art History, Film and New Media, Media, Culture and Communication  
With the advent of digital computation, humans have found a variety of new tools for self-expression and communication. Thinking about how we interface with these tools beyond the mouse and keyboard, we can approach software and electronics as artists and designers and explore new interactions with machines and each other. This introductory course will provide students hands-on experience with screen and physical interaction design through programming and electronics using microcontrollers, electronics, and writing our own software. Weekly exercises encourage students to experiment freely, creating their own novel interfaces and controls for working with machines.

**IM-UH 1011 Communications Lab**  
(Formerly MDMED-AD 102)  
Offered spring

Crosslisted with Design; Music; Media, Culture and Communication  
Communications Lab is a production-based course that surveys various technologies including web development, 2D design, digital imaging, audio, video, and animation. The forms and uses of these communications technologies are explored in a laboratory context of experimentation, collaboration, and discussion. Much of class time will be spent introducing and playing with equipment and software essential to media production and contemporary storytelling. Each technology is examined as a tool that can be employed and utilized in a variety of situations and experiences. The World Wide Web will serve as the primary environment for content delivery and user-interaction. Principles of interpersonal communications and media theory are also introduced with an emphasis on storytelling fundamentals, user-centered design, and interactivity.

**Interactive Media Electives**

**IM-UH 1110 Circuit Breakers!**  
(Formerly MDMED-AD 117)  
Offered fall

Circuit Breakers! is a course designed to introduce students to the world of hardware hacking and circuit bending for artistic and mainly sonic ends. By literally and not just conceptually opening up common battery powered objects such as toys and finding their circuit boards, one can change the behavior of the object by interrupting the flow of electricity, creating novel, unexpected outcomes. This technique has both predictable and unpredictable outcomes, but it is almost always satisfying. In addition to hacking off-the-shelf toys, students will also build their own circuits with a minimum amount of components. Many of the projects in this course center on common integrated circuits, which students will cajole, trick, and abuse in order to create art.

**IM-UH 2110 Experiential Video Art**  
(Formerly MDMED-AD 116)  
Offered fall

As the World Wide Web continues to grow and pervade our everyday lives, an ever-increasing amount of data and digital services are accessible to us via public web APIs—Application Programming Interfaces. Common to many web sites, including YouTube, Twitter, Google Maps, Wikipedia and more, these web APIs offer a way to programmatically request and re-purpose endless troves of information. How might we use these available resources to create unique, creative, and compelling web experiences of our own? Taking a hands-on approach, much of class time will be spent creating projects and writing code, primarily JavaScript, for client-side (front-end) web development.

**IM-UH 2111 Experiential Video Art**  
(Formerly MDMED-AD 202)  
Offered occasionally

Crosslisted with Film and New Media  
Video heralded a mediated form of expression, quickly embraced by artists, journalists, and provocateurs. This course explores alternative methods of working with video signals in the context of performance and installation. Students develop their own work while examining technical, aesthetic, and theoretical concepts embedded in existing pieces, following video art from the late 1960s to contemporary practices. Topics include thinking about scale, projection mapping, using a camera as a sensor, real-time video manipulation, and alternative screens like LEDs. Previous video experience is recommended, though not required.
Network Everything (Formerly MDMED-AD 203)
Offered occasionally
Crosslisted with Media, Culture and Communication
This course explores the possibilities and challenges of designing alternative 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 of musical interfaces, and discuss a wide range of issues facing technology-enabled performance. Students will design and prototype a musical instrument—a complete system encompassing musical controller, algorithm for mapping input to output, and sound output itself. A technical framework for prototyping performance controllers is made available. Students focus on musical composition and improvisation techniques as they prepare their prototypes for live performance.

Sensors, Body, & Motion (Formerly MDMED-AD 209)
Offered spring
Crosslisted with Theater
Through the use of readily 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 and a computer are continuously reacting to each other's senses. It is possible to create interactive art that leverages technologies, such as sensors and computer vision, to create a person and computer interface. Students will explore their own artistic practice through the exclusive use of their computers. 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 7-week course approaching software and computation from the perspective of poetry and fiction. The two courses can be taken in series or independently.

Software Art: Image
2 credits
Offered Fall 1
An introduction to the history, theory and practice of computer-aided artistic endeavors in the field of visual arts. This class will focus on the historical and theoretical underpinnings of the 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: Text 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
2 credits
Offered Fall 2
An introduction to the history, theory and practice of computer-aided artistic endeavors in the field of prose and poetry. This class will focus on the theoretical and historical underpinnings of the 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.

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 a 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)
Offered Fall
Prerequisite: IM-UH 1010 (MDMED-AD 101), CS-UH 1001 (CS-AD 100) or Instructor approval
Crosslisted with Core: Art, Technology and Innovation, Core: Arts, Design and Technology,
While our relationships between ourselves, our environment, and other people are inherently political, computer technologies and technology culture claims to "neutrality". This course will examine the opposite—software is political—and focus on how software applications share commonalities with political systems, how they affect their users as political actors and how we can build alternatives to those systems. 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 as an algorithmic criminal assessment. Along with an introduction to political theory and media studies, coupled with an exploration of the underlying political impacts 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 Spring
Crosslisted with Design
This course will introduce students to the design and development of Virtual Reality experiences. We will delve into some of the creative 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,

Due dates and exam dates for this course are topic by arrangement with a faculty member, resulting in a final project of significant scope.

Directed Study
(Formerly MDMED-AD 298)
Offered by Application
Supervised, individual research on a particular topic by arrangement with a faculty member, resulting in a final project of significant scope.
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:

1. **2 Foundational Courses**
2. **2 Additional Foundational or other Legal Studies Electives** totaling 8 credits
The history of Western law is that of the two Romes, the Papacy and law—

**LEGAL STUDIES COURSES**

**FOUNDATIONAL 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 foundational 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, law and society, 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, memorandum, and other legal documents. A central feature of the course is to lay the groundwork for working with various law-related texts as a foundation for legal studies and for the eventual senior capstone thesis.

**LAW-UH 1012** Legal System and Method
(Formerly LAW-AD 115)

*Offered fall*

The history of Western law is that of the two Romes, of the Papacy and law—papatus and imperatus. It is a narrative of codification and the books of law, of scriptural texts and the casuistry that they generate. The first moment of legal study is that of inaugural texts and collections, of sovereignty, its representation and its textual delegation. The course will introduce the hierarchy of sources of law, the process of enacting law, the concepts of norm and rule, and then the plural regime of legal interpretation of sources, the hermeneutics of practice. Beginning with the concept of the code, the course will proceed to the topics of statutory interpretation, systems of precedent, and forensic rhetoric in distinct substantive legal disciplines. As the English legal sage Sir Edward Coke put it, inevitably in Latin, nemo nascitur artifex—no one is born a lawyer. To this end, the methods course will also entail and be supported by a vigorous legal writing and research program.

**LAW-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 contracts on a comparative law basis, business negotiable instruments such as checks and banking, letter of credits, documentary credits, debtor-creditor relationships, and more specifically creditor’s rights, bankruptcy, reorganization, employment relations, agency, labor and immigration. This course will then examine the business organizations such as partnerships, corporations, joint ventures, and 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 subjective 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, trust, 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, economic, political, and religious perspectives. In addition to lectures, the course employs student participation in various ethical scenarios, and this methodology not only permits exceptions to 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 fall*

The 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 underlying 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 Law, Society and Policy
(Formerly LAW-AD 114)

*Offered occasionally Crosslisted with Political Science, Social Research and Public Policy*

This seminar investigates the state’s power to punish. We read foundational works from philosophy, sociology, political science, and law to explore why states punish, how they punish, and whom they punish. 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 cases in light of the fundamental purposes of punishment, and compare penal practices around the world. Though subject to change, activities outside the classroom may include attending arraignment court, listening to 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 the right to vote. 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 Crosslisted 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 institutions). 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 visits 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) Crosslisted with The Environment Climate change will be a foremost theme that will influence financial activities, and policy and legal framework for the environment. In a noticeably short time span, climate change has become a global challenge calling for collective action. Climate change law is emerging as a new legal discipline. Students in this class will explore how climate change law relates to other areas of law and how climate change has elicited rulemaking process at the international, 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 (UNFCCC), the Kyoto Protocol, and the Paris Agreement. The class will then proceed to evaluate the various legal tools that are available at national and international level to address climate change issues, including carbon taxation, command-and-control regulation, litigation, securities disclosures, and voluntary actions.

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 an understanding of the 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 (Sharia). The class will also examine diverse legal systems, inspired by various political, social, and economic environments, successfully used by billions of people in various parts of the world. This course will pay special attention to legal traditions and the ways that systems analyze and solve problems. Students will study existing legal systems and evaluate 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 covered on the legal and ethical implications and ramifications of doing business internationally, along with the related cultural, political and economic issues. The course will introduce the 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, state corporate governance, foreign direct investment issues, transfer of technology, intellectual property with the construction of hypothetical examples. The 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, tortuous 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 business. In order to evaluate the risk of international business projects and protect the companies against international business uncertainties, knowledge of globalization, cultural and societal environment, trade theory, government in international business, entry modes, economic integration, emerging markets, financial institutions, management strategy, and the legal regimes that shape the trade and investment in Europe, Asia, Middle East, and in North America in areas such as trade of goods, trade in services, intellectual property, transfer arrangements, technology, transfer of technology, and foreign direct investment is crucial. The aim of this course is to enable students to better analyze and appreciate the opportunities and challenges that companies face as they expand their activities internationally.

LAW-UH 2118 Law in Literature (Formerly LAW-AD 221) Offered spring Crosslisted with Core: Cultural Exploration 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 multifaceted 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 explanation on the legal but also delving 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 hand, students will test Dworkin’s claim that we can improve our understanding of the nature of law by comparing legal interpretation with modes of interpretation in other fields of knowledge, particularly literature. Readings covered in this course include works by Aeschylus, Barthes, Brecht, Capote, Dostoevsky, Durrenmatt, Fuller, 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 moot. 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
look at the wide variety of local and regional laws, regulatory techniques, and policy objects. The class will embark on a week-long trip to a developing country to study renewable energy projects and to get hands-on experience of power generation from a renewable energy facility.

ANTH-UH 3110X
Anthropology of the Fatwa
Crosslisted with Anthropology, Arab Crossroads Studies, Social Research and Public Policy

CCEA-UH 1011
Law and the Imagination
Crosslisted with Core: Cultural Exploration and Analysis, Core: Pathways of World Literature, Literature and Creative Writing

CSTS-UH 1013A/B
Relationship of Government and Religion
Crosslisted with Core: Structures of Thought and Society

PHIL-UH 1116
Global Ethics
Crosslisted with Core: Structures of Thought and Society, Philosophy

PHIL-UH 1117
Law and Philosophy
Crosslisted with Philosophy

PHIL-UH 2614
Political Philosophy
Crosslisted with Philosophy, Political Science

POLS-C-UH 3516
Digital Diplomacy
Crosslisted with Peace Studies, Political Science

SRPP-UH 1613J
21st-Century International Human Rights
Crosslisted with Leadership and Social Enterprise, Social Research and Public Policy

SRPP-UH 1615
Law, Society, and Public Policy
Crosslisted with Social Research and Public Policy
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
4. Peace Studies Electives

Peace Studies Courses

Required Courses

PEACE-UH 1010
Foundations of Peace: Psychological Perspectives
(Formerly 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
(Formerly 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
(Formerly PEACE-AD 122J)
Offered January
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 historically 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’ origins, 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 1111
International Organizations and Global Governance
(Formerly PEACE-AD 121)
Offered occasionally
Crosslisted with Political Science
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 1113
Peacebuilding
(Formerly PEACE-AD 123)
Offered occasionally
Crosslisted with Political Science,
Core: Structures of Thought and Society
This course will help students build an analytical understanding of the potentials and pitfalls of international intervention in conflict-affected societies. Postwar peace building has become a growing, yet highly controversial international activity. The experiences with attempts to promote peace and increase state capacity are sobering, in particular in terrains such as Somalia, the DRC and Afghanistan. How can the international community promote peace in these hard cases? What are the flaws of the existing “best practices” approach to peace building and what are promising alternatives to it? The course will examine the current debates on peace building and will invite practitioners from international organizations to discuss their approach to promoting peace in some of the world’s most challenging regions.

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 1115 J
Arts for Transformation:
(Formerly PEACE-AD 125 J)
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
     - Music Electricity, and Computation

SOUND AND MUSIC COMPUTING COURSES

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Divisional Collaboration</th>
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<tbody>
<tr>
<td>CS-UH 1001</td>
<td>Introduction to Computer Science (Formerly CS-AD 101)</td>
<td>Offered fall, spring Crosslisted with Computer Science</td>
</tr>
<tr>
<td>MUSIC-UH 1002</td>
<td>Music Technology Fundamentals (Formerly MUSIC-AD 106)</td>
<td>Offered annually Crosslisted with Interactive Media, Music</td>
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SOUND AND MUSIC COMPUTING ELECTIVES

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Divisional Collaboration</th>
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</thead>
<tbody>
<tr>
<td>CS-UH 1002</td>
<td>Discrete Mathematics (Formerly CS-AD 116)</td>
<td>Offered fall, spring Crosslisted with Computer Science</td>
</tr>
<tr>
<td>CS-UH 1050</td>
<td>Data Structures (Formerly CS-AD 103)</td>
<td>Offered fall, spring Prerequisites: CS-UH 1001 (CS-AD 101) and CS-UH 1002 (CS-AD 116) Crosslisted with Computer Science</td>
</tr>
<tr>
<td>CS-UH 1052</td>
<td>Algorithms (Formerly CS-AD 105)</td>
<td>Offered fall Prerequisites: CS-UH 1002 (CS-AD 116); Prerequisite or Corequisite: CS-UH 1050 Crosslisted with Computer Science, Interactive Media</td>
</tr>
<tr>
<td>MUSIC-UH 1001</td>
<td>Music Theory &amp; Analysis I (Formerly MUSIC-AD 105)</td>
<td>Offered fall Crosslisted with Music</td>
</tr>
<tr>
<td>MUSIC-UH 2215</td>
<td>Designing Sound for Scene and Screen (Formerly MUSIC-AD 215)</td>
<td>Offered annually Crosslisted with Film and New Media, Music, Theater</td>
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</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 Electives at least one of which must have an URBAN-UH course number

**Urbanization Courses**

**URBANIZATION COURSES**

**URBAN-UH 110J**

**Planning Abu Dhabi**

(Formerly MDURB-AD 114.4J)  
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 116.J)  
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 recording examples of urban design through the city itself will frequently serve as classroom, with students exploring and 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 1119J**

**Urban Form of Shanghai**

(Formerly MDURB-AD 124.J)  
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.

**URBAN-UH 1111J**

**Public Space and the Life of Cities**

(Formerly MDURB-AD 127.J)  
Offered occasionally

Public spaces play an essential role in the life of cities and their residents. Public squares and parks, streets and esplanades—their 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.
URBAN-UH 1122J
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.

URBAN-UH 3190
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

ENGR-UH 4430
Monitoring for Smart Cities
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

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.
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...
best professional schools want students with a broad education who can think clearly, read critically, and write well. To get more details on Core competencies required for students interested in the health professions, please contact the pre-professional advisor in the Career Development Center.

Students’ faculty mentors and pre-professional advisors will help them to explore their options, advise them about programs and appropriate course selection, and help them to present the best possible application to professional schools.

**BUSINESS AND ORGANIZATIONAL STUDIES COURSES**

**BUSOR-UH 1001J**
**Principles of Marketing** *(Formerly BUSOR-AD 111J)*
Offered January
Crosslisted with Leadership and Social Entrepreneurship
This course studies the fundamentals of marketing—from determining what it is that consumers want and need, translating those wants and needs into products and services, and selling those products and services in a highly competitive global marketplace. Depending on the instructor, different topic areas are emphasized, including, for example, the role of consumer research, product design and pricing, and communications and promotional strategies in effective marketing.

**BUSOR-UH 1002**
**An Introduction to Organizational Research Design** *(Formerly BUSOR-AD 113J)*
Offered occasionally
This course is best seen as a blend of basic knowledge on how organizations behave and a much deeper exploration of research methods for measuring the actual performance of organizations in achieving their mission, be it profit, environmental sustainability, social responsibility, or innovation. Starting with a short discussion of organizational architecture and behavior, the course then introduces research methods for diagnosing and measuring how organizations produce high rates of return on investment. The bulk of the course engages students in measuring the organizational attributes and performance of selected Abu Dhabi entities as part of the professor’s work with the Abu Dhabi Accountability Authority, which oversees nearly 400 Abu Dhabi government, private, and nonprofit agencies, and the Khalifa Fund (Abu Dhabi’s primary venture capital fund for stimulating entrepreneurship). Students must be committed to the highest standards of professionalism in their work, and will be active participants in helping NYU Abu Dhabi contribute to the betterment of Abu Dhabi organizations and society as a whole.

**BUSOR-UH 1003**
**Management & Organizations** *(Formerly BUSOR-AD 115)*
Offered spring
Why do some organizations succeed while others flounder? As students of business, it is critically important for you to have an understanding of the key factors that contribute to organizational success, and the role that managers play in helping their organizations be successful. The better that you understand these issues, the more effective you will be in your future careers.

**BUSOR-UH 1004**
**Strategic Management** *(Formerly BUSOR-AD 116)*
Offered fall
This course provides an introduction to strategic management. The course has two broad goals. A first is to understand why some companies are financially much more successful than others. The second is to analyze how managers can devise a set of actions (“the strategy”) and design processes that allow their company to obtain a financial advantage. To gain a better understanding of strategic issues and begin to master the analytic tools that strategists use, students study the strategic decision of companies in many different industries and countries and learn from tools utilized by business researchers.

**BUSOR-UH 1005J**
**Managerial Economics** *(Formerly BUSOR-AD 117J)*
Offered January
New York City is one of the top world business centers. The City bustles with business since its foundations in the 1600s, and the dynamics of business are felt in every one of its streets at any time of the day. The dynamics also reflect the success or failure of business units. Success in business depends on market positioning and the management of internal resources. Through the lens of economics, students will learn to think systematically and strategically about critical management issues concerning consumer demand, costs, pricing, market competition, and organizational incentives. Lectures will be interspersed with games and case discussions to allow a more direct immersion in business situations.

**ECON-UH 1501**
**Introduction to Accounting**
Crosslisted with Economics

**ECON-UH 1550J**
**Euro-American Financial System in Crisis**
Crosslisted with Economics

**LEAD-UH 1001J**
**Critical Issues in Social Entrepreneurship: Innovations in the Middle East**
Crosslisted with Arab Crossroads Studies, Leadership and Social Entrepreneurship

**SOCSC-UH 1111**
**Markets**
Crosslisted with Economics, Leadership and Social Entrepreneurship, Social Research and Public Policy
**EDUCATION COURSES**

**EDUC-UH 100J**
International Peacebuilding and the Role of Education
(Formerly EDUC-AD 115J)
Offered occasionally
Crosslisted with Peace Studies, Political Science, Social Research and Public Policy
This course explores how state and nonstate actors pursue peace and security, and the role that education plays in this process. The course will begin with a review of the various tools of international peace building, including peace agreements, peacekeeping forces, institution building, and humanitarian aid. Next students will examine how education fits into each of these strategies and the ways education may be used to disrupt peace building. The course will look at specific education initiatives such as peace education, Education for All, and citizenship education, but will focus on refugee education. Taking Syrian refugee education in Turkey as a case study, the course will visit Ankara, but will also briefly study Afghanistan, Guatemala, and the United States. Guest speakers will be invited from relevant organizations to speak about their day-to-day operations and their institutional roles.
PLEASE NOTE: This course contains an international trip and counts as an “Abu Dhabi-base d 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.

**SRPP-UH 2620**
Education and Society
Crosslisted with Social Research and Public Policy

**LEADERSHIP AND SOCIAL ENTREPRENEURSHIP COURSES**

**LEAD-UH 100J**
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

**MEDIA, CULTURE AND COMMUNICATION COURSES**

**MCC-UH 100J**
Food in the Global Kitchen
(Formerly JOUR-AD 114J)
Abu Dhabi contains many worlds, from five-star hotel restaurants to South Asian migrant workers eating on the job. This course uses food to explore the daily life of a global city in the Middle East. The course combines intensive reading and writing assignments with reporting and field trips. With Abu Dhabi as their beat, students explore the role of markets; traditional Bedouin cuisine and the rituals of eating it; the hidden lives of food producers and growers; the cuisine of exile; the business of food; edible geography; and other topics drawing on anthropology, economics, culture, politics, and urban studies. Students participate in hands-on experiences like visits to local markets and restaurants. Each student is expected to find, report, and write a feature article about a food-related location in Abu Dhabi. Readings range from medieval Arabic culinary manuals and classics of cultural anthropology to contemporary food reporting and literature, with an emphasis on the Middle East.

**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

**CCEA-UH 1002J**
Narrative, Media, and Technology
Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis

**ENGR-UH 3620**
Analog and Digital Communication Theory
Prerequisite: ENGR-UH 3610 (ENGR-AD 203)
Crosslisted with Engineering

**FILMM-UH 101J**
Concepts of Film and New Media
Crosslisted with Film and New Media

**FILMM-UH 101X**
Understanding MENASA Film and New Media
Crosslisted with Arab Crossroads Studies, Film and New Media

**FILMM-UH 1110**
Cinema and New Media
Crosslisted with Film and New Media

**FILMM-UH 3110**
Theories and Methodologies of Film and New Media
Crosslisted with Film and New Media

**IM-UH 101D**
Introduction to Interactive Media
Crosslisted with Art and Art History, Film and New Media, Interactive Media

**IM-UH 101J**
Communications Lab
Crosslisted with Design, Interactive Media, Music

**IM-UH 2112**
Network Everything
Crosslisted with Interactive Media

**LITCW-UH 1501**
Feature Writing
Crosslisted with Literature and Creative Writing

**LITCW-UH 1502**
Travel Writing
Crosslisted with Literature and Creative Writing

**VISAR-UH 2110**
Photography as Art and Practice
Crosslisted with Art and Art History
MUSEUM AND CULTURAL HERITAGE STUDIES COURSES

MUSST-UH 1001
Introduction to Museum Studies (Formerly MUSST-AD 110)
Offered occasionally
Crosslisted with Art and Art History

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 1002
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 to 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. But 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 stakeholders 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'rubí dynasty drove the Portuguese from Muscat and East Africa (Alte Nationalgalerie). 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

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 the 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

This course will investigate the history and theory of museums, and the critical issues facing museums in the 21st century, through a study of the museums and cultural institutions of Berlin. Much of the course will be held in museums and will involve meetings with museum staff, along with regular classroom sessions at NYU Berlin. The first week will be devoted to museum history and will focus on Museum Island (Altes Museum, Neues Museum, Pergamon Museum, and Altes Nationalgalerie). Topics will include the creation of national museums out of princely collections, the development of collections and forms of display, and the reconstruction and renovation of museums to accommodate contemporary audiences. The second week will have a dual focus: questions of memory and historical site (Jewish Museum, Holocaust Memorial, DDR Museum, Berlin Wall, Stasi Prison, Reichstag), and ethnographic collections and issues of cultural property (Dahlem Museum, Frankfurt’s Weltkulturen Museum). The third week will focus on the development of Berlin as a center of contemporary art and the creation of new exhibition spaces for its display (Hamburger Bahnhof, Berlin Biennale, Kunst-Werke Institute for Contemporary Art, Boros Collection).
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 SOCSC-UH 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.
JANUARY 2017 COURSES

January 2018 offerings will be available at www.nyuad.nyu.edu in late summer 2017.

COURSES IN ABU DHABI

ACS-UH 2210JX Cities and Modern Arabic Literature (Formerly ACS-AD 261JX)

ACS-UH 2418JX History of Modern Iran (Formerly ACS-AD 207JX)

ARABL-UH 2210J Colloquial Arabic: Emirati Dialect (Formerly ARABL-AD 219J)

CADT-UH 1006J Nomads (Formerly COREA-AD 41J)

CADT-UH 1014EJQ Heuristics (Formerly COREX-AD 24EJQ)

CDAD-UH 1009EJQ Behavior (Formerly COREX-AD 43EJQ)

CDAD-UH 1013EJ Stem Cells: Immortality and Regeneration (Formerly COREX-AD 2EJ)

CDAD-UH 1014J Social Chameleons (Formerly COREX-AD 55J)

CDAD-UH 1015J Music and the Mind (Formerly COREA-AD 68J)

CSTS-UH 1027J Meaning of Life (Formerly CORES-AD 73J)

CSTS-UH 1029J Idea of the University (Formerly CORES-AD 75J)

ECON-UH 232J Economic Rationality and Behavior (Formerly ECON-AD 230J)

ENGR-UH 102J Design and Innovation (Formerly ENGR-AD 110J)

ENGR-AD 397J Green Mobility & Cities: Sustainable Urban Transportation Planning and Policy

LAW-UH 2120J Law in Entrepreneurship (Formerly LAW-AD 224J)

LITCW-AD 149J Wasting Time on the Internet

POLSC-UH 2320J Diversity and Society (Formerly POLSC-AD 191J)

POLSC-UH 2417J Post-communist Democracy and Authoritarianism (Formerly POLSC-AD 192J)

POLSC-UH 2418J Nations, Nationalism and Beyond (Formerly POLSC-AD 165J)

POLSC-UH 3516 Digital Diplomacy (Formerly POLSC-AD 188J)

SRPP-UH 1610J Child Development and Social Policy in a Global Society: Knowledge for Action (Formerly SRPP-AD 155J)

SRPP-UH 2413J Connecting Neighborhoods and Health: An Introduction to Spatial Epidemiology (Formerly SRPP-AD 153J)

SRPP-UH 3214J Social Networks (Formerly SRPP-AD 115J)

URBAN-UH 1110J Planning Abu Dhabi (Formerly MDURB-AD 114J)

COURSES IN ABU DHABI WITH INTERNATIONAL TRIPS

ACS-UH 2412JX Interwoven Pasts of Spain and Morocco (Formerly ACS-AD 204J)

ACS-UH 2416JX Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman (Formerly ACS-AD 208J)

CDAD-UH 1010EJQ Diversity (Formerly COREX-AD 54EJQ)

COURSING IN ACCRA

LITCW-UH 1506J Interdisciplinary Introduction to African Urban Studies (Formerly LITCW-AD 151J)

SRPP-UH 1412J Wealth and Inequality in the Global City (Formerly SRPP-AD 133J)

COURSES IN ACCRA WITH INTERNATIONAL TRIPS

ACS-UH 2412JX Interwoven Pasts of Spain and Morocco (Formerly ACS-AD 204J)

COURSES IN BERLIN

CCEA-UH 1020J Art and Agency, “Bild in Berlin” (Formerly COREA-AD 66J)

CSTS-UH 1024J Sovereignty (Formerly CORES-AD 67J)

MUSST-UH 2003J Museum History, Theory, and Practice: Case Study, Berlin (Formerly MUSST-AD 216J)

COURSES IN BUENOS AIRES

ANTH-UH 2112J Creative Cities: Buenos Aires & Beyond (Formerly ANTH-AD 103J)

COURSES IN FLORENCE

AHC-UH 1006J Imagining the Renaissance City: Florence and Siena (Formerly AHC-AD 137J)

CSTS-UH 1004J Science in Flux: The Galilean Revolution (Formerly COREI-AD 49J)

COURSES IN LONDON

CADT-UH 1015J Explorable Stories (Formerly COREA-AD 67J)

CCESS-UH 1000J Idea of the Portrait (Formerly CORE-AD 2J)

COURSES IN LONDON WITH INTERNATIONAL TRIPS

CADT-UH 1015J Explorable Stories (Formerly COREA-AD 67J)

COURSES IN LONDON WITH INTERNATIONAL TRIPS

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<td>A History of Economic Thought from Adam Smith to the Euro-Crisis</td>
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<td>NEW YORK</td>
<td>BUSOR-UH 1001J</td>
<td>Principles of Marketing</td>
<td>(Formerly BUSOR-AD 111J)</td>
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<td>BUSOR-UH 1005J</td>
<td>Managerial Economics</td>
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<td>CCEA-UH 1002J</td>
<td>Narrative, Media, and Technology</td>
<td>(Formerly COREA-AD 46J)</td>
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<td>CCEA-UH 1012J</td>
<td>Jazz in New York</td>
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<td>Financial Crises and Financial Macroeconomics</td>
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<td>FILMM-UH 1117J</td>
<td>War and Cinema</td>
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<td>MUSST-UH 2002J</td>
<td>Museums in a Global Context</td>
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<td>CCEA-UH 1022J</td>
<td>Fascism, Antifascism and Culture</td>
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<td>PRAGUE</td>
<td>CCEA-UH 1024J</td>
<td>Prague, Capital of Europe</td>
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<td>CSTS-UH 1026J</td>
<td>Children and Childhood</td>
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<td>CSTS-UH 1030J</td>
<td>Nature of Inequality</td>
<td>(Formerly CORES-AD 76J)</td>
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<td>SYDNEY</td>
<td>ANTH-UH 2110J</td>
<td>Anthropology of Indigenous Australia: Art, Politics and Cultural Futures</td>
<td>(Formerly ANTH-AD 102J)</td>
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<td>State and Fate of Earth</td>
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<td>POLSC-UH 2515JX</td>
<td>Islamic Extremism</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.
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 orients students to the various exercise equipment and fitness classes in the Saadiyat Fitness Center and provides a framework for the students to design their own personal fitness programs. Through strength and cardio training, TRX, Kettlebells, spinning, yoga and Pilates, students will learn how to exercise safely and effectively to maximize progress. The guided and progressive workouts teach individuals to achieve personal fitness goals by creating and implementing healthy fitness routines.

PHYED-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 class are awarded an internationally recognized certificate in scuba diving. Prerequisites: (1) the ability to swim continuously for 200 meter or 300 meter with mask/fin snorkel; (2) the ability to swim/float in water too deep to stand in for 10 minutes; (3) confidence in open water, and (4) the completion of a medical questionnaire with physician’s consent. PE credit will be awarded upon obtaining a PADI Open Water Dive qualification prior to the end of the class. Given the progressive nature of instruction, students must attend all sessions in the order offered. If a session is missed, the affected student is solely responsible for scheduling and paying for the makeup session. All makeup sessions must be completed prior to the next regularly scheduled session.

PHYED-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 sabre. 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
This driving range and putting green based golf
cycle and run techniques as well as the structure
of the world we live in. Dance styles include, but
are not limited to, hip-hop, belly dancing, modern
ballet and jazz.
PHYED-UH 1011
Jiu Jitsu
Jiu Jitsu is a strategic grappling sport where one
manipulates an opponent’s force against her/
 himself rather than confronting it with one’s own
force. Individuals will learn how to apply the
fundamental techniques of Jiu Jitsu, including
positioning, leverage, joint locks, escapes,
submissions, and self-defense.
PHYED-UH 1012
Women Only Pilates and Yoga
Pilates is a conditioning program emphasizing the
cornerstones 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 in
serve, volley and forehand and backhand strokes,
individuals learn the rules of tennis.
PHYED-UH 1015
Triathlon Training
This challenging class is appropriate for students of
all skill levels who are interested in learning about
indoor triathlon. 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 tri 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 teach 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.
Incorporate the basic components of boxing
training to build step by step and slowly chip away
letting go of both mental and physical barriers.
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, infusing breathing techniques, physical
movement, detox, meditation, strength, flexibility
& balance conditioning with balance of body and
mind. This program will allow students to build step
by step and slowly chip away letting go of both
mental and physical barriers.
PHYED-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
The purpose of this course students will become educated
in proper running form and efficient running. Students will
learn how to prepare for a race, learn to run for pleasure, and discuss the ways to
maintain running as a 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, propriosceptive
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
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 1030
Women Only Yoga
This course will commence with an introduction to
the Yoga practice, infusing breathing techniques,
physical movement, detox, meditation, strength,
flexibility & balance conditioning with balance of
body and mind. This program will allow students
to build step by step and slowly chip away letting
gof both mental and physical barriers. This is
a women’s only course.
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 this 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 rhythm
- 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 put 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 and match play. The students will be introduced to elementary barre and center work.

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 beginning 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 long distance training 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 orients students to the various movements and fitness classes 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**

The 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 outside 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 course is designed to help players learn and develop a basic understanding of volleyball. Topics include the basic skills of serving, passing, setting, attacking and blocking. The class will also cover tactical skills of basic volleyball offensive and defensive play and well as the rules and scoring.

PHYED-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 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 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 greater 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 will include some introduction of Karate kata forms and movements.

PHYED-UH 1049
**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 1050
**Men’s Intercollegiate Basketball**

Participate as a team member in the Men’s Intercollegiate Basketball team for at least one (1) season.

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’s Intercollegiate 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYED-UH 2005</td>
<td>Men's Intercollegiate Cricket</td>
<td>Participate as a team member in the Men's Intercollegiate Cricket team for at least one (1) season.</td>
</tr>
<tr>
<td>PHYED-UH 2007</td>
<td>Men's Intercollegiate Soccer</td>
<td>Participate as a team member in the Men's Intercollegiate Soccer team for at least one (1) season.</td>
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<tr>
<td>PHYED-UH 2008</td>
<td>Women's Intercollegiate Soccer</td>
<td>Participate as a team member in the Women's Intercollegiate Soccer team for at least one (1) season.</td>
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<tr>
<td>PHYED-UH 2009</td>
<td>Men's Intercollegiate Table Tennis</td>
<td>Participate as a team member in the Men's Intercollegiate Table Tennis team for at least one (1) season.</td>
</tr>
<tr>
<td>PHYED-UH 2010</td>
<td>Men's Intercollegiate Table Tennis</td>
<td>Participate as a team member in the Men's Intercollegiate Table Tennis team for at least one (1) season.</td>
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<tr>
<td>PHYED-UH 2011</td>
<td>Men's Intercollegiate Volleyball</td>
<td>Participate as a team member in the Men's Intercollegiate Volleyball team for at least one (1) season.</td>
</tr>
<tr>
<td>PHYED-UH 2012</td>
<td>Women's Intercollegiate Volleyball</td>
<td>Participate as a team member in the Women's Intercollegiate Volleyball team for at least one (1) season.</td>
</tr>
<tr>
<td>PHYED-UH 2013</td>
<td>Men and Women's Intercollegiate Swimming</td>
<td>Participate as a team member in the Men and Women's Intercollegiate Swimming team for at least one (1) season.</td>
</tr>
<tr>
<td>PHYED-UH 2001</td>
<td>Men's Intercollegiate Badminton II</td>
<td>Participate as a returning team member in the Men's Intercollegiate Badminton team for at least one (1) additional season.</td>
</tr>
<tr>
<td>PHYED-UH 2002</td>
<td>Women's Intercollegiate Badminton II</td>
<td>Participate as a returning team member in the Women's Intercollegiate Badminton team for at least one (1) additional season.</td>
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<tr>
<td>PHYED-UH 2003</td>
<td>Men's Intercollegiate Basketball II</td>
<td>Participate as a returning team member in the Men's Intercollegiate Basketball team for at least one (1) additional season.</td>
</tr>
<tr>
<td>PHYED-UH 2004</td>
<td>Women's Intercollegiate Basketball II</td>
<td>Participate as a returning team member in the Women's Intercollegiate Basketball team for at least one (1) additional season.</td>
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<td>Men and Women's Intercollegiate Swimming II</td>
<td>Participate as a returning team member in the Men and Women's Intercollegiate Swimming team for at least one (1) additional season.</td>
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</tbody>
</table>
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 draws 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
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.

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

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 holds digital versions of virtually all of the world’s scholarly journals and periodicals. The library acquires new items continuously and honors special requests for material from students and faculty.

Specialist librarians and technology experts are available to accelerate the discovery, use, and sharing of vital information. The library staff offers instructional sessions, and online or in-person tutorials. Librarians work directly with students at the library service desk, or by appointment, to assist with specific research needs. The latest tools for organizing, analyzing, and presenting knowledge are available at the library, and can be accessed 24 hours a day via the library’s extensive online facilities. The library and NYUAD information technology services work together to provide opportunities to learn independently—or work collaboratively—in an environment rich in information and the technology needed to process text, images, sounds, and video. Beyond its virtual capabilities, the library provides physical spaces for engagement between faculty and students, complemented by quiet areas for concentration and contemplation. Group study rooms have large monitors and a broad selection of software packages that create a productive environment for completing team projects. Laptops, cameras, and audiovisual equipment are available for loan. Comfortable reading areas and views of the campus garden create a relaxed atmosphere for study. Learn more about the library’s window to the world of scholarly communication at nyuad.nyu.edu/academics/library.html.

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 thesis to integrating sources ethically. The Writing Center offers support for writing, oral expression, and English Language Learning issues. As the hub for a culture of writing on campus, throughout the year the Writing Center hosts workshops, writing boot camps, and events leading up to finals and capstones.

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.
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 literacy with the Special Needs Athletic Program (BEN), or tutor migrant workers to improve literacy. These programs provide students with the opportunity to clarify their true wishes and feelings, and deal effectively with problems.

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.

We endeavor to create the conditions that health and wellness issues impact 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, offers 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.

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 8000 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.

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...
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. NYUAD’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 Zuwara (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.
VI. Decision: The decision to suspend or dismiss a student 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.

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.

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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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>A+</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
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<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

The grade point average (GPA) is computed by determining the total number of quality points earned (quality points multiplied by credit hours) and dividing by total graded credit hours. Quality points are earned in letter-graded NYU courses taken after a student's first year of enrollment (see Transcripts Policy). Total graded credit hours include the credit hours associated with all such courses as well as the credit hours associated with any Pass/Fail course that is failed (see the policy on Pass/Fail). When a course is repeated, both grades remain on the transcript (see Repeating Courses Policy).

GRADUATION HONORS
NYU Abu Dhabi has Latin honors at the time of graduation. Latin honors are determined by cumulative 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 (https://nyu.edu/about/policies-guidelines/leaves.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 NYUAD study away program.

MIDTERM ASSESSMENT
Faculty should organize their courses in a manner that makes individual student progress in the class clear. In addition to providing each student with information on their progress in a timely manner, faculty will submit a brief midterm report to the Office of Academic Administration noting all students who are not performing satisfactorily in their class and the nature of their individual deficiencies. This will enable the Office of Academic Administration to identify students whose performance over multiple courses may indicate a need for additional academic support. Because these assessments are intended to be holistic, faculty members may factor in student attendance, participation, and general level of engagement rather than rely solely on graded material. Assessments are due not later than the beginning of the fourth week for 7-week courses and at the end of the eighth week for 14-week courses. These assessments are not part of a student’s formal academic record and do not appear on transcripts.

MINIMUM GRADES
All successfully completed courses may be counted toward the 140-credit-hour graduation requirement. However, only those courses in which grades of C or higher are earned may be counted toward major, any portion of the Core curriculum, minor, or prerequisite requirements.

PASS/FAIL
A pass grade is recorded for all Pass/Fail courses in which a letter grade of D or higher is earned. Beginning in the second year of study, NYUAD allows students to take one course per semester (up to a total of three courses overall) Pass/Fail during fall or spring semester. J-term and summer courses may not be taken Pass/Fail. This option is designed to encourage students to continue to explore areas of interest and to optimize their focus on learning unfamiliar methods and materials while minimizing concerns about formal outcomes. The Pass/Fail option is therefore especially appropriate in the second year before students invest in a major. Students studying at other NYU global network sites may be further restricted by site policies related to Pass/Fail grading.

Courses taken Pass/Fail will not be counted for credit toward the completion of any portion of the core curriculum, of a major, or minor. A course taken Pass/Fail cannot be used to satisfy a prerequisite requirement.

Students considering the Pass/Fail option in their area of study or in pre-professional courses should consult with their mentor about the effect of such grades on admission to graduate and professional schools. Students who change their majors will be able to use courses previously taken under the Pass/Fail option only with the support of their mentors and the appropriate program head, and with the approval of the Vice Provost for Academic Administration. Such exceptions may additionally require completion of an additional elective course in the major.

Classes that receive a Pass are counted for credit toward the degree, but are not calculated in the GPA. Classes that are failed are registered as an F for purposes of GPA calculation.

For applicable courses, a student may opt to change to or from Pass/Fail grading only during the withdrawal period associated with that particular course.

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 Autonoma de Madrid (UAM). Homestays with Spanish host families encourage students to build a deeper connection with Spanish culture and provides an opportunity to practice speaking in a more casual environment. An Intercambio Program brings NYU Madrid students together with local college students to practice their Spanish and make friends.

Madrid is the political and cultural center of Spain and one of the liveliest and friendliest capital cities in Europe, replete with magnificent architecture, world-class museums, and delicious cuisine. Students at NYU Madrid enjoy a semester of rich cultural experiences that complement their studies, whether they’re on a class trip to the Museo del Prado to learn firsthand about Goya’s masterpieces or at an out-of-the-way tapas bar on Cava Baja.

NYU New York (USA): NYU New York is now one of the largest private universities in the United States. The university, which has no walls and no gates, is deeply intertwined with New York City, drawing inspiration from its vitality. NYU’s Washington Square campus in the heart of Greenwich Village is complemented by an outstanding engineering
campus in Brooklyn. The university includes 14 schools and colleges, and offers more than 2,500 courses each year in an extraordinary range of fields.

No matter what academic reasons bring you to NYU New York, you will be surrounded by the kind of opportunities, experiences, and people that can only be found in the heart of one of the most exciting and diverse cities in the world. Students from NYU Abu Dhabi who wish to spend a semester at NYU New York should follow the study away application process established by the Office of Global Education at NYU Abu Dhabi. Please contact nyuad.globaleducation@nyu.edu for further information.

NYU Paris (France): The curriculum at NYU Paris focuses on the language, arts, history, literature, and politics of France and its relationships with the wider world. A world-class faculty provides context and support for students' academic work. Students with a limited background in French enroll in Program I, where all courses except for language are taught in English. Students proficient in French participate in Program II, which features a variety of courses taught in French. All students take a French language course appropriate to their level. Coursework is enhanced by faculty-led trips in and around Paris, to world-renowned museums such as the Louvre and the Musée Picasso or to smaller galleries and exhibits, as well as to the opera, ballet, and theatre.

Students receive a University of Paris student card and may take courses at the University of Paris or at the Institut d’Études Politiques (Sciences Po). All students are carefully advised upon their arrival in Paris; students who opt to take courses in the French university system receive additional individualized in-house tutorial assistance.

NYU 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 Kultura 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 Sydney faculty and staff are committed to creating an environment where active learning and exploration are the rule. Courses and projects rooted in the community, field-based research, internship opportunities, as well as chances to travel throughout the city, surrounding neighborhoods and region will give students a thorough experience of local domains, society and culture.

NYU Tel Aviv (Israel): At NYU Tel Aviv, students experience life in one of the world’s most intriguing and multidimensional cities. A vibrant coastal metropolis on the Mediterranean, Tel Aviv is the cultural, financial, and technological center of Israel. Students explore this truly global city and acquire a sophisticated understanding of Israel, the Middle East and the interrelationships between cultures, political movements, and religious traditions. Students benefit from high caliber local professors who teach students in areas such as journalism, politics, Hebrew and Arabic. Students connect with local culture through experiential learning/internships, partnerships with a local university and excursions to surrounding areas in Israel.
NYU Washington, DC (USA): No global network would be complete without a location in the US capital, the seat of the federal government, home to 174 embassies, the headquarters of international policy-making bodies, think tanks, and the site of many museums, monuments and cultural institutions. Concentrated study and research in an array of subjects, including American studies, art history, business, environmental studies, history, journalism, metropolitan studies, politics, prelaw, and public policy is enhanced by access to Washington’s distinctive intellectual, political, and cultural life. Students learn under the guidance of a world-class faculty, and engage in carefully selected and academically supervised internships with elected officials, government agencies, international organizations, NGOs, museums, media, and other institutions. Students live and attend class just blocks from the White House, the World Bank, and the Smithsonian museums at the Constance Milstein and Family Global Academic Center, which features seminar rooms, an auditorium, reading room, and student lounges on each floor. The center also serves as a venue for dynamic public programming featuring leaders in government, business, and culture as well as notable public figures as part of the Weissberg Forum for Discourse in the Public Square. These events encourage students to discuss topical issues with distinguished speakers and contribute to an academic environment that deepens their understanding of public policy, civic activism, cultural studies, international concerns, green initiatives, media matters, political debates, legal issues and business affairs. A large NYU alumni network provides additional opportunities for students, including support for our mentoring program.
NYUAD LEADERSHIP AND FACULTY

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 world.

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.

LEADERSHIP

Andrew Hamilton
President
BSc Exeter University; MSc University of British Columbia; PhD Cambridge University

Alfred Bloom
Vice Chancellor
BA Princeton University; PhD Harvard University

Fabio Piano
Provost
BA, MS, MPhil, PhD New York University

Fatma Abdulla
Senior Vice Provost—Strategy & Planning
BS Mount St. Mary’s College; MS California State University; MPH University of California (Los Angeles); PhD University of Arizona

Francesco Arneodo
Associate Dean of Science; Associate Professor of Physics
BS Università degli Studi di Torino; MBA University of Warwick; PhD Università degli Studi dell’Aquila

Carol Brandt
Vice Provost, Associate Vice Chancellor for Global Education and Outreach
BA, MA California State University (Fresno)

Hannah Brückner
Vice Provost for Faculty Diversity; Professor of Social Research and Public Policy,
BA Freie Universität (Berlin); MA, PhD University of North Carolina (Chapel Hill)

Peter Christensen
Associate Vice Chancellor, Finance, and Planning
BS Gonzaga University; MS Regis University

Hervé Crès
Dean of Social Science
PhD Université de Paris I

Virginia Danielson
Director of the Library
PhD University of Illinois at Urbana-Champaign

David Darts
Associate Dean of Arts
BA, B.Ed., M.Ed., PhD University of British Columbia

Anna Dechart
Director of Admissions
BA Yale University

Charles Grim
Vice Provost for Academic Administration
BA Case Western Reserve University; MS, PhD Purdue University

Katerina Grim
Assistant Vice Provost for Global Education Administration
MA Sofia University

Kyle Farley
Associate Vice Chancellor of Student Affairs and Dean of Students
BA Calvin College; MA, PhD University of Pennsylvania

Schamuddin Hussain Gaadari
Senior Vice Provost of Research Output; Research Professor of Biology
BS University of Southampton; PhD Imperial College

Mary Downes
Registrar
BBS, MBS Massey University

Reindert Falkenburg
Vice Provost, Intellectual and Cultural Outreach; Professor of Early Modern Arts & Culture
BA, PhD University of Amsterdam

Anna Dechart
Director of Admissions
BA Yale University

David Darts
Associate Dean of Arts
BA, B.Ed., M.Ed., PhD University of British Columbia

Carol Brandt
Vice Provost, Associate Vice Chancellor for Global Education and Outreach
BA, MA California State University (Fresno)

Fatma Abdulla
Senior Vice Provost—Strategy & Planning
BS Mount St. Mary’s College; MS California State University; MPH University of California (Los Angeles); PhD University of Arizona

Francesco Arneodo
Associate Dean of Science; Associate Professor of Physics
BS Università degli Studi di Torino; MBA University of Warwick; PhD Università degli Studi dell’Aquila

Hervé Crès
Dean of Social Science
PhD Université de Paris I

Virginia Danielson
Director of the Library
PhD University of Illinois at Urbana-Champaign

About NYU Abu Dhabi
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<th>Name</th>
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<tr>
<td>Magzoub, Mazin</td>
<td>Assistant Professor of Practice of Biology</td>
<td>BSc Imperial College London; MSc, PhD</td>
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<td>Stockholm University</td>
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<td>Makovi, Kinga</td>
<td>Assistant Professor of Social Research and Public</td>
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<td></td>
<td>MPhil Columbia University</td>
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<tr>
<td>Malik, Samreen</td>
<td>Assistant Professor of Economics</td>
<td>MSc Lahore University of Management</td>
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<tr>
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<td></td>
<td>Sciences; MA, PhD Cornell University</td>
</tr>
<tr>
<td>Maniatkos, Michail</td>
<td>Assistant Professor of Electrical and Computer</td>
<td>BSc, MS University of Piraeus; MS, MPhil,</td>
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<td></td>
<td>PhD Yale University</td>
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<tr>
<td>Manza, Jeff</td>
<td>Professor of Social Research and Public Policy</td>
<td>BA, PhD University of California</td>
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<td>Berkeley</td>
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<tr>
<td>Marantz, Alex</td>
<td>Professor of Languages</td>
<td>PhD Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>Marciano, Matteo</td>
<td>Visiting Assistant Professor of Practice of Music</td>
<td>MM Guido Carli Libera Universita</td>
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<td></td>
<td>Internazionale degli Studi Sociali</td>
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<tr>
<td>Martin, Carol</td>
<td>Professor of Theater</td>
<td>BA University of Iowa; MA, PhD New York</td>
</tr>
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<td>University</td>
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<tr>
<td>Masmoudi, Nader</td>
<td>Professor of Mathematics</td>
<td>PhD University of Paris 9 Dauphine</td>
</tr>
<tr>
<td>Mazinni, Esteban</td>
<td>Assistant Professor of Biology</td>
<td>BA University of Buenos Aires; PhD New</td>
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<td>York University</td>
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<tr>
<td>Mcclellan, Andrew</td>
<td>Visiting Professor of Arts and Humanities</td>
<td>BA University College London; MA University of East Anglia; PhD Cour tau dul Institut des Arts de l’Université; MA, PhD Luxembourg</td>
</tr>
<tr>
<td>Mehta, Suteti</td>
<td>Associate Professor of Journalism</td>
<td>MFA University of Iowa</td>
</tr>
<tr>
<td>Merjan, Ara</td>
<td>Associate Professor of Arts and Humanities</td>
<td>PhD University of California (Berkeley)</td>
</tr>
<tr>
<td>Mihm, Maximilian</td>
<td>Assistant Professor of Economics</td>
<td>DE Ruprecht Karls Universität Heidelberg; MA, PhD Cornell University</td>
</tr>
<tr>
<td>Miki, Salwa</td>
<td>Associate Professor of Practice of Art History</td>
<td>BSc American University of Beirut; MSc University of Bridgeport; MA John F. Kennedy University</td>
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<tr>
<td>Monavale, Pedro</td>
<td>Assistant Professor of History</td>
<td>BA University of Toronto; MA, PhD</td>
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<td>New York University</td>
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<tr>
<td>Moroz, Vasilis</td>
<td>(William) Assistant Professor of Mathematics</td>
<td>BS Athens University; MSc, PhD University of London</td>
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<tr>
<td>Moursi, Abdul</td>
<td>Associate Professor of Literature</td>
<td>BA, MA, PhD, Université Libre de Bruxelles</td>
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<tr>
<td>Nyarko, Yaw</td>
<td>Professor of Economics</td>
<td>BA University of Ghana; MA, PhD Cornell University</td>
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<tr>
<td>Parreira-Horta, Luis</td>
<td>Associate Professor of Literature</td>
<td>BA, MA, University of British Columbia; MA Queen’s University; PhD University of Toronto</td>
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<tr>
<td>Paulo Lemos</td>
<td>Associate Professor of Artistic Practices</td>
<td>BA, MA, PhD, Université Libre de Bruxelles</td>
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<tr>
<td>Peirce, Robert</td>
<td>Associate Professor of Heritage and Museum Studies</td>
<td>MA, PhD University of Amsterdam</td>
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<tr>
<td>Pettigrew, Erin</td>
<td>Assistant Professor of History and Arab Crossroads Studies</td>
<td>BA Hollins University; MA University of California (Los Angeles); PhD Stanford University</td>
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<td>Pellegrini, Graziano</td>
<td>Associate Professor of Computer Science</td>
<td>BA University of Pennsylvania; PhD Princeton University</td>
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<td>Pernick, Philip</td>
<td>Coordinator of Engineering Academic Laboratories</td>
<td>PhD International School for Advanced Studies of Trieste</td>
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<tr>
<td>Peters, Sandra</td>
<td>Assistant Arts Professor of Art Practice</td>
<td>BA, MA, PhD, Université Libre de Bruxelles</td>
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<tr>
<td>Peutz, Nathalie</td>
<td>Assistant Professor of Mechanical and Biomedical Engineering</td>
<td>BSc Jordan University of Science and Technology; MACs Concordia University; PhD McGill University</td>
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<td>Piquer, Ato</td>
<td>Assistant Professor of Music</td>
<td>BA, MA, PhD, Université Libre de Bruxelles</td>
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<td>Rabeh, Wael</td>
<td>Assistant Professor of Practice of Chemistry</td>
<td>BS Damascus; PhD University of Intermedia; BA Stanford University; MPS New York University</td>
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<td>Rabin, Gabriel</td>
<td>Assistant Professor of Philosophy</td>
<td>BA Columbia; PhD University of California (Los Angeles)</td>
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<td>Ramen, Rajek</td>
<td>Visiting Assistant Professor of Computer Science</td>
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<td>Ramaz, Adam</td>
<td>Assistant Professor of Political Science</td>
<td>BA George Washington University; MA, PhD University of Rochester</td>
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<td>Rasras, Mahmoud</td>
<td>Associate Professor of Computer Science</td>
<td>PhD Catholic University of Leuven</td>
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<td>Ray, Saurabh</td>
<td>Assistant Professor of Computer Science</td>
<td>MSc, PhD Université des Saarlandes</td>
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<td>Reichelt, Malte</td>
<td>Assistant Professor of Social Research and Public Policy</td>
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<td>PhD Friedrich Alexander University Erlangen Nürnberg</td>
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<td>Visiting Professor of Economics PhD Columbia University</td>
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<td>Adjunct Assistant Professor of Economics PhD Columbia University</td>
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<td>Associate Professor of Economics PhD University of Amsterdam</td>
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<td>Robbins, Blake</td>
<td>Assistant Professor of Social Research and Public Policy BA University of Washington (Seattle)</td>
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<td>Roberts, Mallory</td>
<td>Assistant Professor of Physics BS Sonoma State University; MS, PhD Stanford University</td>
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<td>Assistant Teaching Professor of History BA University of Regina; MA University of Calgary; PhD University of Toronto</td>
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<td>Salehi-Ashtiani, Kourosh</td>
<td>Associate Professor of Biology BA Sussex University; PhD Pennslyvania State University</td>
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<td>Visiting Professor of Social Science MUP McGill University</td>
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<td>Assistant Professor of Mathematics BS American University of Beirut; MS Louisiana Technical University; PhD University of Michigan</td>
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<td>Saggar, Rahul</td>
<td>Global Network Associate Professor of Political Science BA Oxford University; MA, PhD Harvard University</td>
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<td>Saidi, Faisal</td>
<td>Senior Lecturer of Mathematics BA Trinity College; MS Gottingen University; PhD Yale University</td>
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<td>Saint-Paul, Gilles</td>
<td>Visiting Professor of Economics Diplo École Polytechnique; Dipl École Nationale des Ponts et Chaussées; PhD Massachusetts Institute of Technology</td>
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<td>Savio, James</td>
<td>Writing instructor BA, MA City College of New York</td>
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<td>Arts Professor of Film and New Media MA New York University</td>
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<td>Associate Professor of Practice of Interactive Media MFA San Francisco State University</td>
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<td>Schechner, Richard</td>
<td>Professor of Performance Studies BA Cornell University; MA University of Iowa; PhD Tulane University</td>
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<td>Shubela, George</td>
<td>Assistant Professor of Physics BSc Birzeit University; PhD University of Lausanne</td>
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<td>Shyti, Anisa</td>
<td>Visiting Assistant Professor of Economics BS University of Saint Andrews; PhD HEC Paris</td>
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<td>Professor of Practice of Literature and Creative Writing BA SUNY Binghampton; MFA University of Houston</td>
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<td>Sein, Emil</td>
<td>Adjunct Assistant Professor of Music BMus West University of Timisoara</td>
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<td>Associate Arts Professor of Theater BA Hamshire College</td>
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<td>Associate Professor of Philosophy BA Amherst College; B.Phil. University of Oxford; PhD University of Michigan</td>
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<td>Assistant Professor of Electrical and Computer Engineering BS Bogazici University; MA, PhD University of California (San Diego)</td>
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<td>Sirbu, Alina</td>
<td>Visiting Assistant Professor of Computer Science PhD Dublin City University</td>
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<td>Associate Professor of History BA Reed College; MA, PhD Stanford University</td>
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<td>Syjuco, Migueil</td>
<td>Assistant Professor of Practice, Literature and Creative Writing BA Univeristy Hassan II Ain-Chock; MA Wayne State University; PhD University of California (Los Angeles)</td>
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<td>Spikovskiy, Ilya</td>
<td>Visiting Professor of Mathematics MS Odessa State Polytechnic University; PhD University of Belorussia</td>
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<td>Assistant Professor of Psychology BA Yale University; PhD University of Pennsylvania</td>
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<td>Stearns, Justin</td>
<td>Assistant Professor of Electrical and Computer Engineering MS Ecole Polytechnique; PhD Université d’Avignon et des Pays de Vaucluse</td>
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<td>Silverstein, Gregor</td>
<td>Professor of Art and Art History BFA Art Academy Berlin; PhD University of Maryland</td>
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<td>Associate Professor of Political Science A.B. Dartmouth College; MSc London School of Economics; PhD University of California (San Diego)</td>
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<td>Strokes, Corinne</td>
<td>Lecturer of Arabic Language BA University of Miami, FL; MA University of Texas at Austin</td>
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<td>Sugiura, Thomas</td>
<td>Professor of Arts and Humanities PhD Harvard University; MFA Ohio State University</td>
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<td>Soulaimani, Dris</td>
<td>Clinical Assistant Professor of History BA Université Hassan II Ain-Chock; MA Wayne State University; PhD University of California (Los Angeles)</td>
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<td>Soulaimani, Dris</td>
<td>Clinical Assistant Professor of History BA Université Hassan II Ain-Chock; MA Wayne State University; PhD University of California (Los Angeles)</td>
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<td>Associate Lecturer of Physics BS Vanderbilt University; MS, PhD University of Maryland</td>
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<tr>
<td>Tillychow, Wilson</td>
<td>Associate Professor of Electrical and Computer Engineering MS Ecole Polytechnique; PhD Université d’Avignon et des Pays de Vaucluse</td>
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<td>Toops, Godfried</td>
<td>Research Professor of Computer Science University of Tübingen; MSc, PhD University of British Columbia</td>
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<td>Trabolsi, Ali</td>
<td>Associate Professor of Chemistry BA University; MA, PhD Université de Strasbourg</td>
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<td>Visiting Professor BA Harvard University</td>
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<td>Tsunoda, Tomi</td>
<td>Assistant Professor of Practice of Theater BFA New York University</td>
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<td>Tucker, Josh</td>
<td>Professor of Politics MS University of Birmingham; MA, PhD Harvard University</td>
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<td>Tylus, Jane</td>
<td>Professor of Literature BA College of William and Mary; PhD Johns Hopkins</td>
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<td>Tzenova, Elena</td>
<td>Lecturer of Mathematics PhD University of North Carolina</td>
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<td>Usakow, Antonios</td>
<td>Professor of Electrical and Computer Engineering PhD Ohio State University</td>
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<td>Unnikrishnan, Deepak</td>
<td>Lecturer of Writing BA, MA Fairleigh Dickinson University; MFA School of the Art Institute of Chicago</td>
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<td>Valla, Natacha</td>
<td>Visiting Professor of Social Science PhD European University Institute</td>
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</table>
Van Bavel, Jay  
Assistant Professor of Psychology  
PhD University of Toronto

Van der Windt, Peter  
Assistant Professor of Political Science  
BSc Tilburg University; MA, PhD  
Columbia University

Van Essen, Matthew  
Visiting Associate Professor of Economics  
PhD University of Arizona

Vatulescu, Cristina  
Professor of Literature  
PhD Harvard University

Vitz, Evelyn (Timmie)  
Professor of French  
BA Smith College; MA Middlebury College; PhD Yale University

Volcic, Robert  
Assistant Professor of Psychology  
BSc Radboud University Nijmegen; MSc Universita degli Studi di Trieste; PhD Utrecht University

Volk, Tyler  
Professor of Biology and Environmental Studies  
BS University of Michigan; MS, PhD New York University

Von Busekist, Astrid  
Visiting Professor of Social Science  
PhD Universite Paris 9 Dauphine

Von Suchodoletz, Antije  
Assistant Professor of Psychology  
BA University of Konstanz; MA Zurich University; PhD University of Konstanz

Vorlicky, Robert  
Professor of Theater  
PhD University of Wisconsin

Wasmer, Etienne  
Visiting Professor of Social Science  
PhD London School of Economics

Waterman, Bryan  
Associate Professor of English  
PhD Boston University

Waters, Theodore  
Assistant Professor of Psychology  
BSc University of Toronto; MA, PhD Emory University

Way, Niobe  
Professor of Applied Psychology  
NYUNY BA University of California, Berkeley; PhD Harvard University

West, Tessa  
Associate Professor of Psychology  
PhD University of Connecticut

Whelan, Jamie  
Assistant Lecturer of Chemistry  
BS Dublin Institute of Technology; MBA University of Strathclyde; MS Royal Military College of Canada

White, Jerome  
Lecturer of Computer Science  
BSc Rensselaer Polytechnic Institute; MS, PhD California Institute of Technology

Williams, Deborah  
Instructor of Literature  
BA Wheaton College; MA, PhD New York University

Williams, Katherine  
Assistant Professor of Literature  
BA Arizona State University; MA PhD, Rutgers University

Wolff, Larry  
Professor of History  
PhD Stanford University

Wooders, John  
Professor of Economics  
PhD Cornell University

Wrenn, Marlon  
Senior Lecturer, Director of the Writing Program  
BA Rutgers University (Camden); MA, PhD New York University

Wrisley, David  
Visiting Associate Professor of Digital Humanities  
PhD Princeton University

Young, Robert JC  
Julius Silver Professor of English and Comparative Literature, NYUNY BA, MA, DPhil, Oxford University

Zaw, Ingyin  
Assistant Professor of Physics  
BA, MA, PhD Harvard

Ziter, Edward  
Professor of Theater  
PhD University of California (Santa Barbara)

Zaw, Jerome  
Lecturer of Computer Science  
BSc University of Baghdad; MSc, PhD University of Bremen

Zarrouk, Jamel  
Adjunct Professor of Practice of Economics  
PhD University of Colorado at Boulder

Zamir, Shamoan  
Associate Professor of Literature and Visual Studies  
BA, MA, PhD University of London
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

NYU Abu Dhabi is located just off of the Sheikh Khalifa Highway (E12) on Saadiyat Island.

From Downtown Abu Dhabi:
Follow Hamdan (5th) Street toward Saadiyat Island where it becomes the E12. Cross the Sheikh Khalifa Bridge and after approximately two kilometers the exit to campus, Exit 11 Saadiyat Beach West, will be visible on the right.

From Dubai or Abu Dhabi Airports:
Follow the E11 toward Yas Island. Exit for the E12 toward Yas and Saadiyat Islands. The exit for campus is Exit 11 Saadiyat Beach West. By taxi the trip from Abu Dhabi Airport takes about 30 minutes and costs approximately 90 AED.

MAILING ADDRESS

New York University Abu Dhabi
P.O. Box 129188
Abu Dhabi
United Arab Emirates

TELEPHONE

From Outside the UAE:
+971 2 628 4000
Dial the international exit code for the country from which you are dialing from Dial the UAE country code: 971
Dial the city code and the NYUAD local number: 2 628 4000

From within the UAE:
02 628 4000
Important Contacts

NYU ABU DHABI WELCOME CENTERS

Abu Dhabi .......................... 02 628 4000
New York .......................... 212 992 7200

CAMPUS SAFETY AND TRANSPORTATION

Senior Director, Public Safety and Emergency Operations Planning
Michael Scollan ........................ mts13@nyu.edu
Office 02 628 5766
Associate Director, Public Safety Operations
Robert Titus .......................... robert.titus@nyu.edu
Mobile 050 813 2086
Security Manager
Lorraine Adkins ........................ la65@nyu.edu
Mobile 050 634 3841

HEALTH AND WELLNESS

NYUAD Health and Wellness Center .................. 02 628 8100
nyuad.healthcenter@nyu.edu
NYUAD After Hours .......................... 056 685 8111
NYUAD After Hours Counselor .................. 056 685 8444
NYUAD Wellness Exchange .................. 02 628 5555 (24 hrs)
wellness.exchange@nyu.edu

ABU DHABI HOSPITALS

Al Noor Hospital ........................ 02 626 5265
Cleveland Clinic ........................ 800 8 2223
Gulf Diagnostics Center .................. 02 665 8090
New Medical Centre .................. 02 633 2255
Sheikh Khalifa Hospital .................. 02 610 2000

ACADEMIC ADMINISTRATION

Vice Provost, Academic Administration
Charles Grim .......................... charles.grim@nyu.edu
University Registrar and Director of Student Information Systems
Mary Downes .......................... mary.downes@nyu.edu

OFFICE OF THE DEAN OF STUDENTS

Dean of Students
Kyle Farley .......................... kyle.farley@nyu.edu
Associate Dean of Students and Director of Residential Education
Ken Grich .......................... kgrcich@nyu.edu

OFFICE OF GLOBAL EDUCATION

Vice-Provost, Associate Vice Chancellor for Global Education and Outreach
Carol Brandt .......................... carol.brandt@nyu.edu
Associate Dean for Global Education
Katya Grim .......................... katya.grim@nyu.edu

IN THE CASE OF AN EMERGENCY

Emergency Police/Fire/Ambulance .................. 999
NYU Wellness Exchange .................. 02 628 5555 (24 hrs)
Security Helpdesk .................. 02 628 4402 (24 hrs)
Welcome Center in Abu Dhabi
New York University Abu Dhabi
Saadiyat Island
PO Box 129188
Abu Dhabi, UAE
Tel: +971 2 628 4000

Welcome Center in New York
New York University
19 Washington Square North
New York, NY 10011
Tel: +1 212 992 7200