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

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Welcome to NYU Abu Dhabi!

I invite you through the pages of this Bulletin to engage the powerfully innovative vision of education that NYU Abu Dhabi defines and delivers. I am persuaded that this 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.

NYUAD 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 24 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 institution that offers a deeper sense of the joy and possibility of education, or that more effectively prepares its students for leadership of a highly complex and demanding world.

I look forward to our ninth remarkable year.

Alfred H. Bloom

NYU Abu Dhabi is pioneering a new model of higher education for a global world, dedicated at once to excellence in teaching and research and to advancing cooperation and progress on humanity’s shared challenges. Drawing on the strengths of the NYU global network, it offers an outstanding liberal arts and sciences education to 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, DC.
- **Creative use of technology** to connect NYU Abu Dhabi, NYU New York, NYU Shanghai, and other NYU global academic centers, and promote interaction between students and faculty on different continents.
- **Leadership mission** reinforced in course offerings and co-curricular activities that encourage and prepare students to make a difference in their community.
About Abu Dhabi: A New World City

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

Abu Dhabi is located in the heart of the Middle East, on the southwestern coast of the Arabian Gulf. It is the capital of the United Arab Emirates. The city is becoming an educational, intellectual, and cultural capital, and NYU Abu Dhabi plays 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, 24 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 2018–19

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<td>Eid Al-Adha</td>
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<td>August 22–24 (Wed–Fri)</td>
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<td>August 24–September 1 (Fri–Sat)</td>
<td>First-Year Marhaba (Student Orientation)</td>
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<td>August 25 (Saturday)</td>
<td>Arrival date for visiting students</td>
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<td>August 27–28 (Mon–Tue)</td>
<td>Faculty Orientation</td>
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<td>August 30–September 1 (Thurs–Sat)</td>
<td>Arrival window for returning students</td>
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<tr>
<td>September 8 (Saturday)</td>
<td>Add/Drop deadline for 7-week courses</td>
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<tr>
<td>September 8 (Saturday)</td>
<td>Legislative Day (classes meet on a Wednesday schedule)</td>
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<td>September 12 (Wednesday)</td>
<td>No classes: AI-Hijra / Islamic New Year</td>
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<td>September 15 (Saturday)</td>
<td>Add/Drop deadline for 14-week courses</td>
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<tr>
<td>October 3 (Wednesday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
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<tr>
<td>October 18 (Thursday)</td>
<td>Last day of classes for 7-week courses</td>
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<tr>
<td>October 20–21 (Sat–Sun)</td>
<td>No classes or midterms: Final exams for 7-week courses</td>
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<td>October 22–26 (Mon–Fri)</td>
<td>Fall break</td>
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<td>Classes resume / Legislative Day (classes meet on a Wednesday schedule)</td>
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<td>Add/Drop deadline for 7-week courses</td>
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<td>November 9 (Friday)</td>
<td>Withdrawal and change of grading basis deadline for 14-week courses</td>
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<td>November 21 (Wednesday)</td>
<td>No classes: Prophet’s Birthday holiday</td>
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<td>November 27 (Tuesday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
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<td>November 30 (Friday)</td>
<td>No classes: Martyr’s Day holiday</td>
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<tr>
<td>December 2 (Sunday)</td>
<td>No Classes: UAE National Day Holiday</td>
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<td>December 16 (Sunday)</td>
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<td>Final Exams</td>
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<td>December 23 (Sunday)</td>
<td>Final departure date</td>
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<td>December 23 (Sunday)</td>
<td>Winter break begins</td>
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**WINTER BREAK**

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<td>Arrival window for all students</td>
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<td>January 5 (Saturday)</td>
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<td>January 6 (Sunday)</td>
<td>Visiting Student Orientation</td>
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<td>January 6 (Sunday)</td>
<td>Faculty Orientation</td>
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<td>January 7 (Monday)</td>
<td>Classes begin</td>
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<td>January 24 (Thursday)</td>
<td>Last day of classes</td>
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<td>January 24–25 (Thurs–Fri)</td>
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**JANUARY TERM IN NEW YORK AND WASHINGTON, DC**

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<td>January 7 (Monday)</td>
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<td>January 21 (Monday)</td>
<td>No Classes: Martin Luther King Day</td>
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<td>January 25 (Friday)</td>
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<td>January 8 (Tuesday)</td>
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<td>January 25 (Friday)</td>
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<td>January 25–26 (Fri–Sat)</td>
<td>Departure window</td>
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<td>Visiting Student Orientation</td>
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<td>January 27–28 (Sun–Mon)</td>
<td>Arrival window for all students</td>
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<td>January 29 (Tuesday)</td>
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<td>March 19–20 (Tues–Wed)</td>
<td>No Classes or Midterms: Final exams for 7-week courses</td>
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**SPRING BREAK**

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<td>March 21–30 (Thurs–Sat)</td>
<td>No classes</td>
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<td>Add/Drop deadline for 7-week courses</td>
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<td>May 16 (Thursday)</td>
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<td>May 24 (Friday)</td>
<td>Final departure date</td>
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<td>May 27 (Monday)</td>
<td>Commencement (subject to change)</td>
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<td>May 28 (Tuesday)</td>
<td>Departure after commencement</td>
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 26 (Sunday)</td>
<td>Arrival date for visiting students</td>
</tr>
<tr>
<td>May 27 (Monday)</td>
<td>Visiting Student Orientation</td>
</tr>
<tr>
<td>May 28 (Tuesday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>May 30 (Thursday)</td>
<td>Add/Drop deadline</td>
</tr>
<tr>
<td>June 5–6 (Thursday–Friday)</td>
<td>Departure after commencement</td>
</tr>
<tr>
<td>June 10 (Monday)</td>
<td>Withdrawal and change of grading basis deadline for last day of classes</td>
</tr>
<tr>
<td>June 26 (Wednesday)</td>
<td>Final Exams</td>
</tr>
<tr>
<td>June 27 (Thursday)</td>
<td>Departure day</td>
</tr>
<tr>
<td>June 28 (Friday)</td>
<td>Departure day</td>
</tr>
</tbody>
</table>

**ORIENTATION**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19 (Sunday)</td>
<td>Arafat Day</td>
</tr>
<tr>
<td>August 22 (Wednesday)</td>
<td>Eid Al-Adha</td>
</tr>
<tr>
<td>August 22–24 (Wed–Fri)</td>
<td>Arrival window for new students</td>
</tr>
<tr>
<td>August 24–September 1 (Fri–Sat)</td>
<td>First-Year Marhaba (Student Orientation)</td>
</tr>
<tr>
<td>August 25 (Saturday)</td>
<td>Arrival date for visiting students</td>
</tr>
<tr>
<td>August 26–September 1 (Sun–Sat)</td>
<td>Visiting Student Orientation</td>
</tr>
<tr>
<td>August 27–28 (Mon–Tue)</td>
<td>Faculty Orientation</td>
</tr>
<tr>
<td>August 30–September 1 (Thurs–Sat)</td>
<td>Arrival window for returning students</td>
</tr>
</tbody>
</table>

**FALL SEMESTER I**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2 (Sunday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September 8 (Saturday)</td>
<td>Add/Drop deadline for 7-week courses</td>
</tr>
<tr>
<td>September 8 (Saturday)</td>
<td>Legislative Day (classes meet on a Wednesday schedule)</td>
</tr>
<tr>
<td>September 12 (Wednesday)</td>
<td>No classes: AI-Hijra / Islamic New Year</td>
</tr>
<tr>
<td>September 15 (Saturday)</td>
<td>Add/Drop deadline for 14-week courses</td>
</tr>
<tr>
<td>October 3 (Wednesday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>October 18 (Thursday)</td>
<td>Last day of classes for 7-week courses</td>
</tr>
<tr>
<td>October 20–21 (Sat–Sun)</td>
<td>No classes or midterms: Final exams for 7-week courses</td>
</tr>
<tr>
<td>October 22–26 (Mon–Fri)</td>
<td>Fall break</td>
</tr>
</tbody>
</table>

**FALL SEMESTER II**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 27 (Saturday)</td>
<td>Classes resume / Legislative Day (classes meet on a Wednesday schedule)</td>
</tr>
<tr>
<td>November 2 (Friday)</td>
<td>Add/Drop deadline for 7-week courses</td>
</tr>
<tr>
<td>November 9 (Friday)</td>
<td>Withdrawal and change of grading basis deadline for 14-week courses</td>
</tr>
<tr>
<td>November 21 (Wednesday)</td>
<td>No classes: Prophet’s Birthday holiday</td>
</tr>
<tr>
<td>November 27 (Tuesday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>November 30 (Friday)</td>
<td>No classes: Martyr’s Day holiday</td>
</tr>
<tr>
<td>December 2 (Sunday)</td>
<td>No Classes: UAE National Day Holiday</td>
</tr>
<tr>
<td>December 16 (Sunday)</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 17–22 (Mon–Sat)</td>
<td>Final Exams</td>
</tr>
<tr>
<td>December 23 (Sunday)</td>
<td>Final departure date</td>
</tr>
<tr>
<td>December 23 (Sunday)</td>
<td>Winter break begins</td>
</tr>
</tbody>
</table>

**WINTER BREAK**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 23, 2018–January 5, 2019</td>
<td>Winter Break</td>
</tr>
</tbody>
</table>

**JANUARY TERM IN ABU DHABI**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5–6 (Sat–Sun)</td>
<td>Arrival window for all students</td>
</tr>
<tr>
<td>January 5 (Saturday)</td>
<td>Arrival date for visiting students</td>
</tr>
<tr>
<td>January 6 (Sunday)</td>
<td>Visiting Student Orientation</td>
</tr>
<tr>
<td>January 6 (Sunday)</td>
<td>Faculty Orientation</td>
</tr>
<tr>
<td>January 7 (Monday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 24 (Thursday)</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>January 24–25 (Thurs–Fri)</td>
<td>Departure window</td>
</tr>
</tbody>
</table>

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

NYU Abu Dhabi, is officially licensed by the Ministry of Higher Education of the United Arab Emirates to grant degrees and other academic awards in higher education. All degree programs at NYU Abu Dhabi are also individually accredited by the Ministry's Commission on Academic Accreditation.¹

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

¹ As this Bulletin went to press, accreditation for the proposed major in Interactive Media was pending. Please refer to the NYUAD website (www.nyuad.nyu.edu) for a final decision and/or any alterations to the program requirements.

**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 (other than Psychology) and who complete all the degree requirements. Students who complete double majors earn the degree associated with their primary major, the one 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 so as to 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 Experience. 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.
NYU Abu Dhabi offers 24 majors across the Arts, Humanities, Social Sciences, Sciences and Engineering. Students declare a major by the end of their second year. However, many 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 Experience: Every NYUAD student will complete a Capstone Project in their major field. Depending on academic discipline, this may be either an individual or team project. The Capstone Project is a demanding, two- or three-semester-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 has a faculty mentor and participates in a Capstone Seminar that serves as a forum to discuss the research process and present work in progress. These seminars offer a model of intellectual community and collaborative learning in which participants offer their thoughts across fields of study and engage in active critique and revision. Students publicly present their Capstone Project in celebration of their creative achievements.

January Term: Students are required to complete three January term courses, including one in the first year. In the absence of an approved, compelling reason, such as a study away calendar conflicts, students complete their two remaining January terms during their second and third year of enrollment. For further information on January term, see pp. 398–403.

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.

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 participation rather than athletic excellence to receive credit. These activities are not graded.

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 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

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 NYU 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 and evaluated by NYUAD admissions staff. Students must apply using the Common Application. For up-to-date information on admissions policies and procedures, please see the Admissions website at: nyuad.nyu.edu/admissions

Application Requirements: For an application to be considered complete, the Office of Undergraduate Admissions must receive the following:
- The Common Application
- Official high school and/or college records for courses for which academic credit has been earned;
- Official score reports of any standardized tests, forwarded to NYU from the testing agency; and
- Teacher and counselor evaluations.

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

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

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

Transfer Applicants: NYU Abu Dhabi is not accepting applications for transfer students in the 2018–19 admissions cycle.

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

Cost of Attendance AY 2018–2019

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$49,256</td>
</tr>
<tr>
<td>Registration and Service Fees</td>
<td>$2,572</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$1,730</td>
</tr>
<tr>
<td>Health Insurance1,2</td>
<td>$2,480</td>
</tr>
<tr>
<td>Room and board (meals)2</td>
<td>$17,754</td>
</tr>
<tr>
<td>Estimated personal expenses</td>
<td>$2,364</td>
</tr>
<tr>
<td>Estimated travel</td>
<td>$3,550</td>
</tr>
<tr>
<td>Total cost of attendance (estimated)</td>
<td>$79,706</td>
</tr>
</tbody>
</table>

1 Initial financial support awards are based on prior, estimated costs of attendance.
2 Entry visas require that students be covered by health insurance that originates in the United Arab Emirates. Consequently, health insurance is a mandatory fee.
3 In accordance with the Federal Decree Law No (8) of 2017, a Value Added Tax will be applied to Estimated Health Insurance and the Estimated Meals portion of Room and Board at the rate of 5%. The estimated charge is covered in the financial support award for those who receive full financial support.

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 Non-Custodial 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 have been 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.

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.
CORE CURRICULUM COURSES

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

COLLOQUIA

Core Colloquia are small, discussion-oriented seminars designed to help students deepen their understanding of significant global challenges, including the pursuit of equality, justice, peace, health, sustainability, and a rich understanding of humanity. Taught by faculty from all divisions, these seminars offer multidisciplinary, global perspectives on theories, practices, and ongoing or more of the Core Competencies. Core Colloquia explicitly aim to nurture civic awareness fundamental to global citizenship and leadership by developing students' abilities to grapple with the complex conceptual and ethical dimensions of global issues, to communicate respectfully across cultural difference, and to devise problem-solving strategies. Core 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
Dignity and Indignity
(Formerly CCOL-AD 2)
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
This course focuses on the quality and concept of indignity—or native belonging—as a force of history and nature. We will examine trajectories of indigenous peoples, paying attention to indigenous peoples 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. Students examine local manifestations of global phenomena through case studies drawn from the Americas, the north and south Pacific, and Zomia. Readings are drawn from the fields of anthropology, environmental studies, ethics, pharmacology, history, and public policy, and also include memoirs and personal testimony.

CCOL-UH 1002
Faith in Science, Reason in Revelation
(Formerly CCOL-AD 4X)
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
We will survey major figures 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 distinction between science and religion in Christendom and Islamoland 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 of understanding humanity (by paying close attention to how humans in two religious traditions have defined and narrated the relationship between rational and revealed thought) and seeking 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 1003
Mortal and Immortal Questions
(Formerly CCOL-AD 1)
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
This course explores the quality and concept of indignity—or native belonging—as a force of history and nature. We will examine trajectories of indigenous peoples, paying attention to indigenous peoples 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. Students examine local manifestations of global phenomena through case studies drawn from the Americas, the north and south Pacific, and Zomia. Readings are drawn from the fields of anthropology, environmental studies, ethics, pharmacology, history, and public policy, and also include memoirs and personal testimony.

CCOL-UH 1004
Mortality, Illness, and Everything in Between
(Formerly CCOL-AD 6)
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
This course focuses on the quality and concept of indignity—or native belonging—as a force of history and nature. We will examine trajectories of indigenous peoples, paying attention to indigenous peoples 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. Students examine local manifestations of global phenomena through case studies drawn from the Americas, the north and south Pacific, and Zomia. Readings are drawn from the fields of anthropology, environmental studies, ethics, pharmacology, history, and public policy, and also include memoirs and personal testimony.

CCOL-UH 1005
Wealth, Illness, and Everything in Between
(Formerly CCOL-AD 6)
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
This course focuses on the quality and concept of indignity—or native belonging—as a force of history and nature. We will examine trajectories of indigenous peoples, paying attention to indigenous peoples 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. Students examine local manifestations of global phenomena through case studies drawn from the Americas, the north and south Pacific, and Zomia. Readings are drawn from the fields of anthropology, environmental studies, ethics, pharmacology, history, and public policy, and also include memoirs and personal testimony.

CCOL-UH 1006
Conserving Our Global Heritage through Science
(Formerly CCOL-AD 7)
Typically offered: spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
What is “global heritage”? It’s simply our collective legacy as human societies—how we want to be remembered by future generations—or must we consider more fundamental aspects, such as the ownership of culture, and conflicts between local and global stewardship of the cultural, historical, and scientific heritage 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 this interdependent world? And how can science both help us understand the historic record and work to preserve it? This class examines ways in which scientific methods can help deliver the global heritage for future generations. Students explore the history and the science behind the creation of paintings, frescoes, parchment, sculptures, ancient mummies, historical buildings, musical instruments, and other artifacts. They will also examine the methods used to differentiate between an authentic object and a fake and ask how some objects come to be valued more than others: distinctions that can lead, and have led, to cultural conflict in recent years.

CCOL-UH 1007
What Do Leaders Do?
(Formerly CCOL-AD 8)
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
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, the course also considers cultural and social issues that impact disease susceptibility, treatment, and outcome. 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 to be examined from scientific and cultural perspectives. Assignments and class discussions will include clinical studies, documentaries, and readings that highlight how globalization and diverse cultural contexts have influenced the prevalence and treatment of these conditions. Students will acquire an informed perspective on the scientific, medical, and cultural issues surrounding wellness and illness and the medical and ethical practices and technologies to heal the sick and “above all, do no harm.”

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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 untested premise. Considering political, social, artistic and business perspectives, we dissect the concept of leadership. Students will learn to elaborate on the interplay between culture and leadership and to which extent societies create their own leaders. The course draws on the classic work of classic and modern thinkers. We will also explore the life of prominent individuals, such as Mandela, Mother Teresa, Jobs, Soros, Churchill, Thatcher, Sheikh Zayed, among many others. Students will develop a conceptual framework to link leadership and some of our most pressing global challenges, such as inequality, sustainability, peace, and understanding humanity.

CCOL-UH 1008 Reading the Earth
(Formerly CCOL-AD 9)
Typically 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 perceived, as well as the role of nature in human history and society. The course will examine the relationship between humans and the environment, and the cultural and political consequences of this relationship. The course will also examine the role of nature in human history and society, and the cultural and political consequences of this relationship. The course will also examine the role of nature in human history and society, and the cultural and political consequences of this relationship.

CCOL-UH 1010 Future of Medicine
(Formerly CCOL-AD 11)
Typically 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 possible thanks to the implementation of high-resolution DNA sequencing technology to decipher our individual information. These developments are already impacting global health policies and health care in general. How can we compare our view of medicine with other cultures? How can we compare our view of medicine with other cultures? The course will explore the implications of these technologies in healthcare systems? What regulations are needed to ensure that personalized medicine reaches all corners of society? How do we deal with discrimination based on our genes? Through an inquiry-based approach we will examine the science, economics, and politics behind medicine and evaluate the ethical issues that arise in this fast-developing field.

CCOL-UH 1013 Colonialism and Postcolonialism
(Formerly CCOL-AD 13)
Typically offered: spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
Until very recently much of the world has lived under colonial rule. Major colonial powers shaped social, religious, and institutional life in countries that they controlled. This course explores the legacies of colonial rule. In it, students encounter the markedly different perspectives of the colonizers and the colonized. Whether these can be reconciled both historically and in the context of more contemporary postcolonial discourse. Asking how colonial practices have shaped the way we understand the world and the nature of and attitudes towards labor have changed.

CCOL-UH 1014 Justice in Theory and Practice
(Formerly CCOL-AD 14)
Typically 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 experience of the NYUAD community 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? What sorts of liberties? 4. What sort of justice are economic institutions bound to provide? 5. What systems of global justice exist? What should their scope comprise? 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 Ambedkar. Discussions will draw on both qualitative and quantitative methods to understand, and in some cases to criticize, real-world justice systems. This course offers a platform for students to explore the life of prominent individuals, such as Mandela, Mother Teresa, Jobs, Soros, Churchill, Thatcher, Sheikh Zayed, among many others. Students will develop a conceptual framework to link leadership and some of our most pressing global challenges, such as inequality, sustainability, peace, and understanding humanity.

CCOL-UH 1015Q Labor
(Formerly CCOL-AD 15Q)
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
How has labor—and our attitude towards it—evolved from subsistence farming and slavery? What happened in the industrial revolution and what further changes have been brought about in the new digital age? What role have institutions and religions played in attitudes toward labor? How does education affect work/life satisfaction, wages, and mobility? Why do so many people choose not to work “in the market,” and at the same time, why in happiness surveys is job loss often ranked similar in severity to the death of a close relative or divorce? The role of some of the questions students will discuss in this class as they study how the roles of and attitudes toward labor have changed.

CCOL-UH 1016Q Cooperation
(Formerly CCOL-AD 16Q)
Typically offered: spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
How can we best address global challenges such as promoting peace and environmental sustainability? Hardly a week goes by without a major news story concerning the need for cooperation either between countries, political parties, organizations, or individuals. This course explores the topic of cooperation using insights from economics, evolutionary biology, mathematics, social psychology, and anthropology. The main questions to be addressed are: When is cooperation desirable? When should an individual, an organization, or a country expect others to cooperate? Why do some people fail to cooperate even when it would be to their benefit? Which factors undermine cooperation? How can we engineer cooperation to achieve better outcomes?

CCOL-UH 1017 Reimagining Nature
(Formerly CCOL-AD 17)
Typically offered: spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
For the first time in human history, the weather is not just a force of nature. We are altering the planetary systems that govern the way water, weather and precipitation cycle. The climate change by catastrophic—and anthropogenic—climate change brings new urgency to an old question: how do we perceive our relationship to “nature”? This course engages with historical and contemporary theories of justice from Plato and the Prophet Muhammad (peace be upon him) to Marx and Engels, Qutb, and Ambedkar. Discussions will draw on both qualitative and quantitative methods to understand, and in some cases to criticize, real-world justice systems. This course offers a platform for students to explore the life of prominent individuals, such as Mandela, Mother Teresa, Jobs, Soros, Churchill, Thatcher, Sheikh Zayed, among many others. Students will develop a conceptual framework to link leadership and some of our most pressing global challenges, such as inequality, sustainability, peace, and understanding humanity.

CCOL-UH 1018 Global Health Inequalities
(Formerly CCOL-AD 18)
Typically offered: spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
Global health inequalities count among the primary global challenges facing the entire world. What are the root causes of and attitudes towards labor have changed.

CCOL-UH 1019 The Making of a Scientific Revolution
(Formerly CCOL-AD 19)
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
This course explores how imaginative writers have elaborated on the interplay between culture and contemporary thinking about a global challenge: sustainability? Hardly a week goes by without a major news story concerning the need for cooperation either between countries, political parties, organizations, or individuals. This course explores the topic of cooperation using insights from economics, evolutionary biology, mathematics, social psychology, and anthropology. The main questions to be addressed are: When is cooperation desirable? When should an individual, an organization, or a country expect others to cooperate? Why do some people fail to cooperate even when it would be to their benefit? Which factors undermine cooperation? How can we engineer cooperation to achieve better outcomes?
Water is the lifeblood of existence. Across time, water has shaped our understanding of what it means to be human. It is an instrument of war. Films include Drowned Out (2018–19) by Deepa Mehta, and Alegría (2019) by Icíar Bollaín, Performing Water (Formerly CCOL-AD 7) by Quiara Alegria Hudes; and Adaptation (Formerly CCOL-AD 25) by Michael Williams. These works highlight representations of water, the technologies deployed to shape such representations, and their larger role in illuminating big questions about the human condition.

CCOL-UH 1019 Extinction
(Formerly CCOL-AD 19)
Typically 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 death? Is there a connection between the extinction of a species and the extinction of cultures, languages, and lifeways? And how have biodiversity loss, language death, the vanishing of “savage races” and aboriginal populations, genocide, and the specter of self-extinction shaped our understanding of what it means to be human? This course examines the human encounter with biotic, cultural, and metaphorical extinctions through a variety of genres, from Darwin’s reflections aboard the Beagle (the prevention of wild Indian) and from flood narratives to apocalyptic fantasies.

CCOL-UH 1020 Water
(Formerly CCOL-AD 20)
Typically offered: spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
Water is the lifeblood of existence. Across time and place it has sustained society, nourished crops, made cities, powered trade and cultural exchange, delimitied political jurisdictions, and powered machines. Whether tranquil, in motion, or in modes of manipulation, water has also inspired many worlds of artistic practice. This course uses examples from the visual and performing arts to 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 Iicar Bollain, Water by Deepa Mehta, and Black Water. Performing arts include plays such as Fire on the Water, a fast-paced play inspired by a pivotal moment in Cleveland’s history created by diverse playwrights: Water by the Spoonful by Quiara Alegría Hudes, The Water Carriers by David Henry Hwang, and Beyond the Horizon by Michael Williams. These works highlight representations of water, the technologies deployed to shape such representations, and their larger role in illuminating big questions about the human condition.

CCOL-UH 1021 The Desert
(Formerly CCOL-AD 21)
Typically offered: spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
The desert is perceived as a barrier, a dry ocean, a bridge, and a hyphen between various ecological and cultural spaces across the globe. Drifting, parched islands of sand and vast, empty landscapes have made it seem uninhabitable and a metaphor for exile, difficult journeys, spiritual reflection, and death. This course explores the ways in which the desert has been depicted and experienced across historical, cultural, and geographic contexts—from the Sahara to the Mojave, from the origins of Abrahamic religions to Burning Man, from desert oasis to urban food desert. This course also considers the future of deserts and global challenges posed by climate change, desertification, and resources (water, oil, solar). Students will encounter the desert through diverse means: literature, film, soundscapes, musical performances, environmental and social history, artistic production, fieldtrips, and travel writing. So, even while the desert is an environmental reality that makes inhabitation difficult, it is still a space of demographic, cultural, and economic activity and exchange.

CCOL-UH 1024Q Life in the Universe
(Formerly CCOL-AD 24Q)
Typically 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 in the universe a bygone conclusion? Answering these questions requires understanding the basics of life, biodiversity, and evolution. This course explores the ongoing 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 we need to think about 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)
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
What is the human body? How has our understanding of the human body evolved over time? How has our understanding of the human body changed drastically through space and time? These different perceptions can generate inter-individual and cultural tensions and affect public policy, for example in the context of health care policy and equal opportunity in the workplace. This course will examine how our understanding of human physiology, genetics, and development, as well as methods of investigations of human anatomy, has affected the perception of the human body, through history, and across cultures. Students will examine the function of the body and how the understanding of bodily functions has changed (the working body). The course will also delve into the modifications the human body has experienced evolutionarily and how our own body is changing from a single cell until death (the changing body). Finally, the students will examine the dynamics between the typical body plan and the causes for these deviations (the abnormal body). These topics will be explored using scientific and non-scientific literature, art, and movies.

CCOL-UH 1026 Migration
(Formerly CCOL-AD 26)
Typically offered: spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
There are more migrants worldwide today than Brazil has inhabitants. China, India, and the Philippines are sending most migrants; the most migrants to host areas are Europe and the United States; and expats make up more than 60% of the total population in Qatar and the UAE. How has migration been represented in and shaped by literature? This course reviews exemplary texts, striking images, and important films. It focuses on the United States from around 1880 to World War II and on Europe in the second half of the twentieth century, then opens up toward students’ examination of cultural work by and about contemporary migrants from around the world. Readings include autobiography, reportage, documents, and fiction. The purpose is to examine deviations from the typical body plan and the consequences of these deviations (the abnormal body). These topics will be explored using scientific and non-scientific literature, art, and movies.

CCOL-UH 1027 Privacy in a Digital Society
(Formerly CCOL-AD 27)
Typically 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? We leave digital footprints on the Internet and in numerous everyday situations, with direct and indirect implications for the consequences of our privacy. These digital footprints are desirable in some cases, such as when we post pictures and comments in discussion forums and social networks. In other situations, the consequences of leaking information are less apparent, such as when we are tracked by carrying electronic devices or by the websites we visit. The collection of data is increasingly becoming a new currency used to pay for services—consciously and unconsciously. In this colloquium, students sharpen their understanding of privacy in the digital age, discuss historic and various national views on privacy, form opinions on levels of desirable privacy, and develop a basic understanding of technical means to reach privacy goals, with a focus on their respective opportunities and limitations. Materials include the Universal Declaration of Human Rights, court rulings, and Solvey’s taxonomy of privacy, along with technical and ethical discussions.

CCOL-UH 1028 Global Governance
(Formerly CCOL-AD 28)
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
The creation of structures and norms of global governance is fundamental to international relations, fostering economic development, and providing a space for cooperation. Today, an expansive network of inter-governmental institutions exists, but global attempts at engaging with poor, conflict-affected countries often struggle to keep up with the expansion of global governance’s origins 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 analyze: 1. Successes and failures of international attempts to post-conflict peacebuilding in Namibia, Somalia, and Afghanistan; 2. Facilitating transitional justice in Liberia and post-unrest Yemen, and 3. Addressing the refugee crises in Mozambique and Syria.

The course will help students to grapple with complex political and ethical dilemmas and devise
more effective and context-sensitive strategies for resolving some of the most pressing challenges of our time.

CCOL-UH 1029

Humanity and the Cosmos: Is There Room for Philosophy and Religion in a Scientific World?

(Formerly CCOL-AD 29)

Typically offered: spring

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

Scientific development has gradually appropriated the explanatory domains once thought to be exclusive to philosophy and religion. Is there any role left, then, for philosophy and religion in a modern scientific world? How might reflection on this question allow us better to understand humanity’s place in the universe? This course will investigate through the lens of physical cosmology, a discipline whose emergence has upended our perceived centrality in the universe. What lessons might cosmology have for philosophy, religion, and our general understanding of ourselves as human beings? We will consider the intellectual history of cosmology and its 20th-century transition into a modern scientific discipline with its contemporary frontiers of cosmological knowledge. 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 within modern science? Why is there something rather 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 1030

War

(Formerly COREA-AD 43W)

Typically offered: spring

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

What is war? Why do wars exist? What are the questions about the nature of humanity?

CCOL-UH 1031

Nature and Human Nature

(Formerly CORES-AD 74)

Typically offered: fall

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

The notion of “following nature” as a guide to human conduct is ages-old. So is the opposing contention that humanity should rise (but how?) above what is 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? We will begin by examining the particular sort, then what does that spell for our self-image, societal ideals, and ultimate end? And does its place in the natural order confer upon us some special duties with regard to the rest of nature? Finally, what notion of “natural” is operative behind these discussions, anyway? Is the notion of “human nature” even coherent, or particularly helpful? Critical examination of psychology, society, morality, and religion, and approach these topics from the point of view of philosophy, literature, and science. Classical texts and cutting-edge research will deepen our understanding of the problem faced by us all—that of what it means to act naturally, and whether we should.

CCOL-UH 1032

Crosstalk and Communication: From Bacteria to Humans

Typically offered: fall

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

No organism on Earth lives in isolation! This simple fact underscores the importance of interactions between species. But how do organisms interact? What languages do they use? This course explores how interspecies crosstalk sustains life on Earth and how changes such as global warming influence such communication. Topics to discuss include the role of chemical communication between bacteria in causing infectious diseases and whether the overuse of antibiotics is sustainable; how communication between ocean algae coupled with global warming lead to recurrent “red tides”; the breakdown of coral-algae symbiosis and its consequences for coastal fisheries; disruption of the language bees use to maintain colonies and the rise of colony collapse disorder that threatens pollination globally; the potential use of plants to combat bug infestation in lieu of pesticides; 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 1034

Gender

Typically 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 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 given in Islamic law, psychoanalysis, philosophy, art, history, and literature including Marquis de Sade, Freud, Virginia Woolf, Anton Chekhov, and the feminist revolutionary Alexandra Kollontai. Using these and other sources, we will investigate how gender is constructed in relation to race, class, morality, social justice, and other norms of “appropriate” social behavior in different contexts. The class will conclude by drawing on examples from contemporary advertising and media to discuss the relationships between gender and power, violence, the economy, and human.

CCOL-UH 1035

Inequality

(Formerly CORES-AD 59W)

Typically offered: spring

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

Inequality is an essential, unavoidable issue with which every human society, past and present, has had to deal. This course explores 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 perspectives and the impact students will gain a deeper perspective on 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 to examine whether, and under which conditions, successful policies can be implemented. students will have the opportunity to consider the different forms of prejudicial expression and their justifications, the conditions under which prejudice is suppressed (or tolerated), and the differential ways explicit and implicit prejudice manifests in individuals and institutions. We also discuss the burden of living in prejudicial societies, and the social psychological obstacles involved in acknowledging and confronting prejudice, and the costs associated with overcoming these obstacles.

CCOL-UH 1039

Animal Perspectives

Typically 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
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have been widely used to study development, behavior, evolution, disease, and recently to demystify cognition and perception. By anthropomorphism, we mean the creation of frameworks for understanding and relating to animals. 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 representation in scientific and artistic practices. Creating short films about these subjects, they will give the animals unique perspectives and an opportunity to speak back to us.

CCOL-UH 1040
Disability

Typically 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, what do we, as a culture, mean when we speak about all bodies? Within this context, we will explore the idea that 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 either heroic or tragic, we will trace other literary possibilities for bodies and minds that resist normative structures, from narratives that theorize ideas of access, cure, and care to fictions that reclaim disability as enlivening identity.

CCOL-UH 1042
Multi-ethnic Democracy

Typically offered: fall, spring
Prerequisite: Must be an NYUAD student taking the new core curriculum

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 accountability. Are the goals of individuals who cross many disciplines, including political science, political philosophy, economics, mathematics, anthropology, history, and the humanities to address questions including the following: Does ethnic diversity—based on race, color, nationality, language, tribe, caste, religion, sect and region—constitute an obstacle or an asset for successful democracies? 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 these challenges? And how should we evaluate public policies designed to respond to such claims, including affirmative action, federalism, cultural rights, educational policies, and electoral systems? The aim is to train students to think critically and comparatively about the global and local challenges faced by multi-ethnic democracies, using a combination of primary and secondary materials and real-world examples drawn from across several countries.

CCOL-UH 1043X
Religion, Revolution, Media

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

Can a better understanding of religion and media lead to superior analysis of their deepening interaction in contemporary globalization? Media history is frequently framed as revolutionary, e.g. “the print revolution” or “the information revolution.” But revolution is a word with its own history, including religious implications, whether as divine or natural. Engaging a new order of the ages, novus ordo saeculorum (see the Great Seal of the United States, est. 1782), or as a cycle of time, of conservation and restoration, to invoke revolution’s older forms. The idea that religious politics comes to the fore in contexts as varied as South Asia, the Middle East, and the United States, and movements such as Christian Evangelism and Islamism gain global momentum, some historical stock-taking is due. To understand the media’s role in contemporary global conflict, including the interplay of religiosity and media-led mobilization, students can be expected to examine a range of specific situations, from the use of religion in and beyond the US as an ally against “godless Communism,” to the anti-religious popular culture of religious politics as the Cold War ended, to our immediate geopolitical contexts.

CCOL-UH 1044
Contagion

(Formerly COREP-AD 24W)

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

How do we respond to news that some among us are ill, and that the illness is, perhaps, contagious? Are there analytically and ethically obliged to tend to the sick? What are the relationships between “communicable” disease and “viral” 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 multidisciplinary Core Colloquium examines the global challenges of health and understanding humanity at the intersections of contagious disorder and storytelling. Historical, literary, and medico-cultural case studies, in the context of local, national, and international settings, and forms, from ancient Greece to contemporary China, from the Black Death, influenza, and AIDS to the proliferation of zombie and vampire stories in global popular culture today.

CCOL-UH 1045
Axes of Evil

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

What is evil? We use the term to describe human behavior, political regimes, natural disasters, and epidemic disorder. The idea of evil is as old as humanity, and various religious, legal, political, and medical arrangements aim to circumvent it. But definitions vary over time and across cultures, suggesting that evil may be contextual rather than universal. Is evil constitutive of the human condition? This colloquium offers a multi-disciplinary investigation into evil’s dimensions and its implications for peace, justice, and human understanding. It begins with the theological conundrum all major religions face: how to reconcile the evils of human suffering with the existence of a loving god. Additional topics include the concept of evil as a rationale for conquest and conquest as a form of evil. This course considers: the psychoanalytic roots of Nazi gas chambers during WWII; and the Aversion Project in South Africa. Students will examine attempts to prevent evil, venturing into the realm of clinical psychology with the psychopathic serial killer and exploring Marx’s indictment of capitalism’s evils by considering alternatives to corporations’ pursuit of profit at the expense of ordinary people.

CCOL-UH 1046
Women and Leadership

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

Do women lead differently than men? What are the implications of gender and women’s unequal distribution in leadership across many social domains? This course examines past and present challenges and opportunities related to women and leadership, empowerment, equality, and gender equity from a global perspective. In doing so it seeks to examine critically the historical contexts and conditions within which issues of women and leadership have been embedded. What are the effects of inequality, injustice, and discrimination on women’s underrepresentation in leadership across the world? The course will take a variety of disciplinary approaches to the topic, drawing on autobiographies, biographies, novels, films, and TV series alongside academic literature.

CCOL-UH 1048
Statehood

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

States form the building blocks of our global order, significantly impacting how people from diverse countries, cultures, and regional backgrounds interact with each other. Yet what does the concept of statehood entail and what is its role in a globalized world? The course examines the historical, legal, political, and ethical dimensions of the concepts of state and statehood, along with related ideas, such as sovereignty, citizenship, and statelessness. A diverse range of literary, cultural, legal, and political texts explore the course’s conceptual framework as well as case studies of past and present challenges to state-building efforts. Examples will include state-building in the Global South, various forms of regional cooperation (e.g. the GCC, ASEAN, etc.), and the creation of supranational institutions such as the European Union. In addition, the course will examine questions of statehood/statelessness during times of war and conflict, and in relation to topics such as migration and refugees, social movements, gender, race and ethnicity, and civil and human rights.

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Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
This colloquium examines the increasingly urgent global calms, such as terrorism, political instability, nationalism. Beginning with the nation-state’s origin and logic and extending to contemporary notions of citizenship across the globe, students will draw on disciplinary insights from politics, economics, anthropology, and cultural studies to ask: What makes an individual a citizen? Are nations and states synonymous? Do nations reside in cultural or national entities beyond the nation-state? How do Western views on nation-state interact with local understandings of tribe, umma (Muslim people), or community? Historical and theoretical frames range from the Prophet Muhammad’s vision for the Islamic umma to Plato’s polis, from Benedict Anderson’s account of imagined community to Arab socialist adaptations of Marx and Lenin. The oil’s impact on notions of citizenship and neo-colonialism have shaped the emergence of modern nations, the seminar trains special attention on the Arab world. How did early Islamic law form cultural and political boundaries between nations before the Arab writer Salih al-Zain interpreted the concept of “global sisterhood”? Does the expressive and performing arts have helped us understand the magnitude of catastrophes, both natural and man-made, as well as to shape our responses to them? How can we better understand this intimate relationship among catastrophe and creative expression? How have artists responded historically to catastrophic events? What aesthetic strategies do artists and activists deploy to make large-scale catastrophes tangible on a human level? What role do the arts and expressive culture play in debates—scientific, governmental, economic—on natural and man-made disasters? What can such expression tell us about ourselves as humans? Students will read primary historical texts and engage with artistic responses to catastrophe, ranging from literature and painting to music, drama, and cinema.

CCOL-UH 1053
Calamity and Creation
Typically offered: spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
While natural disasters—floods, earthquakes, and outbursts of infectious diseases—haunt all human communities over the centuries, they have also often led to significant advances in the arts. From some of our earliest mythologies to the confrontations with technological change, the expressive and performing arts have helped us understand the magnitude of catastrophes, both natural and man-made, as well as to shape our responses to them. How can we better understand this intimate relationship among catastrophe and creative expression? How have artists responded historically to catastrophic events? What aesthetic strategies do artists and activists deploy to make large-scale catastrophes tangible on a human level? What role do the arts and expressive culture play in debates—scientific, governmental, economic—on natural and man-made disasters? What can such expression tell us about ourselves as humans? Students will read primary historical texts and engage with artistic responses to catastrophe, ranging from literature and painting to music, drama, and cinema.

CCOL-UH 1051
Accidental Equality
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
Can equality be produced by accident? Research shows that racial and gender discrimination is disadvantaged prematurely by prejudicial frameworks. But what about egalitarian structures that happen by accident—for example, a class that is diverse without intentional creation, or a gender-equal firm with no feminist intention? How do we make sense of these outcomes? Is such representation and parity the same thing as equality? Using examples from historical accounts (Alexievich), contemporary ethnography (Bho, Ballaksirn), mythology (Ramayana, Mahabharata), and fiction (Bui, Unmnirkshan), this seminar will dissect the potential for (and coordinates of) “accidental” equality, especially in sites where its evidence seems unlikely. Grounding our inquiry will be tools from radical political theory, gender studies, sociology, and critical legal theory. To the extent the potential for accidental equality might be hiding in plain sight, students will—as they unearth it—consider the ulterior aims of hope as a radical praxis as well as the importance of subjective voice in enabling its discovery.

CCOL-UH 1052
Art of Revolution
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
Can aesthetic forms promote and not just respond to revolutionary social and political change? This Core Colloquium confronts global challenges of peace, justice, and equality by examining the role of music and other art forms in advancing social movements, using the recent history of the Middle East Revolutions as a principal case study. Focusing on paradigmatic artistic collaborations—the arts of the Palestinian Intifadas, and the Arab Uprisings. Students will ask how artistic practices not only reflect social changes in these case studies, but also promote them. Drawing on theoretical readings on aesthetics, social movements, and revolution from disciplines including anthropology, musicology, and Middle East Studies, students will develop cultural understanding for the role of art in social change, an analytical grasp of theories of social mobilization, and deeper knowledge of recent historical moments in the Middle East and North Africa region.

CCOL-UH 1049
State of the Nation
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
Typically offered: fall
Prerequisite: Must be an NYUAD student taking the new core curriculum
Typically offered: spring
Prerequisite: Must be an NYUAD student taking the new core curriculum
Typically offered: fall
Crosslisted with Core: Art, Technology and Invention; Design; Interactive Media; Heritage Studies
This course explores how technology and machines have influenced human life across the ages. It further explores how technology has influenced the fields of arts and design and generates this inspirational source for new technological developments. Lecture and discussion will be the breeding ground for concept development of new technologies and new approaches to problem-solving for a machine executing a certain task. This hands-on project will be complemented by case studies, reading assignments, workshops, excursions, and one-on-one meetings with the professor. The course builds knowledge about futuristic developments and their use and influence from past to present, including questions concerning ethical and ethical values. Students will choose with a completed project to be displayed in an exhibition and a personal philosophy of Arts, Design, and Technology.

ARTS, DESIGN, AND TECHNOLOGY

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

CADT-UH 1004Q
Multidisciplinary Artistic Collaborations
(Formerly MUSIC-AD 213)
Typically offered: spring
Crosslisted with Film and New Media; Heritage Studies; 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 students will analyze the impact of digital technologies in promoting an intricate crossover between different domains. Students will consider ways in which these approaches were the key to solving certain complex problems, such as the development of computational technologies like GUI-based operating systems. Students will also develop collaborative projects involving sound, movement, digital video, lighting, interaction technologies, robotics, and telematics, which will be presented publicly at the end of the semester.

CADT-UH 1001I
Manus et Machina
(Fomerly COREA-AD 16)
Typically offered: fall
Crosslisted with Core: Art, Technology and Invention; Design; Interactive Media; Heritage Studies
This course explores how technology and machines have influenced human life across the ages. It further explores how technology has influenced the fields of arts and design and generates this inspirational source for new technological developments. Lecture and discussion will be the breeding ground for concept development of new technologies and new approaches to problem-solving for a machine executing a certain task. This hands-on project will be complemented by case studies, reading assignments, workshops, excursions, and one-on-one meetings with the professor. The course builds knowledge about futuristic developments and their use and influence from past to present, including questions concerning ethical and ethical values. Students will choose with a completed project to be displayed in an exhibition and a personal philosophy of Arts, Design, and Technology.

CADT-UH 1002J
Nature of Code
(Fomerly COREA-AD 17J)
Typically offered: January
Crosslisted with Core: Art, Technology and Invention; Interactive Media
Can we capture the unpredictable evolutionary and emergent properties of nature in software? Can understanding the mathematical principles behind our physical world help us to create digital worlds? This course explores the various approaches, techniques and strategies behind computer simulations of natural systems. In it, students 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.

CADT-UH 1004Q
Rhythm
(Formerly COREA-AD 23Q)
Typically offered: fall
Crosslisted with Core: Art, Technology and Invention
Rhythm consists of patterns of events in time and space and is a prominent feature of life. This interdisciplinary course explores what rhythm is
and how it manifests itself in a variety of domains that range from music and the visual arts (across cultures and throughout history), to such areas as mathematics, computer science, music theory, music technology, biology, psychology, linguistics, sociology, evolution and human migration, technology, crystallography, nuclear physics, calendar design, radio astronomy, architecture, and computer graphics. Students read, listen to music, learn the rudiments of drumming, use computer software to analyze and generate rhythms, solve puzzles of musical time patterns, and write on various topics. They complete an individual research project that showcases the application of knowledge from their selected discipline or culture to an open question concerned with rhythm. They discuss progress on their projects during the term and present their results to the class at the end of the term. No computer programming experience or musical training is required.

**Creativity and Innovation**

(Formerly COREA-AD 27)

Typically offered: fall
Crosslisted with Core: Art, Technology and Invention; Design

Is creativity a gift or a skill? Can creativity be learned? Because creativity is deeply personal, this course will address these questions through individual and collaborative experiences. The heart of this course is the Personal Creativity Project—an opportunity for students to practice creativity by designing and executing a project of their choice. The project will be on any topic, from art and music to computer programs and business model development. The project will be complemented by preparatory assignments (completed prior to class), class discussions, and one-on-one meetings with the instructor. Students will leave the course with a completed project and a personal philosophy of innovation, based on the process of readings, study, discussion, and experience. The course provides a great deal of freedom for learning and does not provide step-by-step instructions. As a result, the successful completion of this course will require a significant amount of self-motivation.

**Nomads**

(Formerly COREA-AD 41J)

Typically offered: January
Crosslisted with: Art, Art History; Core: Art, Technology and Invention; Design

What can the unique human ecology and worldview that emerges from mobile ways of life teach us about human ingenuity and culture? This course uses the lenses of philosophy, art, and design to examine the history, influence, and cultural underpinnings of nomadism and nomadic dwelling. Paying special attention to kinetic objects and the built environment, students will probe historical and contemporary conceptions of ownership and ecology, transience and permanence, home and the built environment, citizenship and belonging. All aspects of mobile dwellings, from familiar vernacular models such as tents and huts to more recent developments in human 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 in workshops. Topics of touch and light will be discussed in the context of human perception and contemporary art.

**CADT-UH 1005**

Typically offered: fall
Crosslisted with Core: Art, Technology and Invention; Design

From its physical properties that create life to its metaphorical association with beauty and goodness, light is integral to our experience of being human. Playing out over the millennia, from the Chinese tradition of the Lantern Festival at the Lunar New Year to the current production and manufacture of LED components, our relationship with light has played a significant role culturally and materialistically in our understanding of the world around us. This course will examine the perceptual, psychological, and metaphorical ways in which we encounter light in stories, art, and culture. Materials will include a variety of cultures that use light and darkness as a metaphor for good and evil, as well as the works of artists such as James Turrell, Anthony McCall, Teddy Lo, and Erwin Redl, who all use light as a primary artistic medium. Celebrations, rituals, and ceremonial use of light like the Diwali and the growth and use of pyrotechnics will be considered.

**CADT-UH 1009**

Typically offered: fall
Crosslisted with Core: Art, Technology and Invention; Design

From its physical properties that create life to its metaphorical association with beauty and goodness, light is integral to our experience of being human. Playing out over the millennia, from the Chinese tradition of the Lantern Festival at the Lunar New Year to the current production and manufacture of LED components, our relationship with light has played a significant role culturally and materialistically in our understanding of the world around us. This course will examine the perceptual, psychological, and metaphorical ways in which we encounter light in stories, art, and culture. Materials will include a variety of cultures that use light and darkness as a metaphor for good and evil, as well as the works of artists such as James Turrell, Anthony McCall, Teddy Lo, and Erwin Redl, who all use light as a primary artistic medium. Celebrations, rituals, and ceremonial use of light like the Diwali and the growth and use of pyrotechnics will be considered.

**CADT-UH 1010**

Typically offered: spring
Crosslisted with Core: Science, Society and History

How does one “visualize” vision? Today, scientists are required to be well versed in visualizing their data due to the increasing demand to encapsulate research data in imagery or short videos. 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. Students learn about the visual techniques used to paint cellular life. They address questions about visual perception and how to visualize cells that do not undergo mitosis. Do red blood cells that do not divide cells respond to signals in the external environment? What cues activate the photo transduction cascade? And what is the neuronal circuitry that it is easy to have an idea of the effects of significant loss of vision or hearing by closing our eyes or by wearing earplugs. What about a significant loss of the sense of taste? The answer is that it does not come readily due in part to the subtle, effortless function of this sense. Far from being just an immediate skin sensation, touching is intimately blended into embodied experiences that are affectionate, expressive, personal, and interpersonal. The haptic modality is our fundamental mode of access to the physical world. This course provides a multidisciplinary, cross-cultural introduction to the dynamics and salience of the human sense of touch and traces a continuous thread through a number of fundamental questions and critical approaches related to human hapticity, a variety of interpretations, disciplines, and experiences exploring the symbolic, cultural, ethical, social, and technological aspects of touch will be discussed in the context of human perception and contemporary art.

**CADT-UH 1011**

Typically offered: spring
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 they function in the human mind. Through the analysis of ideas and insights from a number of fields: linguistics, philosophy, psychology, sociology, computer science, history, literature, religion, and visual arts, students will be presented with a series of design challenges and will be asked to solve problems by creating new designs in workshops. No previous background or training in design is required.

**Language of Computers**

(Formerly COREI-AD 12Q)

Typically offered: spring
Crosslisted with Core: Art, Technology and Invention; Core: Data and Discovery

This course introduces students to the basics of how computers “think” and some of the inherent limitations of computers. How do programs
Typically offered: January

The fundamental building blocks of good construction of engineering devices in hostile environments. Students will work in small teams to solve puzzles, conduct cross-cultural experiments, and build prototypes for a competitive auction game.

CADT-UH 1016 Heuristics
(Formerly COREX-AD 24E JQ)

Typically offered: January

Utilitas, Venustas, Firmitas

(COREX-AD 72)

Typically offered: fall

Crosslisted with: Core: Experimental Discovery in the Natural World

Many problems in science, business, and politics require heuristics—problem-solving techniques that often work but give imperfect guarantees. This course teaches heuristics as they apply to the design of scientific experiments, the resolution of economic or political negotiations, and the construction of devices in hostile environments. Students will work in small teams to solve puzzles, conduct cross-cultural experiments, and build prototypes for a competitive auction game.

Students will use and learn computational tools, but the course has no programming prerequisite. The intent is to make you better at face complex problems in any field you choose.

CADT-UH 1015S Explorable Stories
(Formerly COREX-AD 67J)

Typically offered: January

Crosslisted with: Core: 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, mediums, and platforms—which stories are communicated. This class uses today’s dominant mode of communication, the World Wide Web, to create and share stories that are engaging, interactive, and "explorable." Combining traditional writing skills with modern web javascript libraries and other multi-media tools, students will learn how to write, design, and code their own 21st-century digital stories. These may take a variety of forms, including creative fiction, journalistic non-fiction, educational lessons, or personalized accounts. The work will be inspired and influenced by our time in Shanghai but will reach a global audience. The goal will be for students iteratively to produce their own compelling, exploitable pieces that live on the web and can be shared universally. Some web development or coding experience is preferable but not required.

CADT-UH 1016 Heuristics

CROSS-H LISTED WITH: Core: Experimental Discovery in the Natural World

Many problems in science, business, and politics require heuristics—problem-solving techniques that often work but give imperfect guarantees. This course teaches heuristics as they apply to the design of scientific experiments, the resolution of economic or political negotiations, and the construction of devices in hostile environments. Students will work in small teams to solve puzzles, conduct cross-cultural experiments, and build prototypes for a competitive auction game. Students will use and learn computational tools, but the course has no programming prerequisite. The intent is to make you better at face complex problems in any field you choose.

Typically offered: January

Crosslisted with: Core: Technology and Invention; Design

Design seems to be omnipresent, but what is it? This course will explore the “why,” “how,” and “what” of design. It studies the design of a bricoleur: Every student will realize a product prototype of an Audio-Device to be displayed in an exhibition and a personal photograph, Art, Design, and Technology. The project will be complemented by case studies, reading assignments, and one-on-one meetings with the instructor.

CADT-UH 1017J Re-Performing Death

Typically offered: January

Crosslisted with: Core: Art, Technology and Invention

This class investigates death’s circumstances and aftermath by way of “re-performance,” ritualized explorations of myth, poetics, imagery, and emotion that lead to a rich understanding and celebration of being alive. Spanning millennia, continents, and cultures, the course considers science, imagination, instinct, fear, love, and faith as driving forces in understanding death. From ancient texts like The Tibetan Book of The Dead, The Gospel of Plato, and the Egyptian Book of the Dead the course will turn to a range of modern poetics, including literature, music, film, visual art, and performance from Norman Mailer, Sarah Kane, Laurie Anderson, Arca, Joy Division, David Bowie, the Smiths, Ai Weiwei, Bill Viola, Ron Athey, Marina Abramovic, and Yoko Ono. Traveling to Japan, the course brings these artists into conversation with Japanese re-performances of death in Shinto Ritual, No, Kabuki, as well as Butoh, anime, and video gaming as students produce creative writing, visual arts, performance, and photography.

CADT-UH 1018 Digital Curation

(Formerly COREX-AD 2)

Typically offered: fall

Crosslisted with: Core: Art, Technology and Invention; Heritage Studies

This course asks what it means to be a curator of digital objects. Is an author? A collection? What are ways we made collections before the digital age? Who is our audience? Examining popular forms of curation, from historical examples to today’s social media (Snapchat, Tumblr, playlists), students examine trends in digitization and open cultural data as they explore what makes a digital object and what constitutes a web-based collection. Surveying 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—omnisistem and discuss what constitutes a web-based digital creative commons.” The course is useful for any student interested in information sciences, content creation, and the GLAM sector (galleries, libraries, archives and museums) but is open to all. Student work includes open, reflective blog writing about curation and web-based exhibits in student web hosting.

CADT-UH 1019 Lies and Lying

(Formerly COREX-AD 35)

Typically 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 propaganda and brainwashing, this course will examine the psychological, philosophical, ethical, and social aspects of several contexts in which lying commonly occurs: art, culture, literature, science, politics, advertising, journalism, relationships, the digital world, and history. We will also consider how to avoid getting lost? What tools do we have? How do we find those solutions? What is the role of ubicomp technologies including augmented reality, virtual and mixed reality, and other multi-media tools, students will learn how to write, design, and code their own 21st-century digital stories. These may take a variety of forms, including creative fiction, journalistic non-fiction, educational lessons, or personalized accounts. The work will be inspired and influenced by our time in Shanghai but will reach a global audience. The goal will be for students iteratively to produce their own compelling, exploitable pieces that live on the web and can be shared universally. Some web development or coding experience is preferable but not required.

CADT-UH 1020 Wayfinding: Graphic Design in the Built Environment

(Formerly COREX-AD 125)

Typically offered: fall

Crosslisted with Art and Art History; Core: Art, Technology and Invention; Design; Interactive Media

Typically offered: fall

Crosslisted with: Art and Art History; Core: Art, Technology and Invention; Design

This course asks what it means to be a curator of digital objects. Is an author? A collection? What are ways we made collections before the digital age? Who is our audience? Examining popular forms of curation, from historical examples to today’s social media (Snapchat, Tumblr, playlists), students examine trends in digitization and open cultural data as they explore what makes a digital object and what constitutes a web-based collection. Surveying 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—omnisistem and discuss what constitutes a web-based digital creative commons.” The course is useful for any student interested in information sciences, content creation, and the GLAM sector (galleries, libraries, archives and museums) but is open to all. Student work includes open, reflective blog writing about curation and web-based exhibits in student web hosting.

CADT-UH 1021 Art of Narrative Science

Typically offered: fall

Crosslisted with: Core: Art, Technology and Invention; Literature and Creative Writing

Are art and science really in conflict with each other, or is often thought? Is science dispelling mystery and consigning us to a world of dreary reductionism? This course answers such questions with a resounding no. There is, in fact, neither conflict nor antagonism between the realms of art and science. Indeed, the two complement and complete one another in ways that only artful narrative can fully reveal. A poet, through metaphor, builds bridges between science and the literary world, and a scientist can sometimes be the first to recognize the larger themes, techniques, technology, and outcomes of some of the biggest lies and liars throughout history, from mythological gods in ancient Greece through fake alchemists in the Islamic Golden Age to contemporary schemers. Students will examine lying in texts, films, biographies, cartoons, visual arts, and other multi-media tools, and advertisements and learn from guest liars and lying experts.

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this course will develop their vocabularies of both science and writing, learning to seize upon the parallels between the writing process and scientific method, trial, error, repetition, and, perhaps most importantly, daring.

CAD-TU 1022 Vision
(Formerly COREA-AD 48)
Typically offered: fall
Crosslisted with Art and Art History; Core: Art, Technology and Invention
This seminar concerns the phenomenon of vision. The sense of vision is closely related to processes of standing, thought, and linguistic interpretation. Seeing is an activity in which the eye and brain work together, and hence it raises questions about theories of consciousness. Students will approach these questions on the basis of texts, cinematic materials, and experiments we conduct ourselves. Classic treatments by authors such as Charles Baudelaire and Maurice Merleau-Ponty will be examined alongside more recent theoretical approaches by Serge Daney, for example, or the connection of image and language in Hollis Frampton’s film Nostalgia, which suggests that vision relies on imagination, since what we see and how we see are determined by memories and expectations. If vision can be connected to imaginations—that is, an extension of what has actually been seen—is this just the flip-side of the fact that our vision operates very selectively? If so, how do our visual perceptions relate to the visual perception of others?

CAD-TU 1023 Arts Centers
Offered occasionally
Contemporary arts centers have become loci of cultural economy. This class examines several of the past and the “brand consultants” of today? What are the difference between the “artists” of the second half of the course, we focus in on the history behind the creation and development of documents such as the passport or mug shot of the human voice, as well as a number of the remarkable as well as the everyday.

CAD-TU 1024 What Is Music?
(Formerly COREA-AD 34)
Typically 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 is produced, 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.

CAD-TU 1025J Re-Design
Typically 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 world of “life copying” why did we not wait half a century before having computers in other colors but beige? When and how do changes happen then? Who sets visual trends and fashions and why? One way seems 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 not rebel against the skill-based taxonomy of Art brought forward by Vasari five hundred years ago? This course will guide students through many facets of visual design to understand how those components can be studied and appreciated for their artistic values. Small but seminal books by Bruno Munari and Paul Rand will assist in discussing the visual communication of the multidisciplinary mind is the fundamental asset of the contemporary designer, who is nowadays required to be “the intellectual artist who employs the tools of Science.”

CAD-TU 1026 Human Value
(Formerly COREA-AD 64)
Typically offered: summer
Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis; Film and New Media
When is the nature of a single human life? When a society honors a sports star more than a factory laborer, does that mean people with fame, wealth, and beauty are inherently more valuable than others? This class will challenge students to think about the concepts surrounding human value through a variety of artistic media. Students will learn the fundamentals of digital art, including photography and filmmaking, to produce both a Photo Roman and a short digital film. No previous background or training is required.

CAD-TU 1027 Questioning and Writing the Self: Memoir and Anti-memor
(Formerly COREP-AD 65)
Typically 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 also examples of “life writing” that explore the anxiety and undoing ideas around the idea of remarkable, distinct from the collective, and particularly entitled to tell their story. We will read 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.

CAD-TU 1028J Human Voice
(Formerly COREA-AD 1)
Typically offered: January
Crosslisted with Core: Art, Technology and Invention
The course examines the complexity, strangeness, socio-historical resonance, and expressive power of the human voice, as well as a number of the factors that condition and delimit that power. We begin by discussing the voice’s relationship to the body (both in terms of anatomy and contemporary discourse on “embodiment”) and to a number of technologies, from amplification to autotune. In the second half of the course, we focus in on the salience of voice within the experimental music scene in New York. Perhaps most importantly, we treat our class as an experimental vocal collective, composed of students, along with the professor’s life and work as a theater artist. In the second half of the same time, we will also study a diverse range of artistic attempts at documenting identity in print and visual media. For the final project each student will produce both an artistic project and a reflective essay that engage the intersections of documents and identity.

CAD-TU 1029 Inspiration, Art, and the Examined Life
Typically offered: spring
Crosslisted with Core: Art, Technology and Invention
Has a book ever knocked you out? Has a story struck you for years? Has an image ever grabbed you cold? Are you changed by these encounters? This course explores, examines, and activates the elusive and subjective motor for creative work. It’s about material that has directly impacted the professor’s life and work as a theater artist. Later, students will share igniting materials from their own experiences. The aim: to incite the imagination, culminating in a final project. Where do you turn for inspiration? Can you engage your fears in pursuit of your goals? How do you flip your script to make progress? Departure points into artists, writers, filmmakers, and theater makers such as Judith Malina, Allen Ginsberg, Art Spiegelman, Francis Bacon, Edmund White, Ann Carson, David Markson, Italo Calvino, Pedro Almodovar, Jean Genet, Andy Goldsworthy, Banksy, C Jung, Franz Fanon, Aïné Césaire, Patricia Peters, theoretical physicists, Black Lives Matter, and even occasional recipes. When it comes to inspiration, can a good meal change everything?

CAD-TU 1032J Documenting Identity
Typically offered: summer
Crosslisted with Core: Art, Technology and Invention; Social Research and Public Policy
What is the relationship between documents and identity? Do documents record, create, influence, mask, and/or shift identity? The course considers different types of identities (immigrant, criminal, racial, gender, normative, artistic, etc.) and documents (police records, personal and state archives, art objects). The course tracks the dynamic relationships among documents and identities throughout time, and across cultures. We will study the history behind the creation and development of documents such as the passport or mug shot and weigh in on contemporary debates around social media, social networking, and social bars. As the same time, we will also study a diverse range of artistic attempts at documenting identity in print and visual media. For the final project each student will produce both an artistic project and a reflective essay that engage the intersections of documents and identity.

CAD-TU 1033J Bioinspiration
Typically offered: fall
In the 3.8 billion years since life began on Earth, nature has evolved a diverse array of organisms. Every human has replicated key design features to develop novel materials, devices, and structures in fields such as the arts, design, engineering, and the social sciences by replicating key design principles.
and features. This course asks how biology has inspired human design and thinking across different cultures and fields. Students will examine various examples in engineering, art, architecture, music, and social science to discuss how the human capacity for analogical reasoning has enabled the transfer of properties, mechanisms, and ideas from biology to design principles such as shape, surface, structure, making, information-processing, and social behavior. Using bio-inspired products such as gecko tape, self-cleaning surfaces, and neuromorphic chips for inspiration, students will develop their own designs to address some of the 21st century’s most pressing issues, such as energy, water, environment, food, and health.

CITIZEN, WRITER Typically offered: spring
It’s said the pen is mightier than the sword, and this course will help you develop the skills needed to make that true. In a world where we all recognize problems that need to be fixed, being able to write effectively, creatively, and persuasively can equip you, in any profession, to be heard as a citizen of how it limits and empowers you. We will also engage with the multiple cultures in a single global site. Numerous Cultural Exploration and Analysis courses are offered every semester. The second section concerns physical objects and cultural forms and perspectives, and the ability to understand and appreciate them. The course explores the ways in which the portrait has been used as a vehicle for artistic expression, for the construction of social identity, for self-examination, and for the representation of cultural difference. It examines many kinds of portraits and self-portraits in painting and photography from different times and cultures and encourages engagement with a range of major issues that include the nature of personhood, of private and public identities, and of art itself. The course draws upon the rich resources of London’s museums and galleries, especially the National Gallery, the National Portrait Gallery, the Victoria & Albert Museum, the British Museum, and the Queen’s Collection.

CCEA-UH 1004
Identity and Object (Formerly COREA-AD 50W)
Typically offered: spring
Crosslisted with Core: Technology and Invention; Heritage Studies
This course asks how objects from the past obtain meaning long after they were made, and how they come to express the identity of communities, nations, and religions. We will consider fundamental questions of identity by assessing how objects become imbued with meaning. Who ascribes these objects meaning and why? How do we relate to objects designated to represent us? We will explore object biographies from a range of periods, regions and traditions. We will discuss objects representing contested national and global identities, such as the Cyrus Cylinder from Iran and the Koh-i-noor diamond from India, as well as material that facilitates discussion of social, and cultural, and politically negotiated meanings of these examples politics plays a constant role. Through case studies of iconic objects from around the world, students will compare significance in the original context with place and function today to better understand how, why, and by whom identity is constructed.

CCEA-UH 1006
Idea of the Garden (Formerly COREA-AD 56)
Typically offered: spring
Crosslisted with Core: Art, Technology and Invention
Gardens are as diverse as cultures, but the idea of the garden is common to various cultures throughout the ages and across continents. What do gardens tell us about the human condition? How do gardens relate to the individual and the idea of community? How do they reflect philosophies? In which ways do the real and imagined interfere with each other? Is a garden a representation of nature or culture or both? How does a garden relate to spiritual needs and sensual experience (smell, sound, sight, tactile and kinesthetic bodily feeling)? How is the idea of the garden distinguished from but related to the notion of a natural landscape? We will look at Zen-gardens and rooftop gardens, monastic and palace gardens, sculpture and pleasure gardens, mythic gardens in various religious traditions. The course is conceived as neither a historical survey nor a typological compilation but chooses diverse examples and representations of gardens from various cultures and historical periods in order to explore the ways in which gardens reflect the human condition.
This provokes key questions: Do artists have a special way of thinking? Can we learn from artists how to probe. Is the value of people measured by the way a society judges and treats its criminals? How does gender shift in the context of diaspora, migration, and globalization? Students will approach these questions through a consideration of aesthetic practices and representational forms 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)
Typically offered: fall
Crosslisted with Core: Pathways of World Literature
This course understands crime 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 topics that will be included are: How does the crime of murder have meanings that are gendered? How do our perceptions of criminal have been defined through time and in different cultures, using the lenses of literature, film, and visual art? How are gender and sexual identities constructed in and through cultural texts?

CCEA-UH 1015 Gender and Representation
(Formerly COREP-AD 55)
Typically offered: spring
Crosslisted with Core: Art, Technology and Invention; Core: Pathways of World Literature
This course will include visits to galleries, private collections, and selected centers for traditional arts in the UAE. The making of abstract visual forms is a near-human activity across time and cultures. Some of the earliest known cave art, dating back approximately 40,000 years, is abstract. The use of abstract forms for symbolic communication is found at different periods of history and in different locations across the globe. And abstraction has become prominent in modern art all over the world. This course takes a comparative approach to abstraction and asks why human beings in different places and at different times have drawn and carved similar shapes, lines, and patterns. The hidden depths of these forms? Why have some cultures with long traditions of representational painting turned to abstraction? How have religious, political, and social contexts shaped this turn? What has been the role of abstraction in Islamic and other non-Western traditions and how have these traditions influenced Western art? Although the course will range widely historically and culturally, it will take the Middle East as one of its key areas of interest and will include visits to galleries, private collections, and selected centers for traditional arts in the UAE.

CCEA-UH 1008 Artists’ Writing
(Formerly COREP-AD 63)
Typically offered: spring
Crosslisted with Art and Art History; Core: Art, Technology and Invention; Core: Arts, Design, and Technology
This seminar explores artists’ writings across different cultures, with a primary emphasis on texts written since 1945. Whatever form an artist chooses for his writing (e.g. diary, essay, lecture, statement), we will approach the written text in relation to her/his art practice. Artists not only make art objects but also write because they feel they have something to say which nobody else (art critic or academic) would be able to express. This provokes key questions: Do artists have a special way of thinking? Can we learn from artists to interrelate experience and practical ambition as well as ways of thinking and writing? Artists’ writings provide a context for their work rather than an explanation. They open up new horizons for reflection on their works and on cultural situations. Reading texts from artists such as Lygia Clark, Yoshishara Jiro, and Agnes Martin, we will observe how linguistic form and intellectual structure interrelate. These 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.

CCEA-UH 1009 A Thousand and One Nights
(Formerly COREP-AD 11)
Typically offered: spring
Crosslisted with Core: Pathways of World Literature; Literature and Creative Writing
This course will examine 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 cities tell us about that society? For example, what do they 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 from the medieval age, and fiction from writers such as Zola, Woolf, Mahfouz, Conrad, and Pamuk.

CCEA-UH 1011 Law and the Imagination
(Formerly COREP-AD 13)
Typically offered: spring
Crosslisted with Core: Pathways of World Literature; Legal Studies; Literature and Creative Writing
There is no life without law. Nature has its laws. Religion has theirs, societies theirs, families theirs. Business has its rules and contracts. How do people understand the laws that are as much a part of life as the weather? Literature—the work of the imagination—guides our great journey towards understanding. Writers dramatize the relations among law, justice, and freedom. Writers also show the effect of law on the fates, fortunes, and feelings of people. The course explores the potential of literature to show us what the law is, what it should not be, and what it might be.
Typically offered: fall
Crosslisted with Core: Pathways of World Literature
The ethics of violence, its articulation and expression, the social problem and violence as social necessity: from the epic, to the novel, to contemporary poetry, literature has attempted to "write" violence as a problem of generic representation. Some of the texts we may consider include Euripides’ Medea, the epic Mahabharata, Dante’s Inferno, Dostoevsky’s Crime and Punishment, Sartre’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.

Imagination, Inspiration, and Prophecy
(Formerly COREP-AD 66)
Typically offered: fall
Crosslisted with Core: Pathways of World Literature
Do you have to be inspired to write? Does inspiration promise a divine message? Are writers always drawing ideas literally from "out of this world"? This course explores notions of inspiration and imagination in the prophetic figure of the writer. From Homer to Malcolm X, Nietzsche to Muhammad (PBHU), 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 and 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 mediators, transmitters, diviners, and revealers of truth, and their role as social and political critics today. It focuses on how writers look backwards from inside the present or peer into the future through different genres from epic to poetry to prophetic utterances. Texts include selections from the Qur’an, William Blake, William Wordsworth, Karl Marx, Gibran Khalil Gibran, Franz Kafka, Walter Benjamin, Toni Morrison and others. Short historical, critical, and theoretical readings will supplement and provide context for primary texts.

Novels That Changed the World
(Formerly COREP-AD 67)
Typically offered: January
Crosslisted with Core: Pathways of World Literature; Literary and Creative Writing
Books transgress the lines and many novels make an impact beyond the personal or the literary. Sometimes, however, an extraordinary book may launch a revolution, alter national policy, divide cultures, and create an unstoppable force of change. Novels that have come to be well known and have had an impact, those that have changed the world. This course examines their text, historical, literary, and cultural circumstances in order to determine how and why they remain a vital part of our global literary heritage. This is a seminar that will require students to pair theoretical readings with primary sources, thus guiding them to create a new conversation with both fiction and theory.

Art and Agency
(Formerly COREP-AD 66J)
Typically offered: fall
Crosslisted with Art and Art History: Core: Art, Technology and Invention
What does art do to us? This course centers on the concept of “Art and Agency,” coined by anthropologist Alfred Gell, which holds that art works as an agency factor that affects human beings—their mode of thinking, their emotions and their actions, their aesthetic experience. This concept has impacted the way art historians, in academia and the professional museum world, think about and display works of art. Through class discussions and visits to the Louvre Abu Dhabi Museum, the course will examine a host of related ideas: the rhetorical concept of "energeia," camouflage, iconoclasm, "animism" in prehistoric rock art, Western and Asian landscape imagery, medieval relics and miracle imagery, anthropomorphism and witchcraft in the early modern period, and the idea of "living presence" in abstract expressionism.

Jazz in New York
(Formerly COREP-AD 69J)
Typically offered: January
Crosslisted with Core: Art, Technology and Invention; Music
Over the course of the past hundred years, jazz has been framed variously as an erotic display, a symbol of modernity, the sound of the Black avant-garde, “America’s classical music,” a part of inclusionary global cultural heritage. With an unprecedent type of bourgeois entertainment, a virtuoso art form, a revolting noise, and a radical performance of democracy and freedom. Jazz is, in other words, a symbol of a densely textured world and world is enthwined with a complex social history. This course immerses students in the world of jazz through an exploration of New York City, the unification of national capital of the genre. Through regular class sessions and a number of evening excursions, students will meet musicians, attend concerts and jam sessions, tour venues, work in archives, listen to recordings, and compare notes on the music, and read a broad array of the best jazz scholarship and journalism. They will dig deep into the history of jazz in the city, and also explore the streets and subways, the bars and concert halls, the clubs and bars where jazz is taken in the 21st century. By the end of the term, your understanding of jazz and your understanding of New York will be forever changed. No previous experience with music is required.

Dis/Abilities in Musical Contexts
(Formerly COREA-AD 1J)
Typically offered: January
Prague, Capital of Europe
(Formerly CCEA-AD 1J)
What is distinctive about the experiences works of art carry out in art, architecture, or literature? May we speak of a general fascist theory of culture and aesthetics of fascism and that of anti-fascism? Did fascist die with World War? Two? If not, how and where does it live on?
“Western” tradition of art that produces particular kinds of enjoyment? Should one make a distinction between “high” and “popular” art in discussing our experiences? This course will explore such questions by examining some of the answers suggested by philosophers and critics and by testing those answers against our responses to a range of works of art. In doing so, we shall take advantage of the rich artistic resources available in Abu Dhabi and the UAE. Active discussion of our own experiences, listening to music, and looking at works of visual art, and art and music and short fictions will form an important dimension of the class.

CCEA-UH 1026J
Shakespeare and Cosmopolitanism
Typically offered: January
This course uses the London setting to investigate the extent to which “Shakespeare” can serve as the focal point for a cultural heritage that belongs to the entire globe. The course offers a comparative, interdisciplinary approach to Shakespeare’s plays, considering him both as an exemplar of Western literature and also as a world author whose influence can be felt throughout many cultures. The course introduces students to contemporary theories of cosmopolitanism, with particular emphasis on how the idea of cultural difference can shed light on the dynamics both of a vibrant urban setting like London and a corpus of “great” works like Shakespeare’s. In addition to reading Shakespeare’s work and key texts in both cosmopolitan theory and the history of London, students will attend performances of Shakespeare’s plays; visit major London cultural institutions; and make an overnight trip to Shakespeare’s birthplace in Stratford-upon-Avon.

CCEA-UH 1028
Maps
(Formerly COREA-AD 3W)
Offered occasionally
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology
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, and also reimagines the way that maps produce knowledge visually.

CCEA-UH 1029
Conviction and Doubt
(Formerly COREA-AD 24)
Typically offered: spring
Crosslisted with Core: Art, Technology and Invention
Of what can certainty be? This course explores the role of doubt throughout history and in various cultures, including doubt’s capacity to endow human experience and knowledge with complexity and ambiguity. In this seminar, we examine the scaffolding of a life, a community, and worldview, doubt has, throughout history, and in every part of the world, wrestled firmly held beliefs toward new invention and discovery creating pivotal moments of scientific, cultural, social, and personal development. The course also focuses on the role of conviction and doubt in storytelling, examining precepts and dramatic principles that employ conviction and doubt toward a greater plurality. Through our readings and discussion students examine the role of doubt and conviction in their daily lives. Close readings of select essays, texts, fables, koans, poetry, novels, plays, short stories, and films serve to map this exploration. Texts include Plato, Timaeus and Critias; Aesop’s Fables; Mavel in Ludwig Wittgenstein, On Certainty; Athol Fugard, The Road to Mecca; and John Patrick Shanley, Doubt.

CCEA-UH 1030
Idea of the Exotic
(Formerly COREA-AD 25)
Typically offered: spring
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 texts and images mediating between distant geographies, and making the unknown known. Moving across various texts, arts, media, and institutions—museums, maps, photographs, films, TV programs, and digital spaces—the course reflects on how our imagination of ourselves is intertwined with the ways we imagine other places. The reading includes: Daniel Defoe, Robinson Crusoe; Mark Twain, The Innocents Abroad; David F. Dorr, A Colored Man Round the World; Jules Verne, Around the World in Eighty Days; and The Letters of Gertrude Bell.

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

CCEA-UH 1035
Staging the Self
(Formerly COREA-AD 37W)
Typically offered: spring
Crosslisted with Core: Art, Technology and Invention
This course examines the representation of personal experience in its biographical and autobiographical forms in the arts with a focus on performance. We pay particular attention to the ways in which personhood is aesthetically, psychologically, and politically theorized in different contexts. How is the relationship of individual to collective experience constructed in different art works? Can individual experience portray collective historical reality? Should we understand an artist’s oeuvre in relation to her or his personal life? In what ways do individual art works and stories human experience with specific epistemologies and with social and historical realities? Texts for the course include works by Irving Goffman, Errol Morris, Erik Eriksen, Joseph Roach, Freddie Rokem, Deirdre Heddon, and selected plays, films, and museum displays.

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

CCEA-UH 1041
Journeys
(Formerly COREP-AD 3W)
Typically offered: spring
Crosslisted with Core: Pathways of World Literature
The search for knowledge has been linked historically to the traveler’s experience of new places and peoples. Travel necessitates the creation of translations that reveal how knowledge of otherwise necessarily involves comparison to home and self. Drawing on texts that represent travel in realistic, figurative, and poetic forms, we explore the idea that a journey entails the discovery, not only of a destination, but also of the self. As Rilke wrote, “There is only one journey. Going inside yourself.”

CCEA-UH 1042
Cosmopolitan Imagination
(Formerly COREP-AD 14)
Typically offered: spring
Crosslisted with Core: Pathways of World Literature
Originating in the idea of the world as an interconnected and conceived in contradistinction to nationalism, cosmopolitanism can be understood as a perspective that regards human difference as an opportunity to be embraced rather than a problem to be solved. Does this perspective lie behind all “great” literature, which asks its readers to experience otherness by opening themselves up to another person’s “view” of the world? This course uses novels, poems, plays, and films to explore the cosmopolitan impulses behind the literary imagination.

CCEA-UH 1043
Technophilia and Its Discontents
(Formerly COREP-AD 17)
Typically offered: spring
Crosslisted with Core: Pathways of World Literature; Core: Science, Society and History
Why must Luke Skywalker turn off his computer at the climactic moment of George Lucas’s iconic film Star Wars (1977)? The film started a revolution in cinematic special-effects, but underlying its narrative logic is a deeply rooted anxiety about the right uses of technology. If man, as Hannah
Arendt famously put it, is homo faber, the ‘creator,’ the tool-making animal, then from at least Plato to the present, human beings have told stories about how doing things can be. This course investigates philosophical writing, novels, plays, and films from a variety of world cultures to explore the vexed relationship between humans and the technologies they create. Why are human beings, perhaps more than ever at the start of the 21st century, so enamored with technological progress? Why the technophilia, the love of technology, so often accompanied by its opposite, technophobia, the fear of technology? What do the attitudes represented in the texts and films we examine tell us about human agency and about the relationship between science and religion?

CCEA-UH 1044

Myth, Magic, and Representations of Childhood
(Formerly COREP-AD 19W)
Typically offered: fall
Crosslisted with Core: Pathways of World Literature; Literature and Creative Writing

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

CCEA-UH 1045

Hermeneutics
(Formerly COREP-AD 32)
Offered occasionally
Crosslisted with Core: Pathways of World Literature

Societies develop cultural behaviors that indicate the relative value of their members. Social acceptance has been historically dependent on its mutually constitutive term—ostracism—as members act on the stereotype to create and maintain their status in relationship to others. This class uses novels, memoirs, and plays to examine and deconstruct systems of social worth, asking how the boundaries those systems create and enforce devalue categories of people. Readings focus on works that consider the specific attributes that adherence to the historically stigmatized categories of illness and disability. We will discover how stigma affects feelings of self-worth and mediates engagement with others. Sociologist Erving Goffman observed that stigma creates “spoiled identities.” How does the presence of a seminal text on stigma, and anthropologist Mary Douglas’s work on pollution and taboo, students will read, that explains its experiences of stigma in order to destabilize, revise, and repair the personal and social damage stigmatizing categories and behaviors involve.

CCEA-UH 1046

Rogue Fictions: Tales of Tricksters, Outlaws, and Outsiders
(Formerly COREP-AD 36W)
Typically offered: spring
Crosslisted with Core: Pathways of World Literature

From mythical figures such as Coyote in North American myths and Eshu in West Africa, to modern icons of global pop culture like Charlie Chaplin, Bugs Bunny, and Bart Simpson, humans have long been fascinated with trickster characters who transgress boundaries, break rules, and unsettle fixed truths. Seemingly heedless of cultural norms, these characters in their many different guises point to the important role of subversion in the making of culture. In this course, students consider rogue's, outlaws, and outsiders of various types from around the world and their portrayal in stories, novels, songs, films, and other media. As part of an ongoing comparative study of trickster characters, types, and tropes, students examine how these characters’ dynamic roles relate to central problems of art, creativity, and life.

CCEA-UH 1047

Utopias and Dystopias
(Formerly COREP-AD 51)
Typically offered: fall
Crosslisted with Core: Pathways of World Literature

Interactive Media, Literature and Creative Writing

Is this the best of all possible worlds? Is this world worth saving? Might we be systematically trapped about the world and, if so, could we still find happiness in such a condition? Is our knowledge distorted by strong emotions such as hatred or love? Readings will be from Mo-Tzu, Sophocles, Nagarajna, Ibn Tufayl, Dante, Montaigne, Cervantes, Descartes, Hume, Rousseau, and Proust.

CCEA-UH 1050

Optimism and Knowledge
(Formerly COREP-AD 43W)
Typically offered: spring
Crosslisted with Core: Pathways of World Literature

In this course, we will examine the vexed relationship between humans and the tool-making animal, then from at least Plato, the Book of Exodus, Ibn Battuta, The Tale of Sundiata, early African slave narratives, the music of the Fisk Jubilee Singers, Bessie Smith, Billie Holiday, Nina Simone, works by Amiri Baraka, Aimé Césaire, Edouard Glissant, Wole Soyinka, Mos Def, Common, Nubian Sisters, Saul Williams, Talib Kweli, Tupac Shakur, and films such as Stanley Kubrick’s A Clockwork Orange, Koonchung, and Vladimir Sorokin, as well as such authors as Aimé Césaire, Edouard Glissant, Wole Soyinka, Mos Def, Common, Nubian Sisters, Saul Williams, Talib Kweli, Tupac Shakur, and films such as Stanley Kubrick’s A Clockwork Orange.

CCEA-UH 1053

The Hero
(Formerly COREP-AD 64W)
Typically offered: spring
Crosslisted with Core: Pathways of World Literature

With myth and fairy tale, it means to convey, to represent, to believe “heroic” in times marked by intense and jarring forms of violence? How does heroism travel across diverse places and beyond the frontier to intersect with mundane questions of survival as well as more severe issues of racial, class, and gender differences? And why do tales of heroism remain so persistently appealing to us today? In this course, we will examine the concept of the hero in world
literature from ancient epic to modernist fiction and film. We will investigate how the ideals of heroism, types of heroes/heroines and antiheroes, as well as modern and postmodern action changes through time, across literary genres and cultural traditions. Texts may include the Epic of Gilgamesh, Sophokles’ Antigone, Euripides’ Medea, Shakespeare’s Hamlet, Chhin Achebe’s Things Fall Apart, Pynchon’s Crying of Lot 49, graphic novels, selections from the Bible, the Qur’an, and 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, Cædmon.

CCEA-UH 1056 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 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 explores 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)
Typically offered: Fall
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 will 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 current preoccupations.

CCEA-UH 1059X Postcolonial Turn (Formerly LITCW-AD 107X)
Offered occasionally
Crosslisted with Core: Pathways of World Literature; Literature and Creative Writing
In postcolonial literature, representation and intertextuality, service of the powers that be—composed, one might argue, by men for men in order to reinforce a particular political, social, and economic outlook. This course examines these and other perennial questions about tragic drama by reading a wide range of plays from different periods and traditions. Authors include Sophocles, Sudraka, Hanqing, Motokiyo, Behn, ibsen, Artaud, Brecht, Soyinka, Glaspell, Parks, and Mouawad. Students will also examine dramatic theory and criticism from Plato and Aristotle, to Nietzsche, Shaw, and contemporary theorists such as Agamben and Cixous.

CCEA-UH 1060 Photography and Narrative (Formerly LITCW-AD 146)
Typically offered: Fall
Crosslisted with Art and Art History; Core: Art, Technology and Invention; Literature and Creative Writing
This course explores photography’s relationship to language and narrative by examining photography’s rich interactions with literature and film. How do images complement, replace, or challenge ever-language in narrative works? Can images create alternative forms of narrative? What kind of narratives do photographs generate in fiction? What is the relationship of photography and memory in works of autobiography or of photography and witnessing in social documentary? In what form are such dialogues presented in films? Students will examine 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
Typically offered: Fall
Crosslisted with Art and Art History; Core: Art, Technology and Invention; Heritage Studies
What is memory? We tend to think it will be activated when the right moment comes, but our experiences may belie our thinking, such as when we forget the name 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, written, film, and even ephemeral forms such as blog posts or status updates (nothing gets lost in the Web). The course allows students to sample these various approaches without being limited 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 never were? Is memory what we take for granted, or thus an expedient to creative thinking, or is it the prerequisite of creative activity?

CCEA-UH 1062 Everything is a Remix
Typically offered: Fall
Crosslisted with Film and New Media Is the thing original? Is that name, that voice, that idea theirs? That name, they went by many others, including “tradition and the individual talent,” parody, pastiche, burlesque, adaptation, dialogism, collage, détournement, refocusing, intertextuality, intermediality, transtextuality, and the carnivalesque. Asking what happens when we make something new from something old, this course explores artistic and creative remix practices that are both very ancient and extremely contemporary. While “remix” is a recent term that evokes studio production and internet culture, understanding its roots obliges us to go back to long-standing traditions in arts and culture generally. Although the course focuses to some extent on film adaptations of literary works, it also considers texts of any format and medium without music, film, and artistic adaptation in general, but also with our mass-mediated social environment that thrives on sampling, mash-ups, memes, and adaptation.

CCEA-UH 1063 Literary Translation (Formerly LITCW-AD 118)
Typically offered: Fall
Crosslisted with Literature and Creative Writing
This course explores the theory and practice of literary translation. Why do some translators aim for familiarity and others for estrangement? What is lost, and perhaps even gained, in a text’s cultural recontextualization? What can cultural translation tell us about nationalism and the concurrent development of nationalism and the popular? How do translators aim for familiarity and others for estrangement? What is lost, and perhaps even gained, in a text’s cultural recontextualization? What can cultural translation tell us about nationalism and the concurrent development of nationalism and the popular? How do translators aim for familiarity and others for estrangement? What is lost, and perhaps even gained, in a text’s cultural recontextualization? What can cultural translation tell us about nationalism and the concurrent development of nationalism and the popular? How do translators aim for familiarity and others for estrangement? What is lost, and perhaps even gained, in a text’s cultural recontextualization? What can cultural translation tell us about nationalism and the concurrent development of nationalism and the popular? How do translators aim for familiarity and others for estrangement? What is lost, and perhaps even gained, in a text’s cultural recontextualization? What can cultural translation tell us about nationalism and the concurrent development of nationalism and the popular? How do translators aim for familiarity and others for estrangement? What is lost, and perhaps even gained, in a text’s cultural recontextualization? What can cultural translation tell us about nationalism and the concurrent development of nationalism and the popular? How do translators aim for familiarity and others for estrangement? What is lost, and perhaps even gained, in a text’s cultural recontextualization? What can cultural translation tell us about nationalism and the concurrent development of nationalism and the popular? How do translators aim for familiarity and others for estrangement? What is lost, and perhaps even gained, in a text’s cultural recontextualization? What can cultural translation tell us about nationalism and the concurrent development of nationalism and the popular?
of new entertainment forms. We contrast two
erscholarship about that literature, which reflect on
the unknown do? We will engage with texts such
how did they represent the unknown and
unknown? What do philosophically and empirically, asking, on
be “owned” or “stolen”? And on the other, How
this dynamic movement from ignorance to
an underground cultural life that included concerts,
did urban Renaissance men and women tell about their
weft and warp. Situated discourses like the Enlightenment,
derived from the ancient Middle East. As a foundational figure
fear of the future, for much of the country’s theology, as well as the
borders of context:
their fears as to what life would be like should their
they are not known to be
and under what circumstances can it be said that
of ‘how to exist’? Dante’s
the painter Ambrogio Lorenzetti, Italo Calvino and
under what they see as problematic uses
to be constituted a form of exploitation or violence?
entered into and deserted by larger political, social, and cultural contexts.
acquired and conquered? How do the authors
their hopes and aspirations, their fears as to what life
of their urban boundaries, which reflect on
in the ancient Middle East. As a foundational figure
differs the familiar patterns of
whether culture is "owned" or "stolen"?
and under what they see as problematic uses
acquired and conquered? How do the authors represent
of the previous national identity. Tracing the course from
or "stolen"? Where do they
students examine gardens in ancient Mesopotamia,
narratives across cultures disturbs the familiar patterns of
philosophically and empirically, asking, on
the one hand, What is culture, and how can it
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<tr>
<th>Course Code</th>
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<tr>
<td>CCEA-UH 1074</td>
<td>Intercultural Literature (Formerly COREP-AD 22)</td>
<td>Typically offered: spring</td>
<td>Core: Pathways of World Literature; Literature; Creative Writing; Crosslisted with Core: Pathways of World Literature</td>
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<tr>
<td>CCEA-UH 1075</td>
<td>Life Underground</td>
<td>Typically offered: summer</td>
<td>Crosslisted with Core: Pathways of World Literature</td>
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<tr>
<td>CCEA-UH 1076</td>
<td>Gender and the Future of Normal</td>
<td>Typically offered: fall</td>
<td>Crosslisted with Literature; Creative Writing; Theater</td>
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<tr>
<td>CCEA-UH 1077X</td>
<td>Islamism, Islamophobia, and Muslim Popular Culture</td>
<td>(Formerly AHC-AD 140X)</td>
<td>Crosslisted with Arab Crossroads Studies; Art and Art History; Arab Crossroads Studies; Heritage Studies; Museum and Curatorial Studies</td>
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<tr>
<td>CCEA-UH 1078X</td>
<td>Representing the Middle East: Issues in the Politics of Gender and Normal</td>
<td>Typically offered: fall</td>
<td>Crosslisted with Arab Crossroads Studies; Film and New Media</td>
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<td>ARTH-UH 2115J</td>
<td>Gardens of Eden</td>
<td>Crosslisted with Art and Art History</td>
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<td>CADT-UH 1012</td>
<td>Laughter</td>
<td>Crosslisted with Core: Art, Design and Technology; Core: Pathways of World Literature</td>
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<tr>
<td>CADT-UH 1026</td>
<td>Human Value</td>
<td>Crosslisted with Core: Art, Technology and Invention; Arts, Design and Technology; Film and New Media</td>
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<td>CADT-UH 1027</td>
<td>Questioning and Writing the Self: Memoir and Anti-memoir</td>
<td>Crosslisted with Core: Experimental Discovery; Core: Pathways of World Literature; Literature and Creative Writing</td>
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<tr>
<td>CSTS-UH 1026J</td>
<td>Children and Childhood</td>
<td>Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society</td>
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<td>CSTS-UH 1029J</td>
<td>Idea of the University</td>
<td>Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society</td>
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<td>HERST-UH 1100</td>
<td>World Heritage Sites &amp; Universal Collections</td>
<td>Crosslisted with Art and Art History; Arab Crossroads Studies; Heritage Studies; Museum and Curatorial Studies</td>
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<td>LAW-UH 2118</td>
<td>Law in Literature</td>
<td>Crosslisted with Legal Studies</td>
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<tr>
<td>MUSIC-UH 1761</td>
<td>Opera: Mortal Encounters-Immortal Songs</td>
<td>Crosslisted with Core: Art, Technology and Invention; Music</td>
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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.

CDAD-UH 1001Q Data (Formerly COREAD-3Q) Typically offered: spring Crosslisted with Core: Experimental Discovery in the Natural World

Data are everywhere. We have massive datasets keeping track of humanity’s everyday minutiae from babies born to calories consumed, friends made to crimes committed. How can we use these data to make useful predictions and gain insights into ourselves and humanity in general? This course introduces the basics of learning from data and covers topics such as wrangling, exploration, analysis, prediction, and storytelling through data visualization.

CDAD-UH 1002Q Space (Formerly COREAD-4Q) Typically offered: spring 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 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 Multi-Wave-length. 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 and Discovery Core courses develop the ability to use experimental and quantitative methods to understand the world— and in this course—other worlds!
Brain Reading
(Formerly COREX-AD 8EQ)
Typically offered: January
Crosslisted with Core: Experimental Discovery in the Natural World
In the year of 1657 I discovered very small living creatures in rain water. This quote is attributed to Anton van Leeuwenhoek, a Dutch merchant whose skillful use of glass lenses allowed him to peer into a world of microorganisms that would otherwise be invisible to the naked eye. His careful observations gave way to advances in microscopy that have allowed scientists to observe detailed structures of 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 will explore seven wonders of the invisible world—novel insights into natural animate and inanimate phenomena that include micro-animals, plant and animal cells, bacteria and viruses, fungi, proteins, and naturally occurring crystals.

Coastal Urbanization and Environmental Change
(Formerly COREX-AD 25J)
Typically offered: January
Crosslisted with Core: Experimental Discovery in the Natural World; The Environment; Urbanization
Observation is always the first step in the scientific process, usually followed by hypotheses and experimental tests. In astronomy, observation is the only way to get data and test hypotheses against the difficulty encountered by scientists in inferring processes from observations and experiments. Students will have the option to collect and analyze genetic data from their own genome.

Behavior
(Formerly COREX-AD 43EJQ)
Typically offered: January
Crosslisted with Core: Experimental Discovery in the Natural World
Why we behave in a particular way is one of the most fascinating and complex questions and one that we often cannot even explain to ourselves. What drives behavior? How can behavior be measured? And can behavior be changed? This course will examine behavior from the viewpoints of biology, neuroscience, psychology, economics and philosophy. We will emphasize interpreting and designing experiments that measure behavior in both human and animals. We will discuss topics as diverse as circadian rhythms, memory and anxiety and examine how being part of a group affects behavior. We will also measure human and animal behavior and learn how to present quantitative data.
Typically offered: fall  
Crosslisted with New Core: Experimental Discovery  
Crosslisted with Core: Experimental Discovery  
(Formerly COREA-AD 55J)

We will also review the ethical and political issues growing and differentiating embryonic stem cells. What part of you is immortal? Biologists will tell us what they think, and we will discuss what we think.

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Typically offered: January  
Crosslisted with Core: Experimental Discovery in the Natural World

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Typically offered: January

Sustainable Development

Typically offered: January

knowledge is the most significant global challenge of our time. Humanity's survival depends on finding ways to maintain societal progress while living healthily within the Earth's carrying capacities and within our economic, political, and societal factors both coexist and are individually important, all of which may vary around the world. Rapid global change requires us to understand these factors and use them effectively in decision making. This course addresses the concepts, literature, sciences, methods, data, and practices of sustainable development both globally and locally. Beginning with development's global history, the course moves to consider regional and local issues involving people, industries, ecosystems, and governments. Environmental topics include the use of energy, water, and other resources, emissions, climate change, and human and ecological health impacts. Economic topics include equity, wealth, and justice. Data needs and analysis are essential. Students will become equipped with the knowledge frameworks, methods, tools, and data-analysis skills required to ask and answer important questions in their careers and in everyday life.

CDAD-UH 1024Q

Reading Like a Computer

Typically offered: fall

Crosslisted with Interactive Media

How do computers “read” text, and how can computer scientists teach us new ways to think about words and numbers? This course examines the construction and use of numerical arguments. How are statistics constructed? How are they used to lie? How are they used to tell the truth? What relationships might exist between data, analysis, and societal inequities? The course concludes with the notion that just like words, numbers and statistics without a clear framework might be dangerous when used to advance social, political, and economic arguments. How might numeracy better equip us to navigate such a world?

CDAD-UH 1026J

Water-Energy-Food Nexus

Typically offered: January

Billions of people on Earth lack adequate access to water, food, and energy. What might we gain by recognizing the interdependencies that exist between these resources? We all know that water is critical to agriculture and to the entire agro-food supply chain. We know, too, that energy is required to produce and distribute water and food; to pump water, to power irrigation machinery, and to process and transport agricultural goods. But global society requires industry and policymakers to take even broader views. For instance, how are water security, energy security, and food security linked, so that actions in one area will likely have impacts in one or both of the others? How will population growth, economic development, and climate change affect international efforts to eradicate poverty? Additionally, what roles might renewable energy technologies play in providing access to cost-effective, scalable, and sustainable energy supplies? Students will approach these questions through multidisciplinary lenses and cultivate the skills required to address the social, economic, and environmental challenges posed by the water-energy-food nexus.

CDAD-UH 1027E

5000 Years of Notable Lives: Measuring Influence across Cultures

Typically offered: fall

Crosslisted with Core: Experimental Discovery in the Natural World

Can we measure the significance of past lives? In the second century AD, the Greek writer Plutarch offered 23 biographies of “notable” Greeks and Romans, sketching characters that have remained alive for two millennia. Since then, describing the impact of “significant” individuals has been an important task. Big Data provides new opportunities to address questions of individual influence over time. Can large-scale data collection help quantify a single person’s significance? What kinds of people tend to be “notable”? Does individual influence, aggregated, translate to cultural impact? Can we measure culture’s effects on long-term economic development? What about the contributions of “ordinary” people, including women, who remain anonymous in most sources? Were the most notable minds influenced by travels, by peers? Using resources such as Greek data and Wikipedia’s biographical entries in multiple languages, student teams will build on and extend current research as they develop basic skills in data gathering, descriptive statistics, and visualization.

CDAD-UH 1030

Better Living through Chemistry

Typically offered: spring

“Better living through chemistry” is a riff on an advertising slogan that DuPont used from the 1950s to the early 1980s that has been used to promote the use of science to better our everyday lives and as a cynical criticism of the use of chemicals. Viewed either way, it unequivocally highlights the fact that chemistry plays an enormous role in life on earth, and knowledge of chemistry is essential for addressing many societal issues, such as climate change, clean water, air pollution, healthcare, food production and safety, recycling, energy generation and storage, and sustainability. This course explores the connections between chemistry and society, weaving the scientific and social with major global societal issues and how data, evidence-based thinking, and the scientific method can be used to address the world’s most pressing problems.

CDAD-UH 1032

Stability

Typically offered: spring

What makes a system stable or unstable? How does a lack of stability translate into chaos or turbulence? Every new device, experiment, or policy requires a check for system stability. Important in science, engineering, politics, economics, and daily life, understanding stability enables predictability and control. In the late nineteenth century, philosophers, physicists, and mechanical engineers laid the foundations of hydrodynamical stability, the field which analyses the stability and onset of instability of fluid flows. How have these broad breakthroughs helped us understand whether a given flow is stable or unstable, or to describe how possible instabilities can cause turbulence? And how might insights drawn from such localized perturbations help us understand whether a given flow is stable or unstable, or to describe how possible instabilities can cause turbulence? And how might insights drawn from such localized perturbations help us understand how to prevent the rise of new technologies is essential for success.

CDAD-UH 1033Q

Numbers, Models, and Chaos

Typically offered: spring

Numeracy is fundamental to agriculture and to the entire agro-food supply chain. We know, too, that energy is required to produce and distribute water and food; to pump water, to power irrigation machinery, and to process and transport agricultural goods. But global society requires industry and policymakers to take even broader views. For instance, how are water security, energy security, and food security linked, so that actions in one area will likely have impacts in one or both of the others? How will population growth, economic development, and climate change affect international efforts to eradicate poverty? Additionally, what roles might renewable energy technologies play in providing access to cost-effective, scalable, and sustainable energy supplies? Students will approach these questions through multidisciplinary lenses and cultivate the skills required to address the social, economic, and environmental challenges posed by the water-energy-food nexus.

CDAD-UH 1033Q

Data and Human Space

Typically offered: fall

Crosslisted with Heritage Studies; Interactive Media

Societies have traditionally used maps to represent, understand, and control the environments and the territories over which we assert control. But what becomes of the map in the (post-)digital age? Has our relationship to human space changed in ways in which we must now map people who may exist between data, analysis, and societal inequities? The course concludes with the notion that just like words, numbers and statistics without a clear framework might be dangerous when used to advance social, political, and economic arguments. How might numeracy better equip us to navigate such a world?

CDAD-UH 1034Q

Numbers, Models, and Chaos

Typically offered: spring

The hallmark of a successful scientific theory is its ability to predict the outcome of experiments. But could inaccurate predictions make us search for the answer to such questions? How do computers “read” text, and how can computer scientists teach us new ways to think about words and numbers? This course examines the construction and use of numerical arguments. How are statistics constructed? How are they used to lie? How are they used to tell the truth? What relationships might exist between data, analysis, and societal inequities? The course concludes with the notion that just like words, numbers and statistics without a clear framework might be dangerous when used to advance social, political, and economic arguments. How might numeracy better equip us to navigate such a world?

CDAD-UH 1035J

Human Prehistory: A Unified Approach

Typically offered: fall

Recent advances in genetics have led to a new understanding of the history of our species, but the genetic data only make sense in the context of other fields of study. Paleoanthropology,
archaeology, linguistics and climatology all contribute to our understanding of how our species evolved and spread around the world. This course will start at the beginning, with the very earliest evidence of our species in the fossil record in Africa and Asia. We will quickly move into the great migrations that led to the settlement of the world over the past 100,000 years. Finally, we will learn how studies of ancient DNA are leading to a revolutionary new understanding of events in the past 10,000 years, including the ethrogenesis of most modern human groups. Class work will be supplemented by laboratory analyses of the students’ own DNA, and a field trip to one of the earliest modern human archaeological sites in the Arabian Peninsula (in Oman), guided by the archaeologist leading the study, Dr. Jeffrey Rose.

CDAD-UH 1036J
Community-Driven Development (CDD)
Typically offered: January
Community-Driven Development (CDD) aims to empower local communities to work together to identify and meet their own development needs. In contrast to top-down efforts that have long dominated the international development landscape, community-driven initiatives are now investing heavily in CDD and placing much confidence in its ability to improve livelihoods, governance and social cohesion. Centered around a field study of Philippines, where Professor King has been part of a five-year evaluation of a large-scale CDD initiative, this course examines: 1. The theory and goals behind CDD; 2. The practice of CDD in Philippines and around the world; and 3. The data that helps us determine if and how the approach works or does not. Alongside reading of academic and policy documents, students will participate in in-person and virtual visits with CDD donors and practitioners and will visit communities that have participated in CDD. By working with primary quantitative and qualitative data, students will have the first-hand opportunity to delve into a data discovery process and contribute to understanding and improving the practice of international development.

CADT-UH 103Q
Language of Computers
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Core: Experimental Discovery in the Natural World

CSTS-UH 1005Q
About Mathematics
Crosslisted with Core: Science, Society and History; New Core: Structures of Thought and Society

CSTS-UH 1005Q
Uncertainties 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 works 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.

CSTS-UH 1001
Quantum Theory and Relativity: The Impact of a Scientific Revolution
(Formerly COREI-AD 10)
Typically offered: fall
Crosslisted with Core: Science, Society and History
At the beginning of the 20th century, a scientific revolution started that was destined to change radically the way we think about the physical world. Einstein's special 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 account for the strange atom and nucleus. It led to great technological advances, with modern technology crucially exploiting quantum effects. But the revolutionary advent of relativity and quantum mechanics came with significant consequences: Physics became detached from the public’s everyday experiences and intuition. Challenging the notion of immutability, this course analyzes some of the basic concepts of relativity and quantum theory.

CSTS-UH 1002J
State and Fate of Earth
(Formerly COREI-AD 11J)
Typically offered: January
Crosslisted with Core: Data and Discovery; Core: Science, Society and History; The Environment
What is a number? (Formerly COREI-AD 44Q)
Typically offered: fall
Crosslisted with Core: Science, Society and History; New Core: Structures of Thought and Society

What is a Number?

Crosslisted with Core: Data and Discovery; Core: Science, Society and History

Mathematics takes its problems from the real world and puts order into chaos. It sometimes strongly challenges common sense and produces extraordinary dreams of human history. The course concerns questions and concepts from number theory: the “alarm clock numbers” and some of their applications (for example to music); irrational numbers and their intimate links with art and geometry as well as the scandal raised by their discovery in ancient Greece; the Golden Ratio with its surprising mathematical properties, its connections with biology through Fibonacci sequences and art history; prime numbers and their chaos, order and mystery; the fantastic number pi, some of its properties, and messy and beautiful formulae to approach it; continued fractions, the Circle Squares theorem; the five (or three) Platonic solids from prehistory to modern times; some amazing paradoxes raised by probabilities; and Poincaré’s finite-dimensionality of space. 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.

CSTS-UH 1006
Thinking
(Formerly COREI-AD 57)
Typically offered: spring
Crosslisted with Core: Science, Society and History; Previous Core: Structures of Thought and Society

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

CS-TS-UH 1008 Birth of Science (Formerly COREI-AD 64) Typically offered: fall Crosslisted with Core: Science, Society and History; The Ancient World 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.

CS-TS-UH 1009 Theory of Everything (Formerly COREI-AD 65) Typically offered: spring Crosslisted with Core: Science, Society and History; Previous Core: Structures of Thought and Society This course provides a global viewpoint on the most theoretical foundations of science, within and across theoretical physics and mathematics. It addresses the concept of the infinite in math and also the (sought after) theory of grand unification. While questions are quite daunting, the course will pursue a conceptual approach that is accessible to students. Topics and questions will include: First, what does infinity really mean? This seemingly simple question is one of the deepest in math. The current answers solve many problems but also lead to non-intuitive consequences. Second, is there a unifying theme in mathematics or a set of principles underlying all its branches? If so, would this set be complete? Consistent? Third, seeking a theory of everything in physics would unify all the forces of nature (electromagnetism, weak and strong forces, and gravity) via combining quantum theory and general relativity. Is this a reasonable or attainable quest? What would its consequences be? Fourth, consistency is one of the deepest in math. The second part of the course investigates the role of institutions, culture, religion, geography, and luck as deeper causes of comparative development. The main questions asked throughout the course are: Why are there such large differences in income per capita across countries? Why have some countries developed steadily over the past 200 years while many others have not? Why do some governments adopt policies that promote economic development while others set up barriers to economic activity? These questions are analyzed from a theoretical and empirical perspective.

CS-TS-UH 1010 Astronomy & Cosmology: From Big Bang to Multiverse (Formerly COREI-AD 66) Typically offered: fall 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 for answers to fundamental questions: How did the Universe begin? Will the Universe end, and if so, how? And what is our place in the Universe? Astronomy and Cosmology help us answer these 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.

CS-TS-UH 1011 Tolerance and Relativism (Formerly CORES-AD 1) Typically offered: fall Crosslisted with Core: Philosophy; Previous Core: Structures of Thought and Society 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? So can relativism justify tolerance? If not, then how can we justify tolerance?

CS-TS-UH 1012 Wealth of Nations (Formerly CORES-AD 2) Typically offered: fall Crosslisted with Previous Core: Structures of Thought and Society This course examines the determinants of economic development across the modern world. The course is divided into two parts. The first reviews theories that place factors of production such as labor and technology as the main cause of cross-country differences in economic wealth. The second part of the course investigates the role of institutions, culture, religion, geography, and luck as deeper causes of comparative development. The main questions asked throughout the course are: Why are there such large differences in income per capita across countries? Why have some countries developed steadily over the past 200 years while many others have not? Why do some governments adopt policies that promote economic development while others set up barriers to economic activity? These questions are analyzed from a theoretical and empirical perspective.

CS-TS-UH 1013A & 1013B Relationship of Government and Religion (Formerly CORES-AD SA & SB) Typically offered: fall Crosslisted with Legal Studies; Previous Core: Structures of Thought and Society; 2 credits The course examines the relationship between government and religion. To this end, the course concentrates on the interpretation, meaning, application, and wisdom of 16 words from the American Constitution: “Government shall make no law respecting an establishment of religion or prohibiting the free exercise thereof.” These 16 words serve as a starting point for the course because they literally probe that the Universe may not be unique. This course aims to understand the Universe from the Big Bang to its future.

CS-TS-UH 1014 Gender and Globalization (Formerly CORES-AD 21) Typically offered: spring Crosslisted with Previous Core: Structures of Thought and Society What does gender as category of analysis indicate? How does gender intersect with other axes of identity such as class, nation, and ethnicity in a globalized world? The course introduces students to select women’s issues (e.g. employment, political participation, reproductive rights and healthcare, feminism vs. multiculturalism, gender-based violence, and peace building) that have emerged in the global context and the international debates that surround them. In addition, the course looks at the international state of women’s representation in the workplace, barriers to gender equality in the “democratic process” as well as the shortcomings of democratic mechanisms to achieve women’s rights and some proposed solutions to these limitations.

CS-TS-UH 1015 Legitimacy (Formerly CORES-AD 26) Typically offered: fall Crosslisted with Previous Core: Structures of Thought and Society What makes governments legitimate and to what extent do governments abide by them? In this course, we will explore these questions using both classical and contemporary accounts. The first half of the course will focus on political systems in Ancient Greece, Rome, Medieval Europe, and Early Modern Europe through the lens of great thinkers, including Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Montesquieu, Locke, Voltaire, Rousseau, Burke, Kant, Adam Smith, Weber, and Marx, as well as a series of primary source documents. We then proceed to the “post-1789” world and discuss legitimacy in the context of democratic government. Topics covered include the role of legislators, issue representation, descriptive vs. substantive governance, and the ongoing debate between advocates of majoritarianism and those of proportionalism.

CS-TS-UH 1016 Ideas of the Sacred (Formerly CORES-AD 36) Typically offered: fall Crosslisted with Previous Core: Structures of Thought and Society The question of God(s) pertains to the existence, manifestations, meaning, and attributes of the sacred. Although conceptions about the sacred are inevitably shaped by history and culture, the fundamental question of God(s) has had an enduring presence throughout human experience. This course takes up this perennial human question from the post-1789 world and discuss legitimacy in the context of democratic government. Topics covered include the role of legislators, issue representation, descriptive vs. substantive governance, and the ongoing debate between advocates of majoritarianism and those of proportionalism.
Corruption
(Formerly CORES-AD 40)
Typically offered: spring
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? How much corruption is there? The social costs of political corruption, from funds to paying bribes to avoid basic safety and health regulations, are often extremely high. Why are most attempts to fight corruption unsuccessful? The course is comparative and historical, and as far as possible requires no background knowledge.

Aristocrats
Typically offered: January
Crosslisted with Political Science; Previous Core: Structures of Thought and Society
When modern democracies were established, the aristocrats they replaced faced varying fortunes. Some were wiped out. Others lost political power but retained social status and economic power. Some maintained political power through institutions set aside for them. And others remained a ruling class, reinvented through democracy. This course draws on history, political science, anthropology, and literature to raise the following questions: How did the aristocracy’s fate vary when democracy was established? And how do these varying fortunes affect democratic politics? The course’s first half, in Abu Dhabi, will focus on conceptual and theoretical questions, comparing the UK, Zambia, Japan, the US, South Asia, and the Middle East. The course’s second half will include a fieldtrip to India, where the aristocracy suffered a significant political decline, but was not wiped out, and has recently been reinventing itself. We will spend a week with members of the old aristocracy, including those who are politically successful now and those who failed, and visit their constituencies to understand their success and failure means for democratic representation.

Surveillance and Privacy
(Formerly CORES-AD 54J)
Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society
Surveillance and privacy. How has electronic surveillance changed the ways in which we think about identity and individual privacy? How do we balance individual freedoms with the pursuit of security in a world characterized by increasingly sophisticated and intrusive forms of state and private surveillance? The course will also focus upon 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 helped us think about surveillance and its relationship to privacy, security, and democracy.

Internationalism
(Formerly CORES-AD 63)
Typically offered: fall
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 our understanding of global thinking. Five major questions will structure the discussion:
1. What is the relationship of internationalism to national and imperial imaginaries?
2. Should it be called “worldliness” or “universalism”? How is this sovereignty to be depicted? Through a series of readings, we will expose the fact that from Venice to Krakow to Harlem, ghettoized people have often flourished before getting bit by larger forces. How does the world see the effect of the ghettoization without losing sight of its benefits?
3. How are children and childhood viewed in different times and places? Are children really belong—the parents, the state, the world? Whose responsibility is it to educate, feed, and care for children? Is a child a “blank slate” or a prepackaged set of emotions, intellectual abilities, and behaviors? This course emphasizes historical, medical, and cultural perspectives on childhood, exploring common themes and cultural variations, as reflected in literary texts and artistic representations in America, Europe, and China: Confucian analogs, Song dynasty poetry, Ming ceramics, Italian European Renaissance painting, Persian manuscripts, Greek and Roman philosophy, John Locke’s philosophy, Rousseau’s educational ideals, English Romantic poetry, German Romantic Lieder, Freud on the dynamics of children’s art, and Sigmund Freud’s and Nancy Fraser, and Chimamanda Ngozi Adichie.

Sovereignty
(Formerly CORES-AD 67J)
Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society
From Ancient Mesopotamia to modern times, the idea of sovereignty—beginning with kingly power and leading to modern popular democracy and law-based forms of rule—has dominated political theory as well as theater, literature, and philosophy. The central questions of this course concern political power: hegemony, domination, rulership, but also democracy, law, and economics. How do we think about power and its history? What does it mean for kings, the people, or particular place to be “sovereign”? How is this sovereignty to be depicted? Through a series of philosophical, literary, and political readings in the Western, Islamic, and Chinese traditions, we will examine these questions, against the extraordinary backdrop of Berlin and its history as capital of the German Empire and of the Third Reich, then as democratic city, and finally now as perhaps the most important political center in Europe.
CSTS-UH 1029J Idea of the University
(Formerly CORES-AD 75J)
Typically offered: January
Crosslisted with Core: Cultural Exploration and Analysis; Previous Core: Structures of Thought and Society

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

CSTS-UH 1030J Nature of Inequality
(Formerly CORES-AD 76J)
Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society

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

CSTS-UH 1031 Why Is It So Hard to Do Good?
(Formerly CORES-AD 78)
Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society

Why is it so difficult to eliminate some of the greatest causes of human suffering—war, state failure, poverty, and tyranny? This course examines moral and practical controversies over how we ought to respond to these problems for the first time. Beyond the fact that we have only been able to see existential experiences for approximately 300 years through the microscope, in the early days of cellular imaging, the cell body was figuratively represented as buzzing cities or mythological realms. Today, the power of electron microscopy and animation reveal more details about the inner life of cells than ever before, and yet objective and singular interpretations of the cell have persisted. This course explores cellular identity in the context of visual imagery and advances in visualization. Students express their own ideas of the cell by creating original short films.

CSTS-UH 1032J City in Crisis: Refugee and Resilience
(Formerly CORES-AD 79J)
Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society; Urbanization

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 everywhere, by examining how crisis and revitalization complement each other, especially in the light of current population movements stemming from climate change and wars. A week-long regional trip to Athens will highlight a vibrant historical capital now faced with economic crisis, high unemployment, a large number of refugees from Syria, Iraq, Afghanistan, and economic migrants from as far away as Myanmar. Readings from social sciences and social history, policy papers, and select works of literature and film will help students explore possibilities of refuge and resiliency in a time of urban crisis. Additionally, while visiting Athens students will assume different social roles and be paired with local business leaders, urban planners, policy makers, refugees, and migrants in order to deepen their practical experience of these difficult issues.

CSTS-UH 1033J Culture, Context, and Psychology
(Formerly CORES-AD 80J)
Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society

The aim of this class is to explore and analyze classic theories of culture and context in the fields of psychology with an emphasis on understanding how these processes shape human development. We also examine research that focuses on cultural and contextual variability and similarity among youth and families from different parts of the world and how different forms of oppression and prejudice shape the developmental trajectories of youth.

CSTS-UH 1034 Idea of the Cell
(Formerly CORES-AD 40)
Typically offered: spring
Crosslisted with Core: Science, Society and History

Proteins and organic compounds came together to form the first living cell approximately 3.5 billion years ago. However, we have only been able to see cells for approximately 300 years through the microscope. In the early days of cellular imaging, the cell body was figuratively represented as buzzing cities or mythological realms. Today, the power of electron microscopy and animation reveal more details about the inner life of cells than ever before, and yet objective and singular interpretations of the cell have persisted. This course explores cellular identity in the context of visual imagery and advances in visualization. Students express their own ideas of the cell by creating original short films.

CSTS-UH 1035 Trust, Risk and Deception in Cyberspace
(Formerly CORES-AD 24)
Typically offered: spring
Crosslisted with Core: Science, Society and History

Cyberspace plays an increasing role in our lives as society rapidly becomes structured around digital technologies. Today, cyberspace is a social system where the technical and social aspects to see the power of the modern computer revolution just beginning. The course helps students explore possibilities of refuge and resilience in a time of urban crisis. Additionally, while visiting Athens students will assume different social roles and be paired with local business leaders, urban planners, policy makers, refugees, and migrants in order to deepen their practical experience of these difficult issues.
and conflict studies as an academic discipline. Readings include works by Lao Tze, Thucydides, St. Francis of Assisi, Immanuel Kant, Henry David Thoreau, Edmund Burke, Mohandas Gandhi, Martin Luther King Jr., A.J. Muste, Johan Galtung, Alma Myrdal, and Petra Kelly, among others.

CSTS-UH 1039 Property
(Formerly CORES-AD 29)
Typically offered: spring
Crosslisted with Previous Core: Structures of Thought and Society
The institution of property describes one of the fundamental differences between people and things. This seminar explores how understandings of property have been influenced by cultural and ethical norms in different civilizations; how property rights and technologies have evolved historically and in the modern era; the interaction between property rules and technological progress and changes in the demands of the environment; how property is affected by and influences the sphere of individual freedom, the relation between the individual and the state, and the organization of productive activity. As examples, students will look at property in the ancient civilizations of Egypt, Greece, and Rome; consider property expressed in Christianity and Islam; and discuss the role that changing views on property played in the Declaration of Independence, the French Revolution, and the Russian Revolution. Insights from these discussions will inform debates about contemporary issues in property rights, including intellectual property, rights to genetic material, and human rights. Readings include works by Laotse, Thucydides, Burke, Jefferson, Marx, Lenin, Mosca, and Benedict Anderson. Next the course asks how to measure ideologues. Students are introduced to quantitative tools for measuring ideologues from both individual-level surveys, voting behavior, and text (e.g. speeches and Twitter). The last part of the course examines how shifting ideologues ideologies have (or might have) consequences for a wide range of human phenomena, ranging from interpersonal interactions to elections and international conflict.

CSTS-UH 1040 Great Divergence
(Formerly CORES-AD 49)
Typically offered: spring
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 twentieth century, the gaps were enormous. How can we explain this Great Divergence between Europe and Asia? This course will discuss the classical answers to this question given by Weber, Smith, Marx, and Malthus. Has modern research confirmed or contradicted their views? The roles of demography, politics, law, globalization, social and structural ways, and technology will be discussed as well as the intersections between them. The course aims to expose the methods that social scientists and historians use to answer questions of social evolution, so that the approaches can be compared, contrasted, and assessed.

CSTS-UH 1047 The Body
(Formerly CORES-AD 63)
Typically offered: spring
Crosslisted with Previous Core: Structures of Thought and Society
The body may 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.

CSTS-UH 1048 Money
(Formerly CORES-AD 62)
Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society
The need to trade goods and services within and across time is a requirement for the basic functioning of any society. When barter systems do not satisfy the need, the ability to engage in such transactions requires a peculiar sort of good, namely, money. The course begins with the theory of money and asks why one uses either barter, commodity, or fiat monies, and the functions money serves. It then traces the history of the development of money and credit across societies to the present day and explores the centrality of money to various cultures and its representation in the arts. Students will discuss governmental manipulation of aggregate monetary stocks to spur or dampen trade or to finance conflict by debasing the currency represented by this peculiar good. Such questions explore a central truth, that while modern money is intrinsically meaningless, its role in facilitating economic growth in the supply of real goods and services is surprisingly robust, provided policy does not deliver problems when too much money and credit is in circulation.

CSTS-UH 1049 Concepts and Categories: How We Structure the World
(Formerly COREI-AD 60)
Typically offered: spring
Crosslisted with Core: Science, Society and History
Humans have a strong tendency to group and divide objects, people, emotions, and events into dichotomies, categories, and groups. This seemingly effortless act poses fundamental questions about our understanding of the self and the nature of the world. This course examines texts from history, literature, philosophy, and scientific sources to ask why we conceptualize the world in particular ways, whether any categories are fundamental, and the degree to which concepts and categories are merely convenient or are fundamentally human. Theories proposed as fundamental from thinkers such as Aristotle and Kant, to the findings from psychology and neuroscience that inform us about the human mind, and the predictions for object concepts and social groups, students will reflect on what this knowledge can tell us about the forces that shape self and society.

CSTS-UH 1050Q Uncertainty in Science
(Formerly COREI-AD 42)
Typically offered: spring
Crosslisted with Core: Data and Discovery; Core: Science, Society and History
Science explores the unknown, and a major part of being a scientist is portrayed as an argument between experts with opposing views. While science has resulted in some well-established facts, there are still many theories that are yet to be concluded. Students will explore how scientific uncertainty is often misinterpreted to support political agendas, wars, or personal beliefs. Finally, they will discuss the limits of scientific knowledge, and how even when exact solutions to problems are not theoretically possible, humans can still put limits on our uncertainty.

CSTS-UH 1052X History and the Environment: The Middle East
Typically offered: fall
Crosslisted with Arab Crossroads Studies; History; Previous Core: Structures of Thought and Society; The Environment
What is “environmental history” 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 what counts as natural is so imbued with agriculture, cotton and coral reefs? Does focusing on the roles of non-human actors obscure other human dynamics like class, race, gender and sexuality? Finally, 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...
public health leaders work to arrest an epidemic, and the interplay between society, culture, politics, and health.

CSTS-UH 1057J

Religion and the Boundaries of Tolerance
Typically offered: January
Crosslisted with Political Science; Previous Core: Structures of Thought and Society
This course focuses on three distinct but related questions: Why is religion a border or merely an instrument of social cohesion? How do different theories of liberalism justify its boundaries? What are the challenges in institutionalizing religious diversity? After exploring definitions of key terms religion and toleration, the course will turn to related legal questions. Should religious sentiments be protected in free speech jurisprudence? How legal pluralism in personal law protect or hinder toleration? Theoretical readings will include selections from Locke, Hume, Gandhi, Iqbal, Rawls, and others. Additional readings, whether Averroes, Habermas, or a contemporary ISIS tract, will guide students to explore how religious minorities have shaped a certain trajectory. What lessons we can 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, formatality/informatality, and at the same time to 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.

CSTS-UH 1054J

Green Mobility & Cities
(Formerly ENGR-AD 397J)
Typically offered: January
Crosslisted with Core: Science, Society and History; Social Research and Public Policy; Urbanization
Why do humans continue to build and flock to cities? What makes a city work? How do we measure qualities of this course sheds light on the complex process of urbanization. It begins with debates about the different recent trajectories of urbanization in light of economic and political dynamics. Why have some trajectories been more successful than others? What factors have shaped a certain trajectory? What lessons we can 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, formatality/informatality. 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.

CSTS-UH 1056J

Protecting the World’s Health: Triumphs and Challenges
(Formerly COREI-AD 41J)
Typically offered: January
Crosslisted with Core: Science, Society and History; Social Research and Public Policy; Urbanization
This course exposes students to the key principles and practices of public health using four epidemics as learning tools: the eradication of smallpox, the AIDS epidemic, HPV, and the global epidemic of tobacco use. These four epidemics offer excellent learning templates for exploring public health because of their diversity: one has ended (smallpox); one has an underutilized vaccine (HPV); one is an infectious disease for which no vaccine exists (AIDS); and one is a fully preventable human-manufactured epidemic (tobacco). The course includes a series of lectures, class discussions, case studies, and field trips to public health agencies, hospitals, universities, nongovernmental organizations, and community centers. Students will develop a range of skills that will be useful in any field that is concerned with health and disease. These skills include the ability to identify and analyze public health problems, to understand and evaluate evidence and research, and to communicate effectively with different audiences.

CSTS-UH 1059

Urban Violence: The Middle East
Typically offered: January
Crosslisted with Arab Crossroads Studies
This course explores actors, narratives, experiences, and historical processes that have combined to produce violent cities and societies in the last century. Using the modern and contemporary Middle East as a case study, it addresses a number of salient questions arising from the relentless global advance of sprawling urbanization, conflict, and social inequality. How can we interpret the increasingly close relationship between violence and cities in the 20th and 21st centuries? Can understanding past histories of violence open up new areas of urban activism and public engagement? Can we study, debate, and represent urban violence without offending its present victims? Aiming to territorialize and historicize the “urban” as an analytical category, the course scrutinizes the role of cities as frameworks for ordering knowledge, experience, power, inequality, suffering, and civility in the modern world.

CSTS-UH 1060

Religion and Philosophy
(Formerly PHIL-AD 116)
Typically offered: fall
Crosslisted with Political Science; Previous Core: Structures of Thought and Society
An examination of various questions that arise in philosophical discussions of religion, such as: Is liberalism a legitimate reflection? Is it a useful framework for asking about matters which transcend the realm of the empirical? Is it the concept of a specifically religious experience a coherent one? If not, can religious belief be understood in non-belief terms? If it can, is the entire project of evaluating religious discourse as a set of claims about transcendent realities mistaken in some way or another? How do the different explanations of religion and religious phenomena offered by philosophers from al-Farabi to Marx and Nietzsche?

CSTS-UH 1061

Global Ethics
(Formerly PHIL-AD 119)
Typically offered: spring
Crosslisted with Legal Studies; Previous Core: Structures of Thought and Society
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 liberal ideas. The second is to consider how legal and ethical questions are interwoven. 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...
Drawing on material from "power" and such related concepts as "authority," typically offered: fall

Urbanization and Development

Typically offered: fall I

Where do cities come from? How do they develop? This course reviews the history of cities from prehistoric times to the mid-20th century and then on to contemporary urbanization in both the advanced and less developed worlds. The role of medieval cities as cradles of capitalism and state-building will receive particular attention. This will be followed by a summary review of the successive cycles of world economic development under Spanish, Dutch, British, and then American hegemony. How cities evolved during each of these cycles and how they have transformed multiple economic and political changes that ushered the modern world will be examined. The final part of the course will be dedicated to contemporary urbanization in the post-industrial cities of the United States and Europe and the major capitals of the less developed world. The character and significance of "global cities" will be discussed, comparing established ones such as New York and London with emerging ones, in particular Dubai and Miami. Topics include the rapidly growing economic and social inequalities in cities, both of the advanced and less developed nations, and to the role of the informal economy in both.

CSTS-UH 1063

Power, Domination, and Resistance

Typically offered: fall 2

What is power? How do we determine where it lies? Who has more and who less? How do we study its mechanisms and effects, above all in view of the realization that power is at its most effective when least observable by both agents and observers? What are the relations between the concept of "power" and such related concepts as "authority," "influence," "manipulation," "coercion," "force," and "violence"? What is the relationship between so-called "hard" and "soft" power? We will look at some classical writings (from Thomas Hobbes to Max Weber), at modern writers (such as Hannah Arendt, Pierre Bourdieu, and Michel Foucault), and at work by contemporary political scientists and sociologists who study power—aand resistance. Abstract discussion will be leavened throughout by case studies exemplifying the conceptual discussion.

CSTS-UH 1064J

Well-Being and the Design of the Built Environment

Typically offered: January

Crosslisted with Core: Pathways of World Literature; Design

How does the built environment affect our well-being? This course draws on literatures and approaches from a variety of fields to explore how the design of buildings and cities affects our health, broadly conceived, and beyond their disciplinary comfort zone. A social justice framework guides the analysis of technical issues. The insights gained will benefit future designers, but also those who choose careers as policy makers and health practitioners; who employ architects for residential and workplace projects; and who, as citizens and activists, hope to make the places in which they live, work and relax better for everyone. Readings include case studies from Europe and North America, and new research from the Gulf. Students will learn through classroom lectures, discussions and presentations; by conducting an informal survey; written reflections on field visits in the Emirates; and the screening and discussion of documentaries and Ted talks.

CSTS-UH 1065

Empires and Imperialism

Typically offered: fall 2

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, we will learn about and discuss empires, the institutional manifestation of this complex organizational form of 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. We will place this European imperialism and its consequences in a broad comparative context. First, the course considers 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.
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.

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Judith Butler, and Gayatri Chakravorty Spivak. Taking contemporary popular culture as a point

WRIT-UH 1100 FYWS: Taste, Culture & the Self
(Formerly WRIT-AD 140)
Typically offered: fall
“There’s no accounting for taste,” the old saying.

We think of locales as something physical, and/or personal)—comes from written sources and narratives. With these challenges in mind, this FYWS focuses on contemporary debates about the history, society, and culture of Islam. The course begins by grappling with contesting representations of Islam by Bernard Lewis, Edward Said, Robert Spencer, and Samuel Huntington. It then delves into some prominent sites of conflict and tension brought to the fore by such events as the Charlie Hebdo affair and the burqa controversy as well as the rise in Islamophobia in Europe. For the research paper, students will focus on the role of struggle and conflict in Islam.

WRIT-UH 1101 FYWS: Imagined Geographies
(Formerly WRIT-AD 141)
Typically offered: fall, spring
We think of locales as something physical, something experienced. We know where we are (and where we are from) partly because we have physical experiences of those places: a grandmother’s kitchen, a smell of the city, the particular light on Scandinavian summer nights, or the sound of the jungle. But what if our sense of geographies—and their relation to identity (national and/or personal)—comes from written sources and visual texts rather than direct experience? How do texts “imagine” geographies? This FYWS takes up a variety of fiction and non-fiction texts in order to investigate how space and national and/or personal identity is imagined. Students will investigate how texts open a space for readers to imagine unknown worlds and geographies. Readings include essays, short stories, and poems that all attempt to capture an experience of self in relation to a locale. Writers will include Joan Didion, Richard Blanco, Tony Kushner, and Jamaica Kincaid. Theoretical texts include work by Edward Said, Benedict Anderson, Judith Butler, and Gayatri Chakravorty Spivak.

WRIT-UH 1102 FYWS: Contemporary Debates of Islam
(Formerly WRIT-AD 142X)
Offered occasionally
Scarcely a day goes by without some controversy or critical comment about “Islam.” Yet trying to make sense of the sheer volume of information and diversity of opinions about what constitutes Islam, who speaks for it, what it represents for the modern era, and how it relates to the non-Muslim world can seem an almost impossible task. To complicate matters further, what tends to pass as informed commentary on Islam often turns out to be colored by competing agendas, experiences, and narratives. With these challenges in mind, this FYWS focuses on contemporary debates about the history, society, and culture of Islam. The course begins by grappling with contesting representations of Islam by Bernard Lewis, Edward Said, Robert Spencer, and Samuel Huntington. It then delves into some prominent sites of conflict and tension brought to the fore by such events as the Charlie Hebdo affair and the burqa controversy as well as the rise in Islamophobia in Europe. For the research paper, students will focus on the role of struggle and conflict in Islam.

WRIT-UH 1103X FYWS: Understanding Shari'a
(Formerly WRIT-AD 144X)
Offered occasionally
The universality of Shari'a is a topic of intense debate in the contemporary world. Some assume the universality of Shari'a as they outline the necessity of its reform. Other writers regard its universal aspirations as a “threat” to “Western” values. Still others remain skeptical that the Shari'a was ever meant to be universal. Without answering the question of whether it is, was, or should be “universal,” this writing course investigates the debates that the question has inspired. How do different writers perceive the universality of Shari'a? What are the political, ethical, or other stakes of arguments about Shari'a's universality? Readings connect theoretical approaches to individual case studies in milieus as diverse as shari'a courts in Ottoman Turkey, fatwa councils in contemporary Egypt, and divorce proceedings in Iran. Through creative and critical writing assignments, students explore the contexts, motives, and forms of evidence brought to bear by authors who contribute to ongoing debates about the ways we understand Shari'a today.

WRIT-UH 1104X FYWS: Understanding Shari'a
(Formerly WRIT-AD 144X)
Offered occasionally
The universality of Shari'a is a topic of intense debate in the contemporary world. Some assume the universality of Shari'a as they outline the necessity of its reform. Other writers regard its universal aspirations as a “threat” to “Western” values. Still others remain skeptical that the Shari'a was ever meant to be universal. Without answering the question of whether it is, was, or should be “universal,” this writing course investigates the debates that the question has inspired. How do different writers perceive the universality of Shari'a? What are the political, ethical, or other stakes of arguments about Shari'a's universality? Readings connect theoretical approaches to individual case studies in milieus as diverse as shari'a courts in Ottoman Turkey, fatwa councils in contemporary Egypt, and divorce proceedings in Iran. Through creative and critical writing assignments, students explore the contexts, motives, and forms of evidence brought to bear by authors who contribute to ongoing debates about the ways we understand Shari'a today.

WRIT-UH 1105 FYWS: The Outsider
(Formerly WRIT-AD 145)
Typically offered: spring
What does it mean to be an “outsider”? Artists, filmmakers, journalists and activists have described and reflected on 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 what the outsider is sometimes seen as a master manipulator and exploiter. Such readings lead us to ask: who exploits whom?

WRIT-UH 1106 FYWS: Records
(Formerly WRIT-AD 146)
Offered occasionally
What drives humans to record events or experiences? And how has that drive shaped not only the history of human communication but also of record-keeping itself? What is the relationship between events and the records we make of them, from notebook entries, to sound files, to selfies, to receipts? Is there tension between ideals, documentary fidelity and new possibilities for art and imagination? When is the memorializing goal better served by invention than recording? Do different writers examining a series of technological innovations and theories of media, the course will focus most closely on the intersecting histories of writing and sound recording. Student essays will address different forms of artistic and scholarly work, including diaries and journals; early sound recordings and films; contemporary art and conceptual poetry; dystopian television series; and neurobiological research on memory. The final library research paper builds on these course materials to explore fundamental questions about memory, history, technology, and the relationship between art and life.

WRIT-UH 1107 FYWS: Street Food
(Formerly WRIT-AD 147)
Typically offered: spring
What is the relationship between food and food habits, between what is eaten in cities and what people crave, when’s in one day, out the next? This is a class about history and politics, the bond between immigrants and street/cheap food, and the significance of Abu Dhabi’s many cafeterias. Students will tackle essays about lobster, food trucks, and ice cream; fiction by surrealists; and films about noodle makers and couscous masters. Drawing on your analysis of these texts, you will be asked to produce several essays in draft and final form in which you make original arguments about Abu Dhabi’s food scene/culture. Fact: there’s little written about Abu Dhabi’s street food. Our goal will be to try to rectify that and to determine how food is connected to the city’s evolving soul. “Street Food” is a class about observation and immersion: you will have mandatory off-campus assignments, requiring you to venture into the city, sample cheap eats, and comment and write about what’s being eaten, what ingredients are most sought after, what’s good, and what’s not.

WRIT-UH 1108 FYWS: Writers on Writing
(Formerly WRIT-AD 148)
Typically offered: fall, spring
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.

Notes

Typically offered: fall
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Typically offered: fall
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.
Typically offered: fall, spring
What forms of knowledge, political conditions or social relations become visible when the figure of the father is put into question? This First-Year Writing Seminar adopts feminist modes of inquiry to interrogate the figure of the father in a range of diverse social contexts in the contemporary world. Readings draw on a range of texts including political theory, history, ethnography, film, and memoir that weave across Europe, the Gulf, and the United States. Students will take the following three questions as guides 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)
Typically offered: fall, spring
Since its invention in 1839, photography has come to dominate our lives in ways that would have been unthinkable to the medium’s pioneers—so much so that it’s almost impossible to imagine what a world without photographs might look like. The recent rise in smartphone technology and social media networks raises old and new questions about how photography alters the way we see and know the world, including important ethical questions about the medium’s intrusive and seductive nature. Drawing on the writings of Sontag, Sischy, Said and others, this FYWS analyzes photography’s power in shaping our collective consciousness, but also the limitations on capturing the truth. In deepening with a fundamental division between “art” and “documentary” photography, students will delve into the ethics and aesthetics of portraying pain, tragedy, and death. They will explore how cameras can create illusions and how photographic representations of “otherness” can help reinforce existing power structures and dominant narratives about “us” and “them.” In addition to drafting and writing three argumentative essays, students will create and present a photo-essay of 8 to 10 images.

WRIT-UH 1113
FYWS: Saving Strangers: Debates about Humanitarian Intervention
(Formerly WRIT-AD 153)
Typically 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 is daunting. Since the 1990s, humanitarian intervention has become not only more frequent, but also more intense in its forms and impacts. 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 occasionally
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 faraway places, have also participated, 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, students will explore the themes of journeying into foreign territories and the role of power in shaping the perceptions and experiences of travelers. 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 International Aid
(Formerly WRIT-AD 155)
Typically offered: fall, spring
International aid is an organization and practice that both reveals and masks struggles over governance, privacy, international relations, and cultural contexts. It’s important to understand how cultural encounters and aid projects are constructed and shape the ways citizens “practice” their everyday lives. This seminar will analyze international aid from an interdisciplinary perspective, exploring the ethics and aesthetics of such interventions in order to understand how they work and to whose benefit: the spectator or the spectated? Students will analyze case studies of refugee camps, the staging of post-conflict transitional justice, and the role of the visual in shaping our collective consciousness. This FYWS will explore how power imbalances might influence the ways in which cultural encounters are depicted and interpreted.

WRIT-UH 1116
FYWS: The Politics of Spectacle
Typically offered: fall, spring
Political spectacle is often disparaged as “style over substance,” an image of action rather than action itself. Yet if spectacle is merely façade, why has it proved to be such a powerful tool in so many historical, geographical, and cultural contexts? Spectacles are a vital part of the way we understand our world. This seminar will explore the ways in which visual texts, including film, photography, and social media, have been used to communicate political ideas and influence public opinion. Students will analyze case studies of refugee camps, the staging of post-conflict transitional justice, and the role of the visual in shaping our collective consciousness. This FYWS will explore how power imbalances might influence the ways in which cultural encounters are depicted and interpreted.

WRIT-UH 1119
Living Cities
Typically offered: fall, spring
We often think of cities as collections of buildings, streets, and people. But what if we see them as living entities, with their own histories, identities, and subcultures? This FYWS sets out to investigate and map three distinct cities: Mumbai, Kampala, and Abu Dhabi. Considering each city as shaped by the ways citizens “practice” their everyday activities, students will examine different ways each city is represented in film, fiction, travel narratives, and scholarship from such fields as media, literary, and postcolonial studies. In the case of Abu Dhabi, students will also experience the city as pedestrians. Writing assignments include one essay on each city, each increasing in complexity, and each following different lines of inquiry: How is the city represented and shaped in different media? What are its stereotypes? How are they constructed? What are its contradictions? What is its history? How does it differ from national culture? How does it relate to national culture? What is its past? How is it represented in the media? What is its present? How is it represented in the media? What is its future? How is it represented in the media?
Arts and Humanities at NYU Abu Dhabi provides a unique opportunity to experience and understand our world through contemporary perspectives. The world is changing so fast that, at NYU Abu Dhabi, we began by recognizing the need to rethink the ways in which students learn and create.

Arts and Humanities is a site of experiment and innovation. We approach all subjects from a multiplicity of cultural perspectives and their different histories. Whether it be in making a film or TV show, designing a website, or studying the history of the world, at NYU Abu Dhabi you will be at the center of a rethinking of what it means to engage in such activities in a globally diverse environment, in which no single culture dominates.

Our Literature and Creative Writing program, for example, studies literature not from a national tradition or even a single language, but from an awareness of the extraordinary diversity of literary writing across the world. Students are encouraged not just to study literature, but to create it too. We think of creative and critical activities not as distinct but as part of the new imaginative dynamic that is transforming art and knowledge today. In every program, from Art and Art History to Theater, to Philosophy, at NYU Abu Dhabi you will be part of the discovery and creation of a new understanding of what such knowledge and practices involve, in the twenty-first century that has shaped them.

Human creativity has always responded to new developments in technology, and never more so than today. Faculty in music will show you how to play computers as your new instrument along with the piano or the violin in order to generate unexplored and unimaginable planets of sound. The Arts and Humanities division also teams up with programs across the campus in many of NYUAD’s multidisciplinary majors and minors. Interactive Media, for example, will allow you to experience what happens when artists start to use modern technology as their paintbrush—the result may be a robot.

The world, and most professions today, will become unrecognizable in your lifetime. The adaptability, intellectual flexibility, creativity and imagination that you will learn at NYU Abu Dhabi will empower you to think critically and creatively, and will provide you with a powerful and successful passport to the future.

The Arts and Humanities division also coordinates a number of multidisciplinary programs, minors and pre-professional courses. In addition to Interactive Media, these include the majors in Arab Crossroads Studies, which explores the Middle East through its rich history of interconnectedness with other regions of the world, and Legal Studies, as well as minors in African Studies, the Ancient World; Anthropology, Arabic, Arab Music Studies, Chinese, Design, Disability Studies, the Environment, French, Interactive Media, Sound and Music Computing. It also offers pre-professional track courses in Media, Culture, and Communication, and Museum and Curatorial Studies.
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, printmaking 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: Visual Arts 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, printmaking, 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.

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 in 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 Curatorial Studies, and takes advantage of museums in the region such as the Louvre Abu Dhabi and the other 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 on the Visual Arts track must complete two of the four practice-based foundation courses as well as two Art History or Art Studies courses, and six Visual Arts electives. Students are encouraged to take the Foundations courses early in their program. Students following the Art History track take Foundations of Art History I and II, Thinking Art, and one of the four Visual Arts 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. 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 elective 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 focuses on Berlin and New York as the primary study away sites 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 and Art History:
**Visual Arts Track**
12 courses, distributed as follows:

- 2 Foundational courses from the following:
  - Foundations of Photography
  - Foundations of 2D
  - Foundations of 3D
  - Foundations of 4D

- 8 Electives across Visual Arts and Art History:
  - 6 Visual Arts electives
  - 2 Art History (ARTH-UH) or Art Studies electives

- 2 Capstone Seminar and Project

Requirements for the Major in Art and Art History:
**Art History Track**
12 courses, distributed as follows:

- 4 Required courses: Foundations of Art History I; Foundations of Art History II; Thinking Art; One of the following Visual Arts courses: Foundations of Photography; 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 Visual Arts
Any 4 Visual Arts 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 Visual Arts class.
**ART AND ART HISTORY**

**VISUAL ARTS TRACK**

**SAMPLE SCHEDULE**

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

### YEAR 1

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<thead>
<tr>
<th>Semester</th>
<th>Course</th>
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<tr>
<td>Fall</td>
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## ART HISTORY COURSES

### REQUIRED COURSES

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>ARTH-UH 2010</td>
<td>Foundations of Art History I</td>
<td>Typically offered: fall, spring (Formerly VISAR-AD 102) 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 traditions? 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.</td>
</tr>
<tr>
<td>ARTH-UH 2011</td>
<td>Foundations of Art History II</td>
<td>Typically offered: fall, spring (Formerly VISAR-AD 104) 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.</td>
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<tr>
<td>ARTH-UH 3010</td>
<td>Thinking Art</td>
<td>Typically offered: spring (Formerly VISAR-AD 300) This course offers engagements with the problems and methods of Art History at an advanced level. It examines in detail works of art that reflect upon tradition, aesthetic experience and art practice in complex ways and does so by situating these examinations in rich historical and theoretical frameworks. The course is open to anyone who has completed either Foundations of Art History I or II and at least one Art History elective but it is designed especially with Art History juniors in mind because the course is, in part, a preparation for Capstone work in the senior year. The course is a requirement for all students pursuing the Art History track.</td>
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<tr>
<td>ARTH-UH 1010</td>
<td>Foundations of Photography</td>
<td>(Formerly VISAR-AD 112) Typically offered: fall, spring Crosslisted with Film and New Media This course introduces students to the history, theory, and practice of photography. Students will learn foundational image-making techniques with a focus on Black and White analog photography. A range of studio and darkroom tools and approaches will be explored. Students will be introduced to key artists, themes, and developments in photography and will consider the impact of photographic media on the development of art and society.</td>
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<tr>
<td>ARTH-UH 1011</td>
<td>Foundations of 2D</td>
<td>(Formerly VISAR-AD 122) Typically offered: fall, spring It can be said that drawing is to the visual arts what mathematics is to the sciences. Like mathematics drawing is a fundamental language. Basic visual cues function the same for all people. Notwithstanding our increased dependence on technology, marking on paper continues to be the most expedient means to express ideas or feelings, a two-dimensional technique or simple things like quickly making a map for someone. The paradox is that learning to see 2-dimensionally increases one abilities to see and project ideas that also take place in 3-dimensional space and time. Inventing 2-dimensional shapes to express multi-dimensional ideas or feelings requires a high degree of abstract thinking. With this course as a tool for understanding 2-dimensional visual perception. The drawings we make in class document the degree of our ability to see 2-dimensionally.</td>
</tr>
<tr>
<td>ARTH-UH 1012</td>
<td>Foundations of 3D</td>
<td>(Formerly VISAR-AD 123) Typically 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 site-specific performance, environments, or kinetic form. Students use a variety of materials from wood and cardboard to metal, plaster, paper, cloth and found objects to expand their understanding of form and space.</td>
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<tr>
<td>ARTH-UH 1013</td>
<td>Foundations of 4D</td>
<td>(Formerly VISAR-AD 124) Typically 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 applications. Students work in photography, video, digital art, performance, gaming, sound, and emerging practices.</td>
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### ELECTIVES

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<tr>
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<tbody>
<tr>
<td>ARTH-UH 1010</td>
<td>Foundations of Art History II</td>
<td>Elective for Art Practice Track students</td>
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<tr>
<td>ARTH-UH 1011</td>
<td>Foundations of Art History II</td>
<td>Elective for Art Practice Track students</td>
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<tr>
<td>ARTH-UH 1104X</td>
<td>Introduction to Visual Culture</td>
<td>(Formerly VISAR-AD 103X) Offered occasionally Crosslisted with Arab Crossroads Studies Visual 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 demand for visual satisfaction. This class offers an introduction to visual analysis in a world increasingly dominated by the digital transmission of information, knowledge, and aesthetic experience.</td>
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<tr>
<td>ARTH-UH 1111</td>
<td>Contemporary Global Art</td>
<td>(Formerly VISAR-AD 119) Offered occasionally Since the 1960s rise of conceptual art, artists around the world continue to create idea-based art using popular imagery, mixed media, photography and new technologies. Considered as the true global art form of the twentieth century, conceptual art manifests itself in ideas that challenge the current economic, political and social forces of our time and the commonly held notions of what art is about. The course will examine contemporary art from the lens of conceptual art focusing on key works by international artists. Students will examine the definition(s) of ‘contemporary’ and the current debates around the modern and contemporary in relation to Western and non-Western art.</td>
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<tr>
<td>ARTH-UH 1112J</td>
<td>Art &amp; Architecture in Berlin</td>
<td>Typically offered: January Berlin is a city in transformation. In this seminar we will focus on relationships between art and architecture in public places that make such transformations visible. We will explore how relationships of art and architecture are influenced by political, social and cultural contexts. We approach the topic by site visits e.g. the Place of Remembrance, the Memorial to the Murdered Jews of Europe, Track 17, the Elliptical Pavilion and the ‘Café Bravo’ from the American artists Dan Graham. We will study more closely the connection of the planning of a space and the use of it. And how does a place get affected, if the space gets used for another purpose? The seminar is focused on art and architecture in public places that make the larger environment and its historical, social and political contexts more conspicuous.</td>
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| 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 initiate an understanding of the world that 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 from the late 19th century to the late 1960s. It will focus primarily on Europe and the United
Typically offered: January

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

Crosslisted with Arab Crossroads Studies

The course offers an introduction to the theoretical and practical aspects of curating an art exhibition that may be realized virtually or inside a gallery space. Working in teams, students will become familiar with the different aspects of exhibition production from research to writing wall texts, to designing the exhibition, and its educational program.

Typically offered: fall

The course offers an introduction to the theoretical and practical knowledge on the curatorial process, exploring alternative curatorial strategies that re-examine the role of the curator and the art institution. Using case studies, the course will look at current models in curatorial practice and the relationship of the curator with artists, the art market, and the public, both inside and outside traditional art institutions. Students will work on a curatorial project curating an art exhibition that may be realized virtually or in-person.
2018–19

Typically offered: fall

The 1960s experienced the emergence of new developments of art. The world became international to an unprecedented degree. Pop art and Minimal art used painting and sculpture as a means to confront contemporary culture with itself. In Fluxus, Video art and Performance artists found ways to involve the viewer. Earth art and Conceptual art were stretching the traditional boundaries of art in order to find a new grounding, while other artists experimented with sound, light, and movement in a way that led to a crossing of boundaries between dance, sculpture, music, and theater. All this happened in many places at the same time. The course will consider in detail many individual works of art while at the same time pursuing a comparative approach to the various outcomes of the new aesthetics. It will make it clear that the art of the 1960s is foundational for almost all further developments of art.

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

ACS-UH 1212J
Modern Architecture in Abu Dhabi
Crosslisted with Arab Crossroads Studies

AW-UH 1113X
Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period
Crosslisted with Arab Crossroads Studies; History; The Ancient World

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

CEAE-UH 1007
Abstraction
Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis

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

CEAE-UH 1020
Art and Agency
Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis

CEAE-UH 1060
Photography and Narrative
Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis; Literature and Creative Writing

CEAE-UH 1061
Memory
Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis; Heritage Studies

CEAE-UH 1071
Imagining the Renaissance City: Florence and Siena
Crosslisted with Core: Cultural Exploration and Analysis

LITCW-UH 3501
Advanced Creative Writing: Documentary Forms
Prerequisite: LITCW-UH 1003 (LITCW-AD 110) or Instructor Consent
Crosslisted with Film and New Media; Literature and Creative Writing

MUSST-UH 1001
Introduction to Museum Studies
Crosslisted with Museum and Curatorial Studies

HERST-UH 1100
World Heritage Sites & Universal Collections
Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis; Heritage Studies; Museum and Curatorial Studies

HERST-UH 2300X
Sharing Heritage of the Arabian Trade Routes
Crosslisted with Arab Crossroads Studies; Heritage Studies; Museum and Curatorial Studies

THEAT-UH 1153
Making the Anthropo[s]cene: Figuring Climate Change Across the Arts
Crosslisted with Film and New Media; Literature and Creative Writing; The Environment; Theater

PRE-1800 EUROPEAN OR NORTH AMERICAN ART ELECTIVES

ARTH-UH 2610
Global Renaissance
(Formerly VISAR-AD 167)
Offered occasionally
Prerequisite: ARTH-UH 1010 (VISAR-AD 102) or ARTH-UH 1011 (VISAR-AD 104)
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 curious images suggest. Objects will be studied from the perspectives of how they conceptualized “world,” how histories of exploration and collecting intersected, how personal and communal identities were manufactured, and how political diplomacy and subversion impacted them and in turn were affected. Serious attention will be devoted to honing the craft of researching and writing a major research paper, step by step, in preparation for a capstone thesis in the humanities.

ARTH-UH 2611
Sensory Baroque
(Formerly VISAR-AD 173)
Offered occasionally
Prerequisite: ARTH-UH 1010 (VISAR-AD 102) or ARTH-UH 1011 (VISAR-AD 104)
This course attempts to understand the trials and tribulations of an intellectual ideal via recent work in sensory studies, the art of excess understood in terms of the body’s corporeal and spiritual senses. The masterpieces of seventeenth-century Baroque art, the work of Bernini, Rembrandt, Rubens, Velázquez and Vermeer, will be considered from the perspective of style, iconology, allegory, philosophy, and social theory. Topics will include unity and overflow, the sensual economy and its limits, continuity and disruption, anecdotage and anachronism, subjectivity and objectivity, reason and the problem of saturated phenomena.

PRE-1800 ISLAMIC ART ELECTIVES

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

ARTH-UH 2810
Silk Roads, Sea Routes and Shared Heritage
Typically offered: fall
Crosslisted with Arab Crossroads Studies; Heritage Studies; History; Museum and Curatorial Studies
This course will explore the dynamics of artistic production along the exchange routes often referred to as the Silk Roads and related Sea Routes, stretching from China to the Mediterranean, and beyond. Through the examination of key case studies, this course will investigate exchanges ranging from the 1st to the 18th century within Asia and Europe, as well as the Americas. 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 discuss the transmission of new technologies along these routes, and witness the resulting shifts in artistic production and patronage, such as painting, papermaking, weaving and ceramics. We will make use of textual, archaeological, and art historical sources from across this vast region to illuminate the effects of these long histories of contact.
This immersive studio course combines practice and reflection with a project-based approach to graphic design. Students will develop key design skills in research, gathering, analysis, decision making, brainstorming and teamwork.

VISAR-UH 1113J
Designing Abu Dhabi
(Formerly VISAR-AD 163J)
Offered occasionally
This course guides students through the many facets of graphic design and visual communication, with a focus on the cross-cultural visual environment of Abu Dhabi and the United Arab Emirates. Students explore multiple aspects of visual design from aesthetics to user interfaces and with special consideration of signage in Abu Dhabi. They also develop graphic designs that respond to the Abu Dhabi environment. Practical exercises that emphasize visual communication skills are carried out with the UEA State Calligrapher Mohammed Mandi at the National Theater Art Workshop, Abu Dhabi.

VISAR-UH 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 and contemporary Arabic graphic design, and cross-cultural design issues. Assignments focus on the design process from conception to distribution. Students will acquire proficiency with Adobe Creative Suite software.

VISAR-UH 1112
Foundations of Graphic Design
Typically 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 design history, contemporary Arabic graphic design, and cross-cultural design issues. 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 and the role as artist/problem solver/skilled executor, with readings from Munari, Shaughnessy, Spiekermann. Students will master 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. Students will develop key design skills in research, gathering, analysis, decision making, brainstorming and teamwork.

VISAR-UH 1114
Creating a Logo
(Formerly VISAR-AD 177)
Typically 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 designers are coping with new emerging standards? How do we deal with a brand, whether from archaic or some buttons become 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. In her course, students will be placed on the challenges faced by contemporary designers when handling assignments outside their own cultural background. Do we have what it takes to make a logo function at its best in Abu Dhabi, New York or Shanghai?

VISAR-UH 1115X
Arabic Typography
Typically offered: fall
Crosslisted with Design
Arabic exists as one of the world’s most ancient and poetic languages. This course will introduce students to the rich traditions of Arabic calligraphy that date back millennia and which form the basis for today’s modern font type. Students will examine some of the challenges associated with applying western typographic conventions and traditions to Arabic type and will experiment with letterforms and typographic concepts as key elements of graphic communication.

VISAR-UH 2110
Photography as Art and Practice
(Formerly VISAR-AD 113)
Offered occasionally
Crosslisted with Media, Culture and Communication
This course focuses on the theory and practice of constructed and staged photography. The class will be structured as a semester-long investigation in which students develop projects and make considerations of personal and/or greater social significance. Students will study and experiment with several visual communication techniques and processes with the goal of developing and refining a portfolio of work.

VISAR-UH 2111
Protest in Painting
(Formerly VISAR-AD 117)
Typically offered: fall
Painting goes back 40,000 years; see the El Castillo Caves of Spain. This history, from the Neanderthal to Modern and Post-Modern times serves as evidence of our humanity. No other art forms have an accessible history this extensive, which is why the choice to make paintings can be intimidating. However, when we reach out with that brush and touch that surface we are sharing our images with all of humanity. The intelligence of painting comes from its 2-dimensional character because it requires invention of flat abstract shapes to communicate complex, multi-dimensional ideas. For the painter the process takes place in time as an external part of action. However, in public, paintings are experienced in their simultaneity. The paradox: painting is a process that takes place in time but is experienced without time. When we connect with a painting our empathy with the artist collapses all of time into the present. There is no history.

VISAR-UH 2112
Interventions: Three-Dimensional Thinking
(Formerly VISAR-AD 126)
Offered occasionally
We will study the new NYUAD campus and use these public or semipublic spaces as a site to develop temporary and bricolage interventions. We will begin by coming to terms with conceptualizations of sculpture since the 1960s that have led to the need to distinguish between site-dominating, site-adapted, site-special, and site-deterritorialized approaches. We will ask how the interventions developed in class relate to the architectural, institutional, social, and cultural circumstances of the Former Yugoslavia. We will question how cultural intervention take into account and how does this public differ from the audience at an art gallery? What qualities does public space have that are distinct from those of private space and what characterizes a semipublic space? The students will develop their proposals for interventions with the aid of photographic documentation, models, and a project description. These interventions will be structured as a semester-long investigation in which students develop projects and make considerations of personal and/or greater social significance. Students will study and experiment with several visual communication techniques and processes with the goal of developing and refining a portfolio of work.

VISAR-UH 2113
Projects in Sculpture: Wood Fabrication Studio
(Formerly VISAR-AD 127)
Offered occasionally
Students in this class will engage in a critical discourse about the material world with an emphasis on wood-based forms, materials and fabrication tools. Students will experiment with contemporary ideas, techniques, and technologies and will be introduced to contemporary artists and work in-process; students will develop temporary sculptural interventions in coordination with the university administration and presenting them to the public for a limited time.

VISAR-UH 2114
Interdisciplinary Projects in the Visual Arts
(Formerly VISAR-AD 201)
Offered occasionally
Projects: VISAR-UH 1010 (VISAR-AD 112), VISAR-UH 1011 (VISAR-AD 122), VISAR-UH 1012 (VISAR-AD 123), or VISAR-UH 1013 (VISAR-AD 124)
This class for experienced students is constructed around a series of projects realising with graphical tools, available media or medium. How the mind constructs pictures from visual data is an extremely complicated set of behaviors that are biological,
psychological, social, and cultural. Students are given in-depth exposure to the conditions that are necessary for artworks to “read” and how these conditions have a profound effect on the way people engage with art. This exposure allows students to explore ideas of limits and how the limit or horizon of what is possible to be elaborated and expanded on in art. Students engage in both group and one-on-one discussions of projects made in response to readings and assignments whose goal is to foster ideas of exploration and consistency in a creative practice.

VISAR-UH 2115 Fiber Studio: Textile Practices and Projects in the Arts
(Formerly VISAR-AD 203)
Offered occasionally
“Fiber Studio students learn and explore a range of textile practices including embroidery, sewing, quilting, crochet, and knitting, and weaving. Throughout the term, students will build skills in these basic textile practices. Incorporating “textility” into other mediums is encouraged, such as mixing stitching and painting, stitching and writing, and exploring the sculptural possibilities of textile. The following concepts characterize the fiber arts and will be discussed and explored in practice: repetition, labor, hand versus machine, portability, utility, the relationship between thread and line, the bond between art and craft, and the gender of textiles. We will also explore how textile objects and practices have informed and continue to influence some historical examples of convergence between art and craft, and expanded on in art. Students engage in both group and one-on-one discussions of projects made in response to readings and assignments whose goal is to foster ideas of exploration and consistency in a creative practice.

VISAR-UH 2177 Sound Art
(Formerly VISAR-AD 205)
Typically offered: spring
Crosslisted with Interactive Media
Students in this course will produce sculptural and site-specific works of Sound Art, using sound, materials, and space as their palette. The class will focus its study on artists who primarily work with sound in gallery-based situations and the surrounding fine art discourses. While the term “Sound Art” is not as old as the practice of using sound as both material and concept in the context of gallery-based visual arts stretches back over 100 years, and comes from various artists and art movements, such as Marcel Duchamp, the Futurists, Dada, and Fluxus, the Minimalists, specifically Robert Morris, and through to the procedural art making methods of John Cage and the countless artists he influenced. We will explore the term “Sound Art” carefully and draw our own conclusions about its utility, while exploring the use of sound to unlock sculptural, architectural, material, and conceptual potentials.

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 or an art moves piece. Students 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 artwork production 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 create an idea into material and then to experience how the meaning of the artwork can change depending on method of presentation.

VISAR-UH 2120 Documentary Photography
Typically offered: spring
This course explores the history and practice of Documentary Photography. Through lectures, seminars, and photo-based projects, students will learn the history of the field, the development of the image, and assessing how successfully the technical and conceptual work together to communicate ideas.

VISAR-UH 2121 Art and Architecture: Reinventing the City
Offered occasionally
Crosslisted with Design: Urbanization
This course takes a sculptural approach to exploring and reimaging the city by looking at the existing landscape of Abu Dhabi. Students will visit public parks, streetscapes, the markets, superblocks, the port, shopping malls, and industrial districts. We will use our observations through field notes, drawings, photography, video and sound recordings. This research will serve as a foundation for creating objects, sculptures, and installations. Students will learn to develop forms of architectural and artistic presentation and representation that reflect the urban design and development of the city. This research and artistic production will be accompanied by selected readings that address theoretical, historical and contemporary perspectives from authors and artists such as: Atelier Bow Wow, Denise Scott Brown, Homi Baba, Dan Graham, Kevin Mitchell, Robert Venturi, Andrea Zittel.

VISAR-UH 3190 Directed Study: Art Practice
(Formerly VISAR-AD 298)
Typically offered: by Application
Crosslisted with Design: Interactive Media
This course explores the history and practice of Documentary Photography. Through lectures, seminars, and photo-based projects, students will learn the history of the field, the development of the image, and assessing how successfully the technical and conceptual work together to communicate ideas.

IM-UH 1010 Introduction to Interactive Media
Crosslisted with Design: Interactive Media
Typically offered: by Application
This course takes a sculptural approach to exploring and reimaging the city by looking at the existing landscape of Abu Dhabi. Students will visit public parks, streetscapes, the markets, superblocks, the port, shopping malls, and industrial districts. We will use our observations through field notes, drawings, photography, video and sound recordings. This research will serve as a foundation for creating objects, sculptures, and installations. Students will learn to develop forms of architectural and artistic presentation and representation that reflect the urban design and development of the city. This research and artistic production will be accompanied by selected readings that address theoretical, historical and contemporary perspectives from authors and artists such as: Atelier Bow Wow, Denise Scott Brown, Homi Baba, Dan Graham, Kevin Mitchell, Robert Venturi, Andrea Zittel.

IM-UH 2315 Software Art: Image
Crosslisted with Interactive Media
Typically offered: spring
This course takes a sculptural approach to exploring and reimaging the city by looking at the existing landscape of Abu Dhabi. Students will visit public parks, streetscapes, the markets, superblocks, the port, shopping malls, and industrial districts. We will use our observations through field notes, drawings, photography, video and sound recordings. This research will serve as a foundation for creating objects, sculptures, and installations. Students will learn to develop forms of architectural and artistic presentation and representation that reflect the urban design and development of the city. This research and artistic production will be accompanied by selected readings that address theoretical, historical and contemporary perspectives from authors and artists such as: Atelier Bow Wow, Denise Scott Brown, Homi Baba, Dan Graham, Kevin Mitchell, Robert Venturi, Andrea Zittel.

IM-UH 2520 Making Education (Regional Seminar)
Prerequisite: Students should have taken at least one of the following: IM-UH 1010 (MDM-AD 101) or IM-UH 1011 (MDM-AD 102)
Crosslisted with Interactive Media
Directed by a faculty member, resulting in a substantial paper.

CADC-UH 1020 Wayfinding: Graphic Design in the Built Environment
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design; Interactive Media
Typically offered: spring
This course explores the history and practice of Documentary Photography. Through lectures, seminars, and photo-based projects, students will learn the history of the field, the development of the image, and assessing how successfully the technical and conceptual work together to communicate ideas.

CADC-UH 1022 Vision
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology
Typically offered: spring
This course explores the history and practice of Documentary Photography. Through lectures, seminars, and photo-based projects, students will learn the history of the field, the development of the image, and assessing how successfully the technical and conceptual work together to communicate ideas.

FILMM-UH 1010 Sound, Image, and Story
Crosslisted with Film and New Media
Typically offered: spring
This course explores the history and practice of Documentary Photography. Through lectures, seminars, and photo-based projects, students will learn the history of the field, the development of the image, and assessing how successfully the technical and conceptual work together to communicate ideas.
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, animation, work with archival footage, and experimental work 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 new technologies to convey their stories and questions—to move us emotionally or make us think critically.

Abu Dhabi is situated to provide a 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 gateway 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 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 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 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; Forms of Writing for the Screen; and Understanding Film and New Media. 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 mentor on an individual project.

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

Requirements for the Major in Film and New Media Studies Track

12 courses, distributed as follows:

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 (e.g. Interactive Media, Music, Theater, or Visual Arts).

2 Capstone Seminar (taken in junior spring) and Capstone Project.
**Minor in Film and New Media**

The minor in Film and New Media is for non-majors. It allows individual focus on an area of interest within the program, such as critical studies, documentary, filmmaking, or screenwriting. The minor requires four courses: two of the gateway courses (Sound, Image, and Story, Concepts of Film and New Media, Understanding MENASA Film and New Media, or Forms of Writing for the Screen) and two electives, which can also include one other gateway course. A student should work with an advisor in the Film and New Media program to plan their course sequence.

**Requirements for the Minor in Film and New Media**

1. Required courses from the four gateway courses: Sound, Image, and Story; Concepts in Film and New Media, Understanding MENASA Film and New Media, Forms of Writing for the Screen
2. Electives in FNM Practice and/or FNM Studies

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**FILM AND NEW MEDIA STUDIES**

**Sample Schedule**

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

**Year 1**

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<tr>
<th>Fall Semester</th>
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<td>General Elective</td>
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<td>General Elective</td>
<td>First-Year Writing Seminar</td>
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**Year 2**

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**FILM AND NEW MEDIA COURSES**

### COMMON REQUIRED COURSES

**FILM-UH 1010**

**Sound, Image, and Story**

(Formerly FILM-AD 101)

Typically offered: fall, spring

Crosslisted with Art and Art History

“Make a Drawing, Begin it again, Trace it, Begin it again, and Retrace it”—Edgar Degas. A production class introducing the fundamental principles of filmmaking by means of working repeatedly with image and sound in time. Basic components of still photography, image sequencing, the role of sound and storytelling techniques will be the initial foundation of the course, transitioning to cinematography and the role of a Director. The history of film will be explored with attention to style and approach. As an integral part of the course, several practical workshops will be held addressing the laws of camera, lighting, sound, as well as techniques in writing and editing. Each student will participate actively in exercises, both individually and in groups. Students will develop technical skills and theoretical approaches culminating in a final short film 5 minutes in length. This is a first year production course designed for film majors, and open to all students. It will prepare you for advanced study in filmmaking.

**FILM-UH 1011**

**Concepts of Film and New Media**

(Formerly FILM-AD 103)

Typically 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.

**FILM-UH 1012**

**Forms of Writing for the Screen**

(Formerly FILM-AD 105)

Typically offered: fall

Crosslisted with Literature and Creative Writing

Whether narrative or non-narrative, the visceral, emotional, and intellectual power of film depends on understanding the elements that make for engaging and effective screenwriting across forms and genres. 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, video art, and experimental films. No single style or genre is prescribed. Writing assignments include both critical analyses and creative exercises.

**FILM-UH 101X**

**Understanding MENASA Film and New Media**

(Formerly FILM-AD 104X)

Typically offered: spring

Crosslisted with Arab Crossroads Studies; Media, Culture and Communication

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

**REQUIRED COURSES (MEDIA STUDIES TRACK)**

**FILM-UH 3110**

**Theories and Methodologies of Film and New Media**

(Formerly FILM-AD 232)

Typically offered: fall even years

Recommended Prerequisite: FILM-UH 1011 (FILM-AD 103) and/or FILM-UH 1013X (FILM-AD 104X)

Crosslisted with Media, Culture and Communication

This course illuminates theories and methodologies in film and new media studies on an advanced level. It compares and combines classical, modern, and contemporary debates on aesthetic, psychological, philosophical, sociocultural, and technological issues: image, illusion, representation, identity, subjectivity, sexuality, spectatorship, embodiment, apparatus, interface, etc. It also explores useful methods of archival research and historiography. Theories are examined through a diverse body of films from mainstream to avant-garde. Using them, students develop critical and creative approaches to their own research topic.
### REQUIRED COURSES

**MEDIA PRACTICE TRACK**

**FILM-UMH 1510**

Techniques for Safety and Production  
(Formerly FILMM-AD 101)  
Typically offered: fall, spring  
2 credits  
FILMMAKING. Students will learn how to operate and direct crew safely in multiple hands-on production scenarios. Students will learn self-discipline and practice standards, ethics, storyboarding, camera operation, editing, sound recording, and lighting techniques.  

**FILM-UMH 2510**

Intermediate Filmmaking  
(Formerly FILMM-AD 201)  
Typically offered: fall  
Prerequisite: FILMM-UMH 1010 (FILMM-AD 101); Pre-or corequisites: FILMM-UMH 1012 (FILMM-AD 105) and FILMMAKING 102  
This course is designed to develop technical skills and aesthetic sensibilities in film, video, and new media technologies, particularly focusing on the elements of narrative. Students will learn to work within the constraints of digital production tools, and will work on both narrative and non-narrative projects.  

**FILM-UMH 4510**

Advanced Filmmaking  
(Formerly FILMM-AD 301)  
Typically offered: fall  
Prerequisite: FILMM-UMH 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, students will learn how to stage scripts, scripts and films into impactful films. Students will learn the different roles and responsibilities of a film production by crewing and participating in all productions.

### FILM AND NEW MEDIA STUDIES

#### ELECTIVES

**FILM-UMH 1110**

Cinema and New Media  
(Formerly FILMM-AD 149)  
Offered occasionally  
Crosslisted with Media, Culture and Communication  
This course considers digital re formulations of the practice of cinema. What happens when film spectators becomes player of videogames, actors in locative media, or users of new media? What happens to the pleasures (cinephilia) and vulnerabilities (deterioration) of celluloid when we consider glossy compression formats and VOD (video on demand) distribution? How do the notions of virtual reality and artificial life intersect with “virtual migration” and “gold farming”? What can be learned about CGI (computer generated images) in relation to special effects achieved “in camera” or the optical printer? Students analyze an array of new media objects from around the world, as well as produce/conduct and distribute their own.  

**FILM-UMH 1111**

Frames of World Cinema: 1960 to present  
(Formerly FILMM-AD 150)  
Offered occasionally  
This course surveys 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 theoretical paradigms and technologies of designing and narrating, (national, global/local) and film historical issues (art cinema, feminism, Third Cinema, auteurism…). At the same time, theoretical investigations with screen films continues around universal themes from individual, familial, mythical levels of love, desire, power, psyche, etc. to sociopolitical discontinuities, models of cultural legitimation that raise ethical questions on multiculturalism, otherness, community, and history. Students develop a semester-long research project and are also introduced to make a video essay.  

**FILM-UMH 1113**

Women, Film, and Photography  
(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 film making, this course examines the work of women who have pioneered and re-imagined the methods, theories and ideas of the dominant culture. An eclectic and rich selection of feature length films, shorts, exhibitions, books, and iconic images will be screened and studied. During the semester students will submit written responses and critiques to the work presented. Weekly exercises will help develop the students’ critical reading, thinking, and writing skills. Students will look to their own cultural milieu to make a final, image-based project in conjunction with a written essay, and create oral/visual presentations. Field trips outside of class are mandatory.  

**FILM-UMH 1114**

Stages of American Cinema: 1960 to Present  
(Formerly FILMM-AD 155)  
Offered occasionally  
This course explores temporal stages of post-classical American cinema from the 1960s New Wave to the new millennium global Hollywood. It also maps out historically significant films and figures on three broadly thematic stages: mind, society, and culture. Students acquire psychological, sociopolitical, and cultural perspectives in this reading, writing and research assignment.  

**FILM-UMH 1115**

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

**FILM-UMH 1116**

Episodic Media  
(Formerly FILMM-AD 221)  
Offered occasionally  
This course examines migrations of the short format from the silent era through its serialization as episodes in long-form narrative, such as television and web series, and multi-episode video games. The course explores the aesthetics and politics of looking from peep shows and television flows into video-on-demand and web series. Students will examine cultural, social, and political writing, and use of technology and art management. Students will work on projects that are then presented and discussed.  

**FILM-UMH 1117**

Docu-Fiction  
(Formerly FILMM-AD 233)  
Typically offered: spring  
This course explores how documentary and fiction can be combined in a variety of forms and in different cultures. This course will include an
examination of the work of ten filmmakers who have merged both formats to create singular hybrid films. Dramatic reconstructions, manipulated imagery or fictional interventions are frequently incorporated into documentaries to elevate realism. Conversely, fiction occasionally crosses over into documentary to create a sense of authenticity or truthfulness. Lastly, the division is sometimes completely eradicated making it difficult to distinguish the reality from the imaginary. Over the course of the semester, students will create their own docu-fiction short films. Students will bring together fiction and non-fiction story elements, reflecting on how each form complements the other.

**FILM AND NEW MEDIA**

**Theories and Methodologies of Film and New Media**

(Formerly FILMM-AD 232)

Typically offered: fall even years

Recommended Prerequisite: FILMM-UH 1011 (FILMM-AD 103) and/or FILMM-UH 1013X (FILMM-AD 104X)

Crosslisted with Media, Culture and Communication

This course illuminates theories and methodologies in film and new media studies on an advanced level. It compares and combines classical, modern, and contemporary debates on aesthetic, psychological, philosophical, sociocultural, and technological issues: image, illusion, representation, identity, subjectivity, sexuality, spectatorship, embodiment, apparatus, interface, etc. It also explores useful methods of archival research and historiography. Theories are examined through a diverse body of films from mainstream to avant-garde. Using them, students develop critical and creative approaches to their own research topic.

**Directed Study**

(Fomerly FILMM-AD 198)

Typically offered: by Application

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

**Guerrilla Filmmaking**

Offered occasionally

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 these films to classic and theoretical writings on guerrilla filmmaking, with an especial emphasis on the politics and ethics of working with micro-budgets. That is, students do not just make, but are also invited to reflect upon what it means to make guerrilla films.

**ACS-UH 2611X**

War and Media in the Middle East

Crosslisted with Arab Crossroads Studies; Peace Studies

**CEA-UH 1062**

Everything is a Remix

Crosslisted with Core: Cultural Exploration and Analysis

**CEA-UH 1078X**

Representing the Middle East: Issues in the Politics of Culture

Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis

**HIST-UH 3316**

African History through Film and Literature

Crosslisted with History; Literature and Creative Writing

**LITCW-UH 3501**

Advanced Creative Writing: Documentary Forms

Crosslisted with Art and Art History; Literature and Creative Writing

**MCC-UH 1004**

Media Landscapes: The Wire

Crosslisted with Media, Culture and Communication; Social Research and Public Policy

**MUSIC-UH 1714J**

Cinematic Imagination: Music, Media, and Modernity

Crosslisted with Music

**THEAT-UH 1513**

Making the Anthropo[s]cene: Figuring Climate Change Across the Arts

Crosslisted with Art and Art History; Literature and Creative Writing; The Environment; Theater

**FILM AND NEW MEDIA PRACTICE ELECTIVES**

**FILM-UH 1510**

Techniques for Safety and Production

(Formerly FILMM-AD 102)

Typically offered: fall, spring

2 credits

Filmmaking is collaboration between highly specialized and interdependent teams. This course will examine the maintenance, transmission, and transformation of musical knowledge and traditions on Zanzibar. Students will produce a set of short video projects that focus on musical performance and cultural identity. The course situates the student’s knowledge and traditions on Zanzibar. Students will produce a set of short video projects that focus on musical performance and cultural identity.

**FILM-UH 1511**

The Human Condition: From Script to Screen

(Formerly FILMM-AD 106)

Offered occasionally

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

**FILM-UH 1512**

Writing the Short Screenplay

(Formerly FILMM-AD 110)

Typically offered: fall, spring

2 credits

This course focuses on the duties of a producer as a manager of a working film set during class times. The course will explore various aspects of the maintenance, transmission, and transformation of musical knowledge and traditions on Zanzibar. Students will produce a set of short video projects that focus on musical performance and cultural identity.

**FILM-UH 1515**

Cinematography: Art & Craft

Typically offered: fall

2 credits

This course provides concepts, methodologies and skills for students to conduct ethnographic research using audiovisual media. Taking a hands-on approach and working collaboratively with industry professionals, this course will explore various aspects of the maintenance, transmission, and transformation of musical knowledge and traditions on Zanzibar. Students will produce a set of short video projects that focus on musical performance and cultural identity.

**FILM-UH 1516**

Producing the Short Film

Typically offered: fall

2 credits

This course focuses on the duties of a producer throughout a film’s life cycle, from development to execution. An intensive seven-week course, the course will focus on crew hiring, budgeting, business management, and working effectively with industry positions, set protocols and gives them critical skills in scheduling and budgeting across digital platforms, including narrative and...
documentary filmmaking. After completing the course, students will be empowered, as producers, to manage film productions and strategically bring creative ideas to fruition.

**FILMM-UH 2510 Intermediate Filmmaking**  
(Formerly FILMM-AD 201)  
Typically offered: spring  
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 2511 Episodic Storytelling**  
(Formerly FILMM-AD 202)  
Typically offered: spring  
Crosslisted with Interactive Media  
The first half of the course is focused on developing and writing screenplays in episodic parts. The second half of the semester will focus on producing the work on a variety of platforms (based on individual experience and skills): it can range from photo montage, video and film, animation, VR, web-based story, social media feeds, or podcasts. Students are encouraged to push the (platforms and experiment, such as mixing platforms to tell one story. For example: a podcast begins the story, then transitions to a text-based conversation on social media, and might conclude with inhabiting a 360 degree virtual reality space. Throughout, the focus will be on narrative storytelling (documentary or fiction). Reality formats, music videos and experimental pieces are not covered in this course. By the end of the course, each student will deliver three complete episodes/components.

**FILMM-UH 2512 Documentary Techniques and Production**  
(Formerly FILMM-AD 209)  
Typically offered: fall  
Prerequisite: FILMM-UH 1010 (FILMM-AD 101)  
A practical introduction to creating compelling stories in which real people are the characters and real life is the plot. The academic study of classic documentaries is combined with craft training and a review of documentary film styles. Practical exercises are assigned weekly. Working collaboratively in small production teams, each student completes a short documentary portrait. The course includes the introduction of digital filmmaking fundamentals: lighting, camera, and sound recording. The creative role of the editor is also emphasized. Students learn to understand how pacing, transitions, cuts, and continuity can enhance a documentary film.

**FILMM-UH 2513 Principles of Post-Production for Film and Video**  
Typically offered: fall  
Crosslisted with Interactive Media  
2 credits  
Principals of Post-Production focuses on techniques for editing, color grading, and compositing motion pictures. Using industry standard software, students will explore continuity editing techniques and theory, color grading and picture finishing, and compositing effects such as green screen and set extensions. Students will also engage new media technologies such as post for 360 Video, and VR Cinema. The course is designed to give hands-on experience that enables students to work across the production pipeline to meet international standards in the creation of entertainment products and communications media.

**FILMM-UH 2510 Directed Study**  
(Formerly FILMM-AD 198)  
Typically offered: by Application  
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

**FILMM-UH 2511 Guerrilla Filmmaking**  
Offered occasionally  
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 these films to classic and theoretical writings on guerrilla filmmaking, with an especial emphasis on the politics and ethics of working with micro-budgets. That is, students do not just make, but are also invited to reflect upon what it means to make guerrilla films.

**FILMM-UH 4510 Advanced Filmmaking**  
(Formerly FILMM-AD 301)  
Typically offered: fall  
Prerequisite: FILMM-UH 2510 (FILMM-AD 201)  
In this intensive course, Film and New Media majors will produce their own 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 treatments into impactful films. Students will learn the different roles and responsibilities of a film production by working in and participating in all productions.
**CAPSTONE EXPERIENCE**

**FILMM-UH 3510**

**Film and New Media Practice Capstone Seminar**  
(Formerly FILMM-AD 390)  
Typically 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)  
Typically 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)  
Typically 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 and specialization in world areas or major topics of historical inquiry. Students are thus encouraged to think about their program of study in terms of developing thematic specialization to complement regional specialization. This curriculum prepares a student to undertake original historical research on a topic of their choosing 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 considerable flexibility in study abroad site selection, which majors should select in consultation with a major advisor, and in light of their intellectual 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**

<table>
<thead>
<tr>
<th>11 courses, distributed as follows:</th>
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<tr>
<td>2 Required courses: History and Globalization; Writing History</td>
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<td>7 Electives*, including:</td>
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<td>2 1000-level courses (“Regional Perspectives on World History”)</td>
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<td>1 2000-level courses (“Global Thematic”)</td>
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<tr>
<td>4 3000-level courses (“Major Topics”), selected from at least three of the four curricular zones: Asia-Pacific; Atlantic World; Indian Ocean; and Mediterranean, Black, and Caspian Sea Worlds</td>
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<td>2 Capstone Seminar and Project</td>
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*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 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**

<table>
<thead>
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<th>4 courses, distributed as follows:</th>
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<tr>
<td>1 History and Globalization, or a Global thematic course</td>
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<td>3 Electives, including at least one 1000- and one 3000-numbered course</td>
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### HISTORY COURSES

**REQUIRED COURSES**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Schedule Details</th>
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<tbody>
<tr>
<td>HIST-UH 1105</td>
<td>Africa in the World</td>
<td>Typically 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 class will consider the impact of gender, religion, healing practices, trade, mobility, and the environment on major historical developments in Africa before the continent’s colonization by European imperialistic 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.</td>
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<tr>
<td>HIST-UH 1110</td>
<td>Colonial Latin America and the Atlantic World (Formerly HIST-AD 156)</td>
<td>Typically 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, Pre-1800 Latin America, and the Atlantic World. The course will explore the continent’s impact on global economy and the environment. Students will also gain experience in meeting the challenges of writing their own works of historical scholarship, producing an original piece of written history by the end of the semester.</td>
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<tr>
<td>HIST-UH 3010</td>
<td>Writing History</td>
<td>Typically offered: spring Prerequisite: Reserved for Junior standing or above. How is history written? This course offers a survey of the major theories and practices that have defined history as a scholarly discipline. Students are introduced to the major theoretical and narrative perspectives that have shaped historiography: to the kinds of historical questions that drive the research agendas of contemporary historians; and to the kinds of historical literature historians write, including analytical, narrative, scholarly, popular, and experimental. How do historians find and interpret their sources? How do they engage with existing scholarship while still striving to push their discipline forward? What methods do they apply to communicate the results of their research to other scholars and to a wider public readership? Students will learn to evaluate a wide array of different historical sources (including written documents, material artifacts, oral histories, and visual culture). They will also gain experience in meeting the challenges of writing their own works of historical scholarship, producing an original piece of written history by the end of the semester.</td>
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### HISTORY: REGIONAL PERSPECTIVES ON WORLD HISTORY

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<th>Course Code</th>
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<tr>
<td>HIST-UH 1115</td>
<td>Global Asia</td>
<td>Typically offered: fall odd years 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-day geopolitics. Additionally, the impact of Asia on global economy and the environment will be explored. Readings for the class will include primary sources, including the writings of key Asian intellectuals. Topics such as the environment, economic development, and political systems will be explored.</td>
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### SAMPLE SCHEDULE

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

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<tr>
<th>Year</th>
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<td>GENERAL ELECTIVE</td>
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<td>FIRST-YEAR WRITING SEMINAR</td>
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<td>MAJOR TOPICS ELECTIVE 2</td>
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<td>CAPSTONE SEMINAR</td>
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<td>MAJOR TOPICS ELECTIVE 3</td>
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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 (online and in-“distributed” classroom) course (mixing online and in-class meetings) with faculty and student participants from NYU’s Global Network University.

HIST-UH 1159
Russia and the World
(Formerly HIST-AD 185)
Typically offered: fall even years
The course surveys the relationship between modern 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 expansion of the Soviet socialist state, the onset and development of Stalin’s personal despotism, the experiences and consequences of World War II, and the various postwar reforms. Special attention will be paid to the dynamics of the new socialist society, the connections between Soviet domestic and foreign policies, the economics of the cold war, Soviet orientalism, the 1991 collapse, and the legacies of Soviet empire under Putin.

HIST-UH 1126X
South Asia in the Indian Ocean World
(Formerly HIST-AD 127X)
Typically offered: spring odd years
This course offers an opportunity for in-depth study of the history and culture of the South Asians who comprise the majority population of the United Arab Emirates. Situated at the center of the Indian Ocean world, the Indian subcontinent is currently home to over a billion people, and is the site of richly interconnected histories with regions around the wider Indian Ocean, including the Gulf. The course explores these histories, with a focus on understanding major cultural, political, economic, and environmental connections and changes as they affected ordinary people (including migrant laborers) and shaped the nature of collective identities (ethnic, national, religious, caste, class, gender, regional, and linguistic) over time. In developing an understanding of how collective identities were produced historically, students ultimately acquire valuable tools for appraising and navigating competing models of nationalism, cosmopolitanism, and universalism in the wider Indian Ocean world today.

HIST-UH 1130
United States in a Transnational and Global Perspective
(Formerly HIST-AD 167)
Typically offered: fall odd years
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 settlers to the present, examining the Colonial Period, the founding of the republic, westward expansion, the Civil War and Reconstruction, as well as the country’s emergence as a global power leading up to World War I. The progressive reform movement, the Great Depression and the New Deal, World War II, the Cold War, and America after 9/11. Readings and classroom discussions focus on the major political, economic, and cultural forces that shaped the process of American nation building, revaluing the allegedly “exceptional” elements of US history in relation to networks, identities, and events that transcended the nation-state.

HIST-UH 2100
Cold War Global Cold War
(Formerly HIST-AD 110)
Typically offered: spring even years
Crosslisted with New Core: Structures of Thought and Society
The subject of this course is the Cold War as global conflict. The course focuses on Europe and the Global South, as well as on the United States and the Soviet Union. The course examines issues in international politics and diplomacy, nuclear rivalry and the culture of the bomb, Cold War economic competition and development policies, and the impact of the Cold War on culture and gender in various countries.

HIST-UH 2111
Global Environmental History
(Formerly HIST-AD 111)
Typically offered: fall even years
Crosslisted with The Environment
What are the major causes of deforestation, pollution, and climate change? When and where did these, and other pressing environmental concerns, have their origins? What can history teach us about how we might best address these issues in the present? This course offers a comprehensive overview of the world’s environmental history with a focus on the period from 1500 CE to the present—a time marked by a dramatic intensification in the use of land, water, and energy resources. The course’s central goal is to understand the relationships between globalization, natural resource and energy use, and environmental change, and to explain how these relations unfolded, and continued to unfold, differently in major world regions, including the Gulf. By incorporating material from the fields of ecology, biology, geology, demography, economics, political science, and anthropology, this course also provides students with important historical grounding in the multidisciplinary field of global environmental studies.

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

HIST-UH 2113
Global Sixties
(Formerly HIST-AD 114)
Typically offered: spring odd years
This course explores the artistic and intellectual avant-gardes, counter-cultures and protest movements of the 1960s and the early 1970s from a global perspective, assessing their impact on individual identities, social and gender hierarchies, domestic politics and international relations during the Cold War. It traces the history of the various protest movements and explores a plethora of national experiences with respect to domestic and transnational networks of dissent as well as global imaginaries. Taking into account the aesthetics and performativity of protest, the course examines the role of cultural practices, action repertoires, the media, visual representations, lifestyle and fashion, the politics of memory, and the impact of dissent on political decision-makers and society at large.

HIST-UH 2114
(Formerly HIST-AD 117)
Typically offered: spring odd years
Crosslisted with Urbanization
This course explores the emergence of the “modern city” in three significant urban centers (Paris, Istanbul, Berlin) in relation to the demographic, economic, and political pressures of the nineteenth and twentieth centuries. Attention is given to the foundations of community, the changing uses of public space, the appearance of new strategies of urban planning, and the contested process of defining the “modern” within a specific local culture.
HIST-UH 3310
Humanitarianism in Africa: A Critical History
(Formerly HIST-AD 154)
Typically offered: fall even years
Crosslisted with African Studies
This course is a critical exploration of humanitarian intervention 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 about 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 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)
Typically offered: fall odd years
Crosslisted with African Studies
This course focuses on love in Africa, from the late 19th century to the present day. The course introduces students to a multiplicity of themes in African history, from the history of gender and sexuality to popular culture, generational conflicts, and 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 3316
African History through Film and Literature
(Formerly HIST-AD 153)
Crosslisted with Film and New Media; Literature and Creative Writing
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, music protesting apartheid, and contemporary films in South Africa, students will engage with a variety of sources of cultural and artistic nature. The course will focus on historical developments such as the Atlantic and internal slave trades, the process of European colonization, religious practice, decolonization, genocide and migration, urbanization, and AIDS. We will also examine various themes, such as local and imposed notions of race and ethnicity, lived experiences of and Africans’ responses to colonialism on the continent, issues of gender and class, and political resistance. The broad scope of the course is to investigate to what extent long-term historical dynamics determine the present. Course requirements provide students with a language and historical framework for understanding the dynamic history of the continent.

HIST-UH 3310X
Muslim Societies in African History
(Formerly HIST-AD 131X)
Typically offered: fall odd years
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 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. The course will additionally explore 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 the UAE and Gujarat, in particular. It concludes by assessing the extent to which Europeans simultaneously became dependent upon, and worked to remake and redefine, both the region’s science and the stories that we tell about its history. Students should expect to do some camping and possibly a short period of sailing during the course. All students must know how to swim.

HIST-UH 3511X
Islam in the Indian Ocean World
(Formerly HIST-AD 124X)
Typically offered: spring even years
Crosslisted with Arab Crossroads Studies
Why do most of the world’s Muslims live in the Indian Ocean world—a region often referred to as the ‘cradle of globalization’? How, specifically, did Islam spread in relation to the extension and intensification of agriculture and trade? What diverse forms have Islamic ideas, institutions, practices, and subjectivities taken in this expansive world region? What, additionally, is the relationship between Indian Ocean Muslims’ beliefs and practices and those of the followers of other religions, including Hinduism, Buddhism, and Christianity? This course addresses these questions by engaging with cutting-edge scholarship from the fields of global, Indian Ocean, and Islamic history, as well as a wide variety of primary source materials. Throughout, students also probe the relationship between power and the production of knowledge about Islam.

HIST-UH 3512J
Science and the Sea
(Formerly HIST-AD 179J)
Crosslisted with Arab Crossroads Studies; Heritage Studies
Pre-1500
This history course is a journey—both a physical one from the UAE to India, and an intellectual one exploring the historical relationship between human interaction with the Arabian Sea and the development of the sciences of astronomy, meteorology, geography, physics, marine biology, botany, pharmacology and medicine. The course features sailors, fisherman, pearlers, farmers and other ordinary social groups as ‘collective scientists’ who contributed in important ways to both the production and the practice of these sciences. The course additionally explores the Arabian Sea as an ‘information super-highway’ for the cross-cultural movement and exchange of scientific knowledge, institutions, and practices—considering connections and comparisons between the interior and coastal landscapes of the UAE and Gujarat, in particular. It concludes by assessing the extent to which Europeans simultaneously became dependent upon, and worked to remake and redefine, both the region’s science and the stories that we tell about its history. Students should expect to do some camping and possibly a short period of sailing during the course. All students must know how to swim.

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

ACS-UH 1211X
UAE from Pre-History to 2030: History, Environment, Society and Culture
Crosslisted with Arab Crossroads Studies

ACS-UH 2416JX
Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman
Crosslisted with Arab Crossroads Studies

ARTH-UH 2810
Silk Roads, Sea Routes and Shared Heritage Crosslisted with Arab Crossroads Studies; Art and Art History; Museum and Curatorial Studies; Heritage Studies

REGIONAL COURSES: ASIA-PACIFIC WORLD

HIST-UH 3310
Economic Development and Environmental Change in China
(Formerly HIST-AD 147)
Typically offered: fall even years
Crosslisted with Economics; The Environment; Social Research and Public Policy
Can China strike a balance between economic development and environmental protection? This question, perhaps the most important question facing China (indeed the world) over the next few decades, pits economy and environment against another one. How did this adversarial relationship come about? Is it necessarily adversarial? Is it rooted in long-term trends in Chinese history, or in the most recent decades of double-digit economic growth? Are there solutions? Or are there better ways of asking the question? This course will look closely at the benefits, the consequences, and the costs of economic growth to society, ecology, and environment in China. The focus in on present dilemmas, examined through a historical perspective.
This course will explore the central events, issues, and ideas driving US foreign policy throughout the Cold War. The course will examine notions of national power, territorial acquisition, modern warfare, racial discrimination, and class and gender hierarchies. It will also discuss the consequences of and resistance to US foreign policy at the receiving end, critically examining concepts such as “American exceptionalism,” “the American Century,” “imperialism,” the “free world,” “grand strategy” and global leadership, among others. For students interested in international relations and foreign policy, as well as US history, politics, and culture.
and global leadership, among others. For students interested in international relations and foreign policy, as well as US history, politics, and culture.  

HIST-UH 3319  
**African American Freedom Struggle**  
Typically offered: fall even years  
Crosslisted with African Studies; Political Science  
This course explores the African American freedom struggle in the United States. It analyzes its historical origins, African American emancipation during the Civil War and reconstruction, migration patterns and economic conditions in the agricultural and industrial sectors, “Jim Crow” laws and the “Separate, but equal” doctrine, 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 1960/70s and their political and cultural impact, and the emergence of black nationalism 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 broader context of an ongoing quest for equal rights and social justice in the US. No prerequisites.

HIST-UH 3320  
**Port Cities of the Atlantic World**  
Typically offered: spring even years  
Crosslisted with New Core: Structures of Thought and Society; 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 colonization to the contemporary era of globalization. Tracing the entangled histories of the Atlantic World, students will explore the emergence of new colonial cities and the transformation of established 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 shifting technologies and political contexts and to the spatial, racial and gendered restrictions that characterized these new urban forms. Case studies will be drawn from a wide range of cities, including Rio de Janeiro, Liverpool, Havana, Seville, and Lagos.

HIST-UH 3490  
**Topics in Atlantic History**  
(Formerly HIST-AD 162)  
Offered occasionally  
Course topics may include the Enlightenment; American colonial history; Atlantic immigration; race, gender, and sexuality in US history; African-American history; New York City past and present; women and slavery in the Americas; The New Deal; and others.

HIST-UH 3510X  
**Muslim Societies in African History**  
(Formerly HIST-AD 131X)  
Typically offered: fall odd years  
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 religious traditions, reform, 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 reviving fears of Islam as a unifying force across empires, and audio recordings of religious sermons.

**REGIONAL COURSES: MEDITERRANEAN, BLACK AND CASPIAN SEA WORLD**

HIST-UH 3710X  
**Central Asia and the Middle East**  
(Formerly HIST-AD 173)  
Typically offered: fall odd years  
Crosslisted with Arab Crossroads Studies Pre-1800  
This course examines the interconnected histories, cultures, and societies of Central Asia and the Middle East. It will begin with an overview of the Mongol empire and its legacies in Central Asia and the broader Muslim world. The course will compare the emerging post-Mongol Eurasian and Ottoman states through the lenses of law, political legitimacy, succession, and ruling institutions. The course will then compare Russian and Ottoman 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 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 3712  
**Ancient Roman Empire**  
(Formerly HIST-AD 183)  
Typically offered: spring even years  
Crosslisted with The Ancient World Pre-1800  
We will examine the course of Roman history from the earliest beginnings down to the period of the Early Empire, so, about the first-second century AD. Our chief concern, however, will be the project of empire. How and why did the Romans come to possess such a vast empire? How did they perceive their realm? Why were they able to put this thing together? Furthermore, we will have one special concern in all of this. There was one geographical region, which the Romans tried repeatedly to conquer, and to hold. They never succeeded at this. That area is, roughly speaking, the modern Middle East. So, one of our chief questions will revolve around the fact that the Romans were so successful elsewhere, yet, for the most part, failed in their imperial project here. Can this be explained in terms of their imperial project writ large? There is, to my knowledge, no scholarly literature dealing with this question specifically, and as a whole. Therefore, we will get at the matter via a consideration of Roman expansionism, as this played itself out against the background of Roman history altogether.

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, the nature of autocratic authority, religious institutions and practices, colonialism, intellectual debates and key thinkers, serfdom and emancipation, radicalism and the revolutions of 1861 and 1917, early Soviet nationalities policies, the “New Soviet Person,” and revolutionary culture.

HIST-UH 3714  
**Mediterranean: Archives, Translations, Histories**  
Typically offered: fall  
This course approaches the Mediterranean as a multicultural site that lends itself to questions concerning cultural encounters and crossovers, as well as to the issue of historical memory. The Mediterranean emerges in our investigation as the substance of, and the backdrop for, a revaluation of the various narratives of modernity; for an examination of the centralism of colonialism in that modernization process; and finally, for an encounter with the broader context of imperial immigration. The course brings in methodologies and material from different approaches to the topic, from historical sociology, to philosophy of history, and cultural theory. Key concepts will be treated rigorously: world system, world economy, subaltern, hegemony, archive and translation.

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

ACS-UH 1012X  
**Emergence of the Modern Middle East**  
Crosslisted with Arab Crossroads Studies; Arab Music Studies

ACS-UH 1410X  
**Making of the Muslim Middle East**  
Crosslisted with Arab Crossroads Studies

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The course combines writing workshops and the History Capstone Seminar guides students to conduct extensive research on a 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.

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? How do cultural, political, class, racial, or sexual differences inform and sustain a vision of a common world? How are literary studies and creative writing in 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 the 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 and contextualizing essay.
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 or creative writing, but could just as readily lead to graduate work in law or public policy, and to careers in journalism, publishing, international relations, advertising and media, arts administration, museum and gallery work, or work in the non-profit sector.

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, one course in pre-modern literatures, 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 Seminar and Project in addition to intensive study with a faculty mentor on the project.

The Literature and Creative Writing program recommends that students complete four of their five required courses before studying abroad. Students use their first study abroad 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 endeavors. 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 discuss a 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 literatures of the study-away site.

**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 crosslisted from the Core. These requirements may be combined: for example, a 3000-level course could also satisfy the pre-modern requirement.

2 Capstone Seminar and Project

**CREATIVE WRITING 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
- Introduction to Creative Writing
- Problems and Methods in Literary Studies

3 Creative Writing electives

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

2 Capstone Seminar and Project

**NOTE:** Electives may include no more than once course crosslisted 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 Foundations of Literature II: Lyric Poetry and the Novel, or Literary Interpretation
- 2 Literature Electives

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

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

- 1 Introduction to Creative Writing
- 3 Creative Writing Electives

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**LITERATURE AND CREATIVE WRITING**

**LITERARY STUDIES TRACK**

**SAMPLE SCHEDULE**

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

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### LITERATURE AND CREATIVE WRITING

#### CREATIVE WRITING TRACK

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### LITERATURE COURSES

#### REQUIRED COURSES

**LITCW-UH 1000**

**Literary Interpretation**

(Formerly LITCW-AD 100)

Typically 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 an 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)

Typically offered: fall

This course introduces students to fundamental terms and critical methods employed by literary scholars through an examination of two case studies: epic and drama. Topics to be investigated include: the relationship between text and context, close versus distant reading, the nature of authorship, genre, the interplay of local, national, regional, and world modes of categorization; translation; book history; and the relationship between literature and other forms of art. Each unit of the course is constructed around an anchoring text or texts that will be contextualized both historically and 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)

Typically offered: 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)

Typically offered: fall, spring

This workshop introduces the basic elements of poetry, fiction, and personal narrative with in-class writing, take-home reading and writing assignments, and substantive discussions of craft. The course is structured as a workshop, which means that students receive feedback from their instructor and their 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)

Typically offered: fall

This course is an introduction to questions that are central to both literary scholarship and creative writing. The course will foster an understanding not only of theoretical and methodological concepts, but also an understanding of practice and poetics. Through a range of readings and a variety of assignments, both analytical and practical, students will tackle issues of language, translation, interpretation, structure, and technique from methodological and practical perspectives. This course will prepare students for their capstone project and is strongly suggested, although not required, that students take the course in their junior year.

### 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.
Typically offered: fall

Rotten Englishes: Postcolonialism and the Politics of Language
(Formerly WRIT-AD 149)

ELECTIVE COURSES CROSSLISTED FROM THE CORE CURRICULUM

NOTE: Students may count one elective course that is crosslisted 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.

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

CADC-UH 1027
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; Core: Pathways of World Literature

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

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

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

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

CCEA-UH 1044
Myth, Magic, and Representations of Childhood
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature

CCEA-UH 1047
Utopias and Dystopias
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Interactive Media

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

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

CCEA-UH 1057
Our Monsters, Ourselves
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature

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

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

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

CCEA-UH 1065
Nationalism and the Popular: European Romanticism and the Arab Renaissance
Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis

CCEA-UH 1072
Discovery and Recognition in Narrative, Film, and Drama
Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis; Core: Pathways of World Literature

CCEA-UH 1076
Gender and the Future of Normal
Crosslisted with Core: Cultural Exploration and Analysis; Theater

ELECTIVE COURSES CROSSLISTED FROM OTHER PROGRAMS

ACS-UH 101X
Introduction to Modern Arabic Literature
Crosslisted with Arab Crossroads Studies; Arabic Studies

ACS-UH 1411X
First Islamic World Empire: The Abbasids
Crosslisted with Arab Crossroads Studies; History
This course will examine three “encyclopedic” tales that travel: Storytelling and Storytellers in Eurasia, 10th-16th centuries (Formerly LITCW-AD 133J).

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, East and South 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 2330
Modern Epic: Tolstoy, Joyce, and García Márquez (Formerly LITCW-AD 136)

Offered occasionally

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

LITCW-UH 2331
Magic Realism (Formerly LITCW-AD 120)

Offered occasionally

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

LITCW-UH 2340
Inventions of Love: East and West (Formerly LITCW-AD 145)

Typically offered: fall even years

Crosslisted with Arab Crossroads Studies

Pre-Modern

From the early Islamic poetry of Majnūn Layla to the modern poetry of Mahmoud Darwish, poets and writers in Arabic have long attempted to address the mysterious forces involved in creative expression. What did writers imagine was the origin of poetic inspiration? How did love (earthly or divine) figure in the poetic personae and works of writers? How was poetic creation different from other states such as madness or prophecy? How did medical, philosophical, legal and ethical discourses frame the questions of poetry and madness? Is the representation of poetic madness and inspiration in Arabo-islamic discourse similar or different from other traditions? This course will explore these themes (and others) in great detail through the intensive study of early Islamic poetry, Sufi mystics, maqamāt, The Arabian Nights, and Persian romances, as well as numerous philosophical, ethical, and medical treatises. Students will also be invited to draw comparisons with its legacy in other traditions of South Asia, East Asia, and Western Europe.

LITCW-UH 2361
Travel, Geography, and Imagination in Arabic and Islamicate Literatures (Formerly LITCW-AD 121)

Offered occasionally

Crosslisted with Arab Crossroads Studies: The Ancient World

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 contexts including love poetry, popular epics, travelers’ accounts, geographical works and Sufi mystical treatises from many different regions of the Muslim world, ranging from West Africa to South East Asia. Exploring the movement of people, goods, and ideas within works of literature and tracing the formation, circulation and transformation of Islamicate literary genres, the course focuses on the ways that literary works mediate between local, translocal, and global identities.

LITCW-UH 3310
Early Modern English Drama: Staging the World (Formerly LITCW-AD 139)

Typically offered: spring even years

Prerequisites: LITCW-UH 1001, LITCW-UH 1002, THEAT-UH 1001 or Instructor Approval

Crosslisted with Theater

Pre-Modern

Doomed lovers, military conquest, imported luxury goods, political treachery, religious conversion, spectacular bodies—and pirates. These are some of the plot elements that figured stereotypes and represented transnational movement of people, objects, and stories around the globe in English Renaissance drama. This course will read English plays preoccupied with staging otherness—from the 1580s to the 1640s—in genres from city comedy to revenge tragedy to ask how these imaginative constructions draw upon the world to consider what it means 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 English body imagined, and what happens to English bodies when they venture elsewhere?
readings draw from Edward Said, Frantz Fanon, M.K. Gandhi, and Ngugi wa Thiong’o, while fictional and cinematic texts will include work by V.S. Naipaul, Bapsi Sidhwa, Jamaica Kincaid, and others. Our aim will be to understand both 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.

ACS-UH 2210JX
Cities and Modern Arabic Literature
Crosslisted with Arab Crossroads Studies

ACS-UH 2212X
Introduction to Islamic Texts
Crosslisted with Arab Crossroads Studies

CREATIVE WRITING ELECTIVES

LITCW-UH 1501
Feature Writing
(Formerly LITCW-AD 137)
Typically offered: spring
Crosslisted with Media, Culture and Communication
This course aims 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
Prerequisite: Any Creative writing course taken at NYUAD or anywhere in the GNU Crosslisted 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, funding, and strategies or outlets for online and print publication, as well as ethical issues that may arise when writing about countries or cultures not your own.

LITCW-UH 1503
Letters From Afar: Travel Writing Abroad
(Formerly LITCW-AD 142)
Typically offered: spring
Prerequisite: Must be an NYUAD student
2 credits
Travel is a form of knowledge. “The traveler,” wrote the British travel writer Robert Byron, “can know the world, in fact, only when he sees, hears, and smells it.” This course offers a unique opportunity to further expand and deepen the knowledge you’ll gain from the respective learning institutions you’re traveling to this semester, by making students venture beyond the confines of campus, and engage 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. Please note: This course is open ONLY to NYU Abu Dhabi students studying abroad in the semester this course is offered. Some site restrictions apply.

LITCW-UH 1504J
Fiction Writing: Craft Workshop
(Formerly LITCW-AD 130J)
Typically offered: January odd years
Where would we be without stories? Better question: Where can we go, and what can we do, as creative writers? Our course begins with the nuts and bolts, learning the tools, acquiring the skills, understanding the architecture of storytelling. Then, together, we build. We’ll also play, debate, and experiment: discovering the line between news articles and ficition; creating characters using social media conventions; writing more vividly by unlocking our senses; declaring our manifesto; understanding publishing; examining censorship; and looking over the edge into the abyss with growing confidence. For writing should never be solitary: we’ll learn from the works of published writers; more importantly, we’ll learn from each other, not just how to write but why we write. And we’ll stride forward with the fictionist’s creativity, the journalist’s rigor, and the critic’s understanding. Fiction, and you, will never be the same.

LITCW-UH 1501
Advanced Creative Writing: Documentary Forms
(Formerly LITCW-AD 141)
Offered occasionally
Prerequisite: LITCW-UH 1003 (LITCW-AD 110) or Instructor Consent
Crosslisted with Art and Art History; Film and New Media
This course centers on the generative intersection of art and non-fiction: in other words, documentary forms 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: A Novel in Fourteen Weeks
(Formerly LITCW-AD 320)
Offered occasionally
Prerequisites: LITCW-UH 1003 (LITCW-AD 110) or permission of the Instructor
An advanced fiction workshop that offers students the opportunity to hone their writing through peerearch and in-depth craft discussions. Extensive outside reading deepens students’ understanding of fiction and broadens their knowledge of the evolution of literary forms and techniques. The thematic focus of these courses will vary depending on the instructor. There may be multiple sections of this course running in the same semester, each of which may have a different topic.

LITCW-UH 3503
Advanced Creative Writing: Nonfiction Essay
(Formerly LITCW-AD 128)
Offered occasionally
Prerequisite: LITCW-UH 1003 (LITCW-AD 110) or instructor permission
This advanced nonfiction-writing course explores the creative possibilities of both the persuasive and familiar essay forms. The course material will cover essays from a range of literary traditions, and will also examine other art forms (film, theater, dance, music) as a way of exploring the nature of the review essay. The course combines discussion seminars and writing workshops with one-on-one conferences with the professor. Students will hone 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)
Typically offered: spring
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 creatively 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 workshopping 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.

LITCW-UH 3505
Dramatizing History
Typically offered: fall odd years
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 narrative? 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 have significance. Whether the tales are connected to family, culture, gender or ‘race’ memory, there are certain steps that can help the dramatist to focus on the development of dramatic work based on historical information. Students will detail their personal process in both creative and critical terms.

FILMM-UH 1012
Forms of Writing for the Screen
Crosslisted with Film and New Media

FILMM-UH 1512
Writing the Short Screenplay
Crosslisted with Film and New Media

HIST-UH 3316
African History through Film and Literature
Crosslisted with Film and New Media; History

THEAT-UH 1112
Fundamentals of Playwriting
Crosslisted with Theater

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TOPICAL RESEARCH

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

CAPSTONE EXPERIENCE

LITCW-UH 4000
Capstone Seminar
(Formerly LITCW-AD 400)
Typically offered: fall
Prerequisite: Senior standing
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.

LITCW-UH 4001
Capstone Project
(Formerly LITCW-AD 401)
Typically offered: spring
Prerequisite: LITCW-UH 4000
In the spring semester, students continue to work one-on-one with their capstone advisor(s) and to attend the capstone seminar. During the first seven weeks of the term, students develop a full draft of their project, which may include revision and re-articulation of key theoretical and/or aesthetic choices. Students work with their capstone advisor(s) to produce successive drafts of the project. The capstone experience culminates in the public presentation of the capstone project and the defense of the project before a panel of faculty reviewers.

The Music Program at NYU Abu Dhabi is committed to educating a new generation of musicians, capable of making and thinking about music from transnational and interdisciplinary perspectives. We seek to enrich the education and experience of all NYUAD students, and foster a vibrant and diverse musical community.

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 an artistic practice combining composition, technology, and performance. The Music Studies track produces scholars of music with proficiency in research and a sophisticated understanding of music as a global cultural phenomenon.

Non-majors may engage with the Music Program in a variety of ways— from developing musical skills through lessons and ensembles to integrating one of our many crosslisted 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 engagement with movement and interactive media. Meanwhile, music has become a topic of cutting-edge scholarly work in such diverse disciplines as computer science, disability studies, 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 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 music spanning various cultures and styles.

We connect our students to the thriving music and media scenes in Abu Dhabi, Dubai, and 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 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 usually study away during spring of sophomore year, or fall of junior year. NYU New York, NYU Paris, and NYU Prague are particularly well-developed sites for Music students. Students may also be granted a second semester of study away; successful applications for this require a strong written rationale.

**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.

**Common to Both Tracks**

- **4 Required Courses:**
  - Music Theory & Analysis I
  - Music Technology Fundamentals
  - Making Music
  - Music: Histories and Cultures

- **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, individual 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**

- **2 Required courses selected from the following:**
  - Music Theory and Analysis I
  - Music Technology Fundamentals
  - Making Music and 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 COURSES

**REQUIRED COURSES**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Year</th>
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<th>Description</th>
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| MUSIC-UH 1001 | Music Theory & Analysis I (Formerly MUSIC-AD 105) | YEAR 1 | Fall | Typically offered: fall  
Crosslisted with Sound and Music Computing  
This course provides an intensive introduction to music theory: the study of common elements and organizing principles in music, supported by analysis of specific musical examples. This includes constructs that are utilized every day by practicing musicians: intervals, keys, scales, modes, chord progressions, rhythms, meters, and forms, among others. Aural skills and fluency with musical notation are developed throughout the course. Modal practices are examined through diverse traditions including the Arab Maqam system, modal jazz/pop/rock, and choral music of the European Renaissance, leading to a detailed study of melody, harmony, and counterpoint in diatonic tonal music. The repertoire is drawn from both “classical” (Common Practice Period) music and more recent examples of tonality, including popular music. Regular projects in directed composition and analysis provide hands-on engagement with theoretical concepts, while frequent reading and listening assignments place techniques in historical context, introducing significant composers and performers. Weekly lab sections are devoted to skills in musicianship: listening, sight-singing, dictation, and basic keyboard skills.  
**Typically offered: fall**  
**Crosslisted with Sound and Music Computing**  
This course provides an intensive introduction to music theory: the study of common elements and organizing principles in music, supported by analysis of specific musical examples. This includes constructs that are utilized every day by practicing musicians: intervals, keys, scales, modes, chord progressions, rhythms, meters, and forms, among others. Aural skills and fluency with musical notation are developed throughout the course. Modal practices are examined through diverse traditions including the Arab Maqam system, modal jazz/pop/rock, and choral music of the European Renaissance, leading to a detailed study of melody, harmony, and counterpoint in diatonic tonal music. The repertoire is drawn from both “classical” (Common Practice Period) music and more recent examples of tonality, including popular music. Regular projects in directed composition and analysis provide hands-on engagement with theoretical concepts, while frequent reading and listening assignments place techniques in historical context, introducing significant composers and performers. Weekly lab sections are devoted to skills in musicianship: listening, sight-singing, dictation, and basic keyboard skills.  
**Typically offered: fall**  
This seminar is an introduction to music studies, which investigates music as both a text and social practice across a broad range of historical and cultural contexts. Beginning with music in the myths and ancient histories of Sumeria, India, Egypt, and Greece, the seminar concludes with an examination of musical practices within global and transnational networks of power, where new technologies of mediation are radically re-orchestrating our experience of music and the world. Introducing students to key theories, methodologies, and debates within music scholarship, the course provides a critical examination of the increasingly interrelated disciplines of musicology and ethnomusicology with a focus on 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.  
**Typically offered: fall**  
**Crosslisted with Interactive Media, Sound and Music Computing**  
This course was designed for anyone interested in producing music on computer using virtual instruments, samples and microphones. Regardless of style, this course provides an overview of the wide range of tools available to the modern music production. This is an “all-in-one” course for (almost) everything related to music technology, the basics of digital audio, physical of sound, music recording, binaural audio, musical acoustics, signal flow, sound synthesis, music production, game audio, post-production and mixing. Students will also study the elements of production design, composition, song form, and how to arrange, edit, build and shape a song using different DAWs. In this course students will also learn the fundamentals of digital audio, studio and location recording, mixing, MIDI sequencing using Logic Pro X, Pro Tools 12, Ableton Live, music production, and audio programming using Max. Students will be briefly introduced to a wide-range of applications (and careers) in music technology.  
**Typically offered: spring**  
**Typically offered: spring**  
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MUSIC PRACTICE ELECTIVES

NOTE: Students may register for the following beginning group instruction courses through the Albert system, without prerequisites or permissions: MUSIC-UH 1202 (Clarinet), 1203 (Flute), 1204 (Oud), 1205 (Piano), 1206 (Saxophone), and 1208 (Arab Percussion).

For ensembles and all other 2-credit instrumental/vocal individual and group instruction courses, students must fill out the online Pre-Registration Form. A link to this form will be posted on the Student Portal Shortly before the start of the registration period. Please contact Prof. Warren Churchill for more details.

MUSIC-UH 1201
Beginning Group Music Instruction—Cello
Typically offered: fall, spring
2 credits
Beginning Group Music Instruction—Cello is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1202
Beginning Group Music Instruction—Clarinet
Typically offered: fall, spring
2 credits
Beginning Group Music Instruction—Clarinet is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1203
Beginning Group Music Instruction—Flute
Typically offered: fall, spring
2 credits
Beginning Group Music Instruction—Flute is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1204
Beginning Group Music Instruction—Oud
Typically offered: fall, spring, Crosslisted with Arab Music Studies
2 credits
Beginning Group Music Instruction—Oud is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with aural skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1205
Beginning Group Music Instruction—Piano
Typically offered: fall, spring
2 credits
Beginning Group Music Instruction—Piano is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1206
Beginning Group Music Instruction—Saxophone
Typically offered: fall, spring
2 credits
Beginning Group Music Instruction—Saxophone is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1207
Beginning Group Music Instruction—Trumpet
Typically offered: fall, spring
2 credits
Beginning Group Music Instruction—Trumpet is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1208
Beginning Group Music Instruction—Arab Percussion
Typically offered: fall, spring
Crosslisted with Arab Music Studies
2 credits
Beginning Group Music Instruction—Arab Percussion is designed to introduce students to a new musical instrument in an ensemble setting. The course focuses on establishing basic technical competencies, along with aural skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1210
Music Ensembles
Typically offered: fall, spring, Crosslisted with Arab Music Studies (for Arab Music ensembles)
2 credits
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 Music Instruction 1
Typically offered: fall, spring, Crosslisted with Arab Music Studies (for Oud or Arab Percussion)
1 credit
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 Music Instruction 2
Typically offered: fall, spring
Prerequisite: MUSIC-UH 1251 and (Declared Music major/minor or one 4-credit seminar (i.e. non-practice) course in Music which may be taken as a corequisite)
Crosslisted with Arab Music Studies (for Oud or Arab Percussion)
2 credits
This course is designed for students wanting to continue Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

MUSIC-UH 2200
Continuing Group Music Instruction
Typically offered: fall, spring
Prerequisite: One Beginning Group Music Instruction course or Instructor Permission
Crosslisted with Arab Music Studies (for Oud or Arab Percussion)
2 credits
This section of Group Instruction is designed for students who already have a basic level of competency with the instrument. The focus of this course is to build upon established musical skills, while working toward mastering more challenging musical repertoire.
Typically offered: fall, spring
Prerequisites: MUSIC-UH 2251 and (Declared Music major/minor or two 4-credit seminar (i.e. non-practice) courses in Music, one of which may be taken as a corequisite)
Crosslisted with Arab Music Studies (for Oud or Arab Percussion)
2 credits
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 Music Instruction 5
Typically offered: fall, spring
Prerequisites: MUSIC-UH 2252 and (Declared Music major/minor or two 4-credit seminar (i.e. non-practice) courses in Music)
Crosslisted with Arab Music Studies (for Oud or Arab Percussion)
2 credits
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 3252
Individual Music Instruction 6
Typically offered: fall, spring
Prerequisites: MUSIC-UH 2251 and (Declared Music major/minor or three 4-credit seminar (i.e. non-practice) courses in Music, one of which may be taken as a corequisite)
Crosslisted with Arab Music Studies (for Oud or Arab Percussion)
2 credits
This course is designed for students wanting to continue with Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

CADT-UH 1000
Multidisciplinary Artistic Collaborations
Crosslisted with Core: Arts, Design, and Technology; Film and New Media; Interactive Media

FILM-UH 1515J
Audiovisual Ethnography: Music and Heritage in Zanzibar
Crosslisted with African Studies; Anthropology; Film and New Media

MUSIC TECHNOLOGY ELECTIVES

MUSIC-UH 1410, MUSIC-UH 1420
Introduction to Musical Programming I and II
Typically offered: spring
Prerequisite: MUSIC-UH 2251 and (Declared Music major/minor or two 4-credit seminar (i.e. non-practice) courses in Music)
Crosslisted with Arab Music Studies (for Oud or Arab Percussion)
2 credits
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 2416
Recording and Production Techniques
(Formerly MUSIC-AD 216)
Typically offered: fall
Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor
Crosslisted with Interactive Media; Sound and Music Computing
This course exposes students to the art of music production, engineering and recording, as well as the fundamentals of audio theory and engineering, audio production technique in both the studio environment and location specific recording, playback, post-production applications, and musical acoustics. Students will learn to multitrack record, overdub, edit, and mix music using Pro Tools HD. This is a very “hands-on” and practical course. Students build on concepts learned in the Music Technology Fundamentals course, from working in a digital environment to an analog based recording studio (NYUAD Studio A). They learn how to master the SSL mixing board as well patchbay routing, signal flow, recording ticks, microphones techniques/placements, and how to work with different outboard processors with their music production (1176 compressor, LA2A, Manley Variable Mu, century compressor, API, maselec mla-2 mastering equalizer and more) to enhance their sound. Students gain analytical and professional skills needed for a variety of music production-focused careers including music producer, recording engineer, mix engineer, mastering engineer, live sound engineer, sound technician, and more.

MUSIC-UH 2417
Advanced Musical Programming
(Formerly MUSIC-AD 317)
Typically offered: every year
Prerequisite: MUSIC-UH 1002 (MUSIC-AD 106), or equivalent knowledge and permission of instructor
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, Risset) 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 3410
Mixing & Mastering Techniques
Typically offered: fall
Prerequisite: MUSIC-UH 1002 (MUSIC-AD 106) or MUSIC-UH 2416 (MUSIC-AD 216) or equivalent knowledge and permission of instructor
This course provides students with a deeper understanding of mixing and mastering tools and techniques that can be applied to a wide variety of styles, from Hollywood soundtrack orchestras, to big bands, to rock, pop, EDM, R&B, metal and more. This course has an in-depth, hands-on examination of several mix techniques. It explores the many creative and technical considerations necessary to mix in today’s music production environment, regardless of platform or format. It also teaches the different steps of the mixing process, including equalization, panning, dynamic processing (compressors, gates, expanders, and limiters), reverb and delays, as well as automation techniques. For mixing and mastering deliverables students will acquire and advance knowledge on how to mix on an SSL console and will work with analog equipment, combining it with the potentials of the digital domain using Pro Tools HD software. Through weekly critical listening training, analysis of creative recordings, and comparative studies of different styles of mixing, students will learn to identify width and depth, frequency range, dynamics and the different mix approaches used in various musical genres.

MUSIC-UH 3430
Special Topics in Music Production
(Formerly MUSIC-AD 319)
Offered occasionally
This course will expose students to the fundamentals of audio engineering and music production technique within the studio environment. The course is focused on hands-on exercises and assignments. The class will introduce students to everything from studio recording sessions with live instrumentalists, to producing music using software and hardware electronic instruments.

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

IM-UH 1011
Communications Lab
Crosslisted with Design; Interactive Media; Pre-Professional Media, Culture and Communication

IM-UH 2313
New Interfaces of Musical Expression
Crosslisted with Interactive Media

150 2018-19 | ARTS AND HUMANITIES | MUSIC
151 2018-19 | ARTS AND HUMANITIES | MUSIC
MUSIC-UH 101 Jazz
(Formerly MUSIC-AD 113)

Typically offered occasionally

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

MUSIC-UH 161X Arab Music Cultures
(Formerly MUSIC-AD 111X)

Typically offered: fall

Crosslisted with African Studies; Anthropology; Arab Crossroads Studies; Arab Music Studies; Heritage Studies

Arab music culture, understood as an assemblage of ideas, practical 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)

Typically offered occasionally

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

MUSIC-UH 1614 Global Hip-Hop
(Formerly MUSIC-AD 114)

Typically offered occasionally

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

MUSIC-UH 1622 African Popular Music
(Formerly MUSIC-AD 162)

Typically offered: spring

Crosslisted with African Studies; Anthropology; Heritage Studies

This course examines the historical foundations, sociocultural contexts, and formal characteristics of twentieth- and twenty-first-century African popular music, covering a range of genres from across the continent. Drawing on a rich corpus of scholarly and popular works by anthropologists, ethnomusicologists, historians, filmmakers, and journalists, it explores African popular music genres as cultural phenomena that are complexly woven into the social fabrics 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 publics, and the dynamics of nationalism in modern African societies.

ANTH-UH 2114X Listening to Islam
Crosslisted among Anthropology; Arab Crossroads Studies; Theater

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

FILMM-UH 1515J Audiospatial Ethnography: Music and Heritage in Zanzibar
Crosslisted with African Studies; Anthropology; Film and New Media

MUSIC-UH 1710 Music: Conflict, Protest, and Peace
(Formerly MUSIC-AD 115)

Offered occasionally

Crosslisted with Music: Peace Studies

The seminar examines music in relationship to conflict, protest, and peace across a wide range of historical and cultural contexts from the 19th century to the present. Whether conflicts are waged in the name of national, ethnic, economic, or ideological concerns, 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 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 engages music as a contested social practice during times of conflict, raising fundamental ethical questions. This interdisciplinary course draws on scholarship from aesthetics, ethnomusicology, military history, philosophy, and law to provide a broad critical framework.

MUSIC-UH 1711 Rock ’n’ Roll Histories & Revolutions:
Afro-American Music Traditions to the Beatles
(Formerly MUSIC-AD 116)

Offered occasionally

The explosion of rock ’n’ roll into the popular music scene of the 1950s took the world by surprise. 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 survey 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 as well as in movements for civil rights and social justice from that time to the present. Interdisciplinary in its conception, the seminar draws on materials from a diverse discipline in order to provide a critical frame for the exploration of the topic. As part of the course, we will examine the music of the Beatles from the release of their first cover album to their later meteoric rise to international fame in the 1960s. Focusing on their overwhelming American success after 1964, the course looks at the history of the band and the cultural narratives that articulated the impact of film and photography, and music were reinvented according to a “cinematic imagination.” Engaging with cultural debates through the writings of artists and intellectuals who shaped the industry, we will explore diverse artistic works and practices. Students, using video cameras, will explore the diverse urban landscapes of Berlin as a basis for a group remake of Walter Ruttmann’s 1927
Invention; Core: Cultural Exploration and Analysis

What images of the city will emerge through our encounters? How does the encounter with mortality both define human experience and serve as an impetus for aesthetic response? Can musical texts memorialize and immortalize the dying and the dead? From its inception, Western opera has registered changing cultural attitudes towards death. Exploring the myths, legends, and ancient histories that shaped the stories and plots of early operas, the seminar examines operatic works from the 17th century and songs of this genre’s dying protagonists.

Typically offered: by Application
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 response? Can musical texts memorialize and immortalize the dying and the dead? From its inception, Western opera has registered changing cultural attitudes towards death. Exploring the myths, legends, and ancient histories that shaped the stories and plots of early operas, the seminar examines operatic works from the 17th century and songs of this genre’s dying protagonists.

Typically offered: by Application
Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis

Can musical work like an opera provide a map for understanding the persistent power of visual media in shaping the global context today? This interdisciplinary study of Weimar culture is relevant to participants from diverse fields such as film, music, literature, art history, and history.

MUSIC-UH 1761
Opera: Mortal Encounters-Immortal Songs
(Formerly MUSIC-AD 161)
Offered occasionally
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 response? Can musical texts memorialize and immortalize the dying and the dead? From its inception, Western opera has registered changing cultural attitudes towards death. Exploring 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 to examine works shaped by the cataclysmic events of the 20th century. Radical changes in the historical conditions of death have resonated far beyond the battlefield, shaping fundamental questions about the meaning of the self, time, and history. How has opera registered these changes and participated in these shifts?

Can musical work like an opera provide a map for examining uncharted places beyond the thresholds of human experience? Can opera’s music, language and images address the historical challenges of representing death on stage? Drawing on scholarship from diverse fields, the seminar examines operatic works from the 17th century to the present with a special focus on the arias and songs of this genre’s dying protagonists.

CCEA-UH 1023
dis/Abilities in Musical Contexts
(Formerly MUSIC-AD 164, MUSIC-UH 1764)
Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis

CCEA-UH 1073J
Recovered Voices: Artistic and Musical Cultures from Prague to Theresienstadt
Crosslisted with Core: Arts, Design and Technology; Core: Cultural Exploration and Analysis

MUSIC THEORY ELECTIVES

MUSIC-UH 2801
Music Theory & Analysis II
(Formerly MUSIC-AD 205)
Typically offered: spring
Prerequisite: MUSIC-UH 1001 (MUSIC-AD 105)
Further exploration of melody, harmony, and counterpoint in tonal and modal musics through projects in directed composition and analysis, transitioning into 20th-century and contemporary musical developments. Topics include small-and large-scale musical forms, modulation, mixture, chromaticism, and an array of modernist and post-modernist compositional practices.

MUSIC-UH 3860
Advanced Topics in Music Theory
(Formerly MUSIC-AD 361)
Offered occasionally
Innovative and rigorous courses in music theory, developed in accordance with the expertise and interests of the faculty.

CADD-UH 1024
What Is Music?
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology

TOPICAL RESEARCH

MUSIC-UH 3190
Directed Study
(Formerly MUSIC-AD 198)
Typically 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

MUSIC-UH 4000
Music Program Capstone Seminar
(Formerly MUSIC-AD 400, MUSIC-AD 410, MUSIC-UH 4001)
Typically offered: fall
Prerequisite: Must be a declared Music major
The Music Program Capstone Seminar is the space where seniors deepen their proposed Capstone project proposals in either track for the major. This consists of weekly meetings with the Capstone advisor, complemented by a series of periodic lectures given by each full-time faculty member in the Music Program. The lecture topics relate to issues found pertinent to the development of a solid, well-grounded and rigorous project and accompanying paper. Towards the end of the semester, students are required to formally present the projects to be completed in the following semester.

MUSIC-UH 4001
Music Practice Capstone Project
(Formerly MUSIC-AD 401)
Typically offered: spring
Prerequisite: MUSIC-UH 4000 (MUSIC-AD 400)
The Music Practice Capstone Project provides seniors with the opportunity to work closely with a faculty mentor to produce a senior thesis project centered around artistic practice. This project could be a performance, recording, composition, or technological creation, among other possibilities. This course is where the capstone prospectus that was developed and presented in the Music Program Capstone Seminar is finally accomplished, presented publicly, and defended before a jury.

MUSIC-UH 4011
Music Studies Capstone Project
(Formerly MUSIC-AD 411)
Typically offered: spring
Prerequisite: MUSIC-UH 4010 (MUSIC-AD 410)
The Music Studies Capstone Project provides seniors with the opportunity to work closely with a faculty mentor and to produce a senior thesis project. Music Studies projects may include theoretical, historical, and ethnographic approaches to music scholarship. This course is where the capstone prospectus that was developed and presented in the Music Program Capstone Seminar is finally accomplished, presented publicly, and defended before a jury.
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 sophomore year. Students who choose to double major in Philosophy and another discipline, and who choose to complete their Capstone project in that other discipline must still complete ten Philosophy courses. Instead of the two-semester Capstone Project in Philosophy, these students may elect any two additional Philosophy courses (other than Introductory Electives).

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

Requirements for the Major in Philosophy:
10 courses, which must include the following:

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

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

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

**Requirements for the Minor in Philosophy**

4 courses, which must include the following:

1. Introductory Elective
2. Other Philosophy Electives

**Note:** Logic (PHIL-UH 1810) can be taken as one of the three other Philosophy electives.

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<td><strong>First-Year Writing Seminar</strong></td>
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Alternative sample schedules are available at nyuad.nyu.edu/grids.
PHILOSOPHY COURSES

INTRODUCTORY ELECTIVES

PHIL-UH 110
Central Problems in Philosophy
(Formerly PHIL-AD 101)
Typically 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 111
Meaning of Life
(Formerly PHIL-AD 109)
Offered occasionally
Crosstlisted with New Core: Structures of Thought and Society; Previous 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 111
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 112
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 113
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 115
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? Why should we care about knowledge—more accurately understood as a culturally relative notion, so that what’s true for us might not be true for me?

PHIL-UH 117
Law and Philosophy
(Formerly PHIL-AD 120)
Offered occasionally
Crosstlisted 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.

CSYS-UH 101
Tolerance and Relativism
Crosstlisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

CSYS-UH 1060
Religion and Philosophy
Crosstlisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

CSYS-UH 1061
Global Ethics
Crosstlisted with Legal Studies: New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

LOGIC COURSES

PHIL-UH 1810
Introduction to Logic
(Formerly PHIL-AD 180)
Typically 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)
Typically offered: spring even years
This course is an advanced investigation of various aspects of symbolic logic and reasoning, with an emphasis on subjects of philosophical relevance. Specific topics vary by semester, but are generally drawn from the following: modal logic (the study of reasoning about necessity, possibility, counterfactuals, and tense); metalogic (the study of provability, completeness, and other higher-order properties of logical systems); non classical 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)
Typically offered: spring even years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 110–1120 (PHIL-AD 101–120))
Crosstlisted with The Ancient World
This course will discuss the examination of the origins of Western philosophical thought in ancient Greece and Rome, with a special focus on the views of Plato and Aristotle. Through their work, students will grapple with a range of pressing philosophical questions, including: Is happiness more than a subjective state of consciousness? Is death harmful? Do we have free will? Do we have obligations to others that override the pursuit of our own self-interest? What is the relation between the mind (or the soul) and the body? Since most of the philosophers that will be studied thought that philosophy must be systematic, we will also try to evaluate the strengths and weaknesses of this approach to philosophical questions.

PHIL-UH 2211X
Classical Arabic Philosophy
(Formerly PHIL-AD 221X)
Typically offered: fall even years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 110–1120 (PHIL-AD 101–120))
Crosstlisted with Arab Crossroads Studies; Previous Core: Structures of Thought and Society
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, certitude, causality and truth—thus knowledge—more accurately understood as a culturally relative notion, so that what’s true for us might not be true for me.

PHIL-UH 2212
Classical Indian Philosophy
(Formerly PHIL-AD 223)
Typically offered: spring odd years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 110–1120 (PHIL-AD 101–120))
Crosstlisted with The Ancient World
An exploration of the thought of major philosophers from the Indian subcontinent, beginning with the ancients in the fifth century BCE and concluding with thinkers on the eve of colonialism in the eighteenth century CE. Indian philosophy has been and continues to be a major

HISTORY OF PHILOSOPHY ELECTIVES
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, medicine, of mathematics, and of politics and society. It is most strongly associated with wide-ranging discussions in the philosophy of mind, the study of language, epistemology, and metaphysics.

The aim of the course is to present a balanced and impartial picture of the richness, diversity, and depth of philosophy in this region.

PHIL-UH 2222 Kant and Modern philosophy

(Formerly PHIL-AD 2222)

Typically offered: fall odd years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120 (PHIL-AD 101-120))

Immanuel Kant introduces a single towering figure in the history of modern Western philosophy, and one of the two or three most towering figures in the history of philosophy, period. Kant’s critical philosophy is the culmination of the early modern investigation of the powers of human reason, fueled by the rise of the mathematical sciences of nature and of the Enlightenment ideals of individual and collective liberty. But Kant also opens the way to nineteenth century interrogations of the historical and cultural forces that shape human reason. In this course, we will examine Kant’s critical philosophy in relation both to its own past and to the new paths it opened for human thought. Topics will include: What is metaphysics, and is it possible at all? What is the relation between space, time, and nature. The concept of causal connection. Freedom and causal determinism. The place of morality in a deterministic world. The legacy of the Enlightenment.

PHIL-UH 2223 Nineteenth- and Twentieth-Century European Philosophy

(Formerly PHIL-AD 223)

Offered occasionally
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120 (PHIL-AD 101-120))

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

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, can 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 epistemically peers disagree with us?

PHIL-UH 2411 Metaphysics

(Formerly PHIL-AD 241)

Typically offered: fall even years
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 rationality an ingredient of our thought? 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 occasionally
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120 (PHIL-AD 101-120))

“Socrates was poisoned.” With those vocal sounds our words manage to convey a great deal of contemporary ethical, political, and literary debate. How do the sounds of those words manage to pick out or latch onto particular portions of reality, even ones with which we might not even be acquainted? How does language enable us to convey thoughts about everything from Abu Dhabi, to the hopes of a friend, to the stars beyond our galaxy? For that matter, what are the thoughts, or the meanings, that our words carry or communicate? We will explore these and other philosophical questions about language through a reading of seminal works by twentieth-century thinkers.

PHIL-UH 2413 Philosophy of Mind

(Formerly PHIL-AD 243)

Typically offered: spring odd years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120 (PHIL-AD 101-120))

How should we investigate the structure of the mind? Does one’s understanding of the mind’s structure depend on the manner in which one investigates it? Is the self, if indeed there is any such thing? This course aims to juxtapose three different approaches from three different philosophical traditions. We will read texts in contemporary analytic, phenomenological, and Buddhist philosophy and in classical Indian

PHIL-UH 2414 Philosophy of Science

(Formerly PHIL-AD 244)

Typically offered: fall 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, such as: is science something that can be objectively studied? Is it rational to believe in the absence of evidence? 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 are more important than the science that provide us with “truths” or “explanations” of physical phenomena, whereas other theories aren’t “genuinely explanatory.” To what extent is this true? What exactly is a scientific explanation, and how different is it (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

Typically offered: spring even years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120 (PHIL-AD 101-120)), plus PHIL-UH 1810 (PHIL-AD 180), unless waived by the instructor.

This course examines a variety of issues in the metaphysics and epistemology of mathematics. Mathematics poses interesting questions for philosophers. Mathematical statements 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, or on the most basic numbers appear not to be located in space-time. If they are not, how do we come to know about them? What explains 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 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. Students will, however, be asked to cope with sometimes difficult and abstract mathematical concepts.

PRACTICAL PHILOSOPHY ELECTIVES

PHIL-UH 2610 Ethics

(Formerly PHIL-AD 260)

Typically offered: fall even years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120 (PHIL-AD 101-120))

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

PHIL-UH 2611 Applied Ethics

(Formerly PHIL-AD 261)

Offered occasionally
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 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 stem cells)? Are there compelling moral objections to genetic testing or genetic engineering?

PHIL-UH 2613 Aesthetics
(Formerly PHIL-AD 263)
Offered occasionally
Prerequisite: one Introductory elective in Philosophy (PHIL-UH 1101-1120 (PHIL-AD 101-120))
This course addresses a number of questions that arise in philosophical discussions of the arts. What is art, and how do we evaluate it? Is there a standard of taste? Are there special aesthetic properties? Is there a special aesthetic attitude or a special aesthetic experience? Does it matter for the aesthetic value of a supposed work of art if it is a forgery? What is beauty, and how is it related to the sublime? What is the relation between aesthetic and moral values? Can there be great works of art that are morally bad? Why do we feel for fictional characters? Why do we enjoy horror films? How and what do pictures represent? How does music express emotions? What is it to give an authentic performance of a piece of music? How does our aesthetic appreciation of art differ from our aesthetic appreciation of nature?

PHIL-UH 2614 Political Philosophy
(Formerly PHIL-AD 264)
Typically offered: fall odd years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120 (PHIL-AD 101-120))
Crosslisted with Legal Studies, Political Science
The state has authority over its citizens: if you fail to comply with its dictates, you can be punished. What justifies the state’s exercise of such authority? Could it be justified because we have at least implicitly given our consent to it? This is one of the central questions in political philosophy. Others include: What form of government best serves the people? Who are the people, anyway? What is justice? Do we have fundamental rights to property or to free expression? If so, what is the source of these rights? What is freedom, and are there different kinds? What is the proper relation between freedom and equality? Is equality desirable? Can we live in a genuine community that is not a community of equals? Students will grapple with such questions and draw on writings from both classical and contemporary philosophers.

### ADVANCED SEMINARS

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>PHIL-UH 3210</td>
<td>Topics in the History of Philosophy</td>
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<tr>
<td>PHIL-UH 3410</td>
<td>Topics in Theoretical Philosophy</td>
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<tr>
<td>PHIL-UH 3610</td>
<td>Topics in Practical Philosophy</td>
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</table>

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
(Formerly PHIL-UH 2210–2799 (PHIL-AD 220–2799))
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 PHILAD 340)
Offered occasionally
Prerequisites: Two History of Philosophy, Theoretical Philosophy, or Practical Philosophy electives
(Formerly PHIL-UH 2210–2799 (PHIL-AD 220–2799))
An advanced seminar that involves the careful study of some particular theory, philosopher, or a 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 PHILAD 360)
Offered occasionally
Prerequisite: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy Elective
(Formerly PHIL-UH 2210–2799 (PHIL-AD 220–2799))
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.

### OTHER PHILOSOPHY ELECTIVES

<table>
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<th>Course Code</th>
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<tr>
<td>PHIL-UH 1910</td>
<td>Philosophy of Quantum Mechanics</td>
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</table>

PHIL-UH 1910 Philosophy of Quantum Mechanics
Offered occasionally
Quantum mechanics (QM) continues to fascinate physicists and non-physicists alike in virtue of its strikingly unorthodox characterization of the world. Some of the counter-intuitive features we’ve learned to accept, whereas others continue to generate controversy. This course begins by introducing students to the basic structure of QM, its experimental basis, and some of the bizarre (if well-established) features of the quantum world. We then examine two conceptual problems in the theory’s foundations—the measurement problem and the problem of local beables—that threaten to render the entire theoretical edifice incoherent, and survey proposed ways to address those problems. Among the interpretations of quantum mechanics we’ll investigate are spontaneous collapse theories, pilot wave theories, and many-worlds theories, each of which aims to solve existing issues but often at the expense of raising new ones. This is not a ‘popular science’ course: we’ll be reading physicists and philosophers who engage substantively with the foundational questions. However, there are no prerequisites, and none of the texts we use presuppose any familiarity with either QM or philosophy.

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<th>Course Code</th>
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<tr>
<td>PHIL-UH 3910</td>
<td>Directed Study</td>
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PHIL-UH 3910 Directed Study
(Formerly PHIL-AD 298)
Typically 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 EXPERIENCE

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<tr>
<th>Course Code</th>
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<tr>
<td>PHIL-UH 4000</td>
<td>Capstone Project</td>
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PHIL-UH 4000 Capstone Project
(Formerly PHIL-AD 400)
Typically 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)
Typically offered: fall, spring
Prerequisite: PHIL-UH 4000 (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 is an academic and artistic laboratory dedicated to theater research, scholarship and practice. Reflecting the global vision of NYUAD, a cosmopolitan liberal arts university, we provide a rigorous approach to artist training, a solid scholarly foundation in theater history, theory and criticism, and exposure to a variety of transnational cultural practices through the study of theater both here and abroad. For NYUAD theater majors, making and thinking—creating and articulating—culture are inextricable tasks. Our aim is to develop artist-citizens whose theatrical contributions will expand the limits of the field and make a difference in the world. We expect NYUAD theater majors to become fearless and visionary theater makers, eager to collaborate with other artists, scientists and scholars across disciplines, and who will invent new and hybrid cultural practices that will come to define what theater will be in the 21st century.

Theater and performance are collaborative arts, and at NYU Abu Dhabi students experience this in many ways: in practice-based classes and in scholarly seminars, in apprenticeships with professional companies in residence, as hosts for 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.

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 expressive and interpretive skills developed in working with dramatic material make this an excellent component of a well-rounded liberal arts education. Furthermore, 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 of these are critical skills necessary for a sustained career in the arts, and are also readily transferable to many other professions.

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, or at one of several NYU global sites recommended by the program. This semester away should be the fall or spring of their junior year, and theater majors must have completed *Making Theater* and *Thinking Theater* prior to study away. Theater majors may apply for a second semester away (for the spring semester of their sophomore year or either semester of their junior year) as long as they have successfully completed the necessary course progression required for study away.

**Requirements for the Major**

11 courses, distributed as follows:

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

**Minor in Theater**

The minor in Theater is open to all NYUAD students and offers the opportunity to explore the history, theory, and practice of theater and performance. The study of this ancient, universal, and multi-faceted art form illuminates the power of the imagination in engaging with and shaping the political and spiritual lives of individuals and cultures. The minor in Theater is designed to be combined with a major in another discipline and to develop the student’s capacity for intellectual and creative risk-taking in the pursuit of knowledge. The expressive and interpretive skills developed in working with dramatic material make the minor in Theater an excellent component of a well-rounded liberal arts education.

**Requirements for the Minor in Theater**

4 courses, distributed as follows:

- 1 Making Theater
- 1 Thinking Theater
- 2 Electives from within the Theater major
# Theater Courses

## Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Year</th>
<th>Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THEAT-UH 1010</td>
<td>Making Theater</td>
<td>(Formerly THEAT-AD 100)</td>
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<td>Fall</td>
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<td>Typically offered: spring</td>
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<td>Why make theater? For whom? With whom? How? When?</td>
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<td>About what? This class engages students in an</td>
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<td>intensely hands-on, collaborative work process</td>
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<td>that is intended to give them a practical</td>
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<td>experience and a conceptual grasp of selected</td>
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<td>approaches to theater practice, drawn from a</td>
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<td>variety of perspectives and time periods,</td>
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<td>including their own. Through readings and</td>
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<td>discussions, we explore and interrogate the</td>
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<td>fundamental “building blocks” of theater-making,</td>
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<td>narrative, audience, location, collaboration,</td>
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<td>design, social context, and point of view.</td>
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<td>Paying close attention to the students’ own</td>
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<td>intuitions, interests, and impulses, the course</td>
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<td>lays a foundation for further study and</td>
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<td>creative production within our Theater Program</td>
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<td></td>
<td>and beyond.</td>
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<tr>
<td>THEAT-UH 1011</td>
<td>Thinking Theater</td>
<td>(Formerly THEAT-AD 101)</td>
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<td>Fall</td>
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<td>Typically offered: fall</td>
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<td>Prerequisite: Must be a declared Theater major</td>
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<td>or minor, or freshman/sophomore standing</td>
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<td>This seminar offers an overview of theatre and</td>
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<td>its intersections with other disciplines in the</td>
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<td>arts, sciences, and humanities. The course</td>
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<td>introduces key terms and methodologies for</td>
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<td>understanding performance as an object of analysis</td>
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<td>and a means of expressive behavior. The students</td>
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<td>will explore how particular theories of drama</td>
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<td>emerge at historical moments and why: students</td>
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<td>will look at those theories embodiment on the</td>
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<td>stage, in dramatic literature, in public, and</td>
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<td>in everyday life. The aim of this class is to</td>
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<td>provide a performance vocabulary that will serve</td>
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<td>as a foundation and framework for advanced</td>
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<td>studies. Although this is not a survey of theatre</td>
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<td>history, the course will draw from a wide</td>
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<td>variety of historical plays and performances</td>
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<td>to elucidate the critical concerns of the field.</td>
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## Arts Practice Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>THEAT-UH 1110</td>
<td>Fundamentals of Acting</td>
<td>(Formerly THEAT-AD 110)</td>
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<tr>
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<td>Typically offered: fall</td>
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<tr>
<td></td>
<td>Crosslisted with Film and New Media</td>
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<tr>
<td></td>
<td>Students begin to build a performance vocabulary</td>
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<td>by using a range of techniques for translating</td>
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<td>the actor’s imagination into stage action.</td>
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<td>Students are introduced to the internal and</td>
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<td>external demands of turning creative impulse</td>
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<td>into behavior, and explore acting fundamentals</td>
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<td>such as exploring by connecting it to physical</td>
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<td>action; responding fully to one’s acting</td>
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<td>partner; personalizing fictional</td>
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<td>material; and exploring the role of actor-as-</td>
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<td>creator via games, improvisations, and exercises;</td>
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<td>scene work; ensemble techniques; and solo</td>
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<td>performance.</td>
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## Year 1

### Fall Semester

- **General Elective**
- **General Elective**
- **Core**
- **Colloquium**

### Spring Semester

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

## Year 2

### Fall Semester

- **Thinking Theater**
- **Theater Elective**
- **General Elective**
- **Core**

### Spring Semester

- **Theater Elective**
- **Theater Elective**
- **General Elective**

## Year 3

### Fall Semester

- **Theater Elective**
- **Theater Elective**
- **General Elective**

### Spring Semester

- **Capstone Seminar**
- **Theater Elective**
- **General Elective**
- **Core**

## Year 4

### Fall Semester

- **Other Arts Elective**
- **General Elective**
- **General Elective**
- **General Elective**

### Spring Semester

- **Capstone Project**
- **Theater Elective**
- **General Elective**
- **General Elective**

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[168](2018-19|Arts and Humanities|Theater)

[169](2018-19|Arts and Humanities|Theater)
“oscillates between theory and practice, inside and outside, word and movement, question and answer.” Be prepared to think, to write and to move.

THEAT-UH 1114J
“Under the Radar” at The Public Theater
Typically offered: Jan
This course is focused on attending Under the Radar, the leading experimental theatre festival presented in NYC in January. Students are introduced to the ideas, content and aesthetic innovation circulating on international stages. Past years’ themes include: site-specific performance, translating the Classics, immigration, analogue, digital and live performance, disability, identity and coming of Age. We attend performances as a group meet with Festival staff and learn about the challenges of creating the festival; have a guest from Public Radio teach us about making effective pod casts; learn how to upload student writing on Square Space and NYU forums, where students post a select number of ‘think pieces’ that might include analyses of the content of the performances, comparisons of selected aspects of two or more works, analyses of the online information produced by the festival including visual material, discussions of critical commentary, observations about the Festival and its performance culture.

THEAT-UH 1120
Body at Work: Movement for the Artist
(Formerly THEAT-AD 110)
Typically offered: spring
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 students through awareness and release from habitual tensions and into body alignment, voice 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 1121
Collaborative Art: Fundamentals of Stage Design and Production
(Formerly THEAT-AD 113)
Typically offered: fall
This course students learn to create visceral, theatrical experiences that tell clear stories through deep investigation of what comprises aesthetic experience and the fundamental tenets of design and stage composition. Students will acquire tools to: identify, externalize, and develop aesthetic impulses; actualize the world of a text through simple, powerful choices; facilitate collaborations with a design team; synthesize script analysis and point of view with rich, textured design worlds; develop an empathetic imagination; and build work with generosity toward the audience’s experience.

THEAT-UH 1122
Voice, Speech, and Text
(Formerly THEAT-AD 117)
Typically offered: fall
Voice is the lead component of this course; speech and text analysis are secondary yet intrinsic principles of the training. Students learn the fundamentals of voice work and embark on freeing their natural voices. They learn the basics of a free voice, connection to text, clarity of speech, thus laying foundations for engaging communication and performance. Students will begin to understand, in sensing within themselves and in observing their colleagues, the connections between thought/impulse/idea, voice, audience, and communication.

THEAT-UH 1123
Unmasking the Actor
Typically 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: Nevois, larval, 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 alignment voice 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)
Typically offered: spring
Prerequisites: THEAT-UH 1110 (THEAT-AD 110), THEAT-UH 1120 (THEAT-AD 113), or THEAT-UH 1122 (THEAT-AD 117)
This course integrates training and scene work to develop acting and performance skills. The course implements a dual component structure: Training and Project. In Training, various exercises are used to:
1. Develop technical skills;
2. Kindle creativity, imagination and collaboration; and
3. Help identify and begin to remove obstructive physical/vocal habits that block responsiveness and expressivity of the actor’s instrument: the body.
In Project, the rehearsal and presentation of short pieces incorporate skills within the context of performing dramatic texts (self-written, interview based, or pre-written by selected playwrights) that include character and action. The final element is introduced mid-process Audience. Throughout the term, a number of guest artists may visit to lead master classes and collaborate with the students.

THEAT-UH 2115
Directing
(Formerly THEAT-AD 115)
Typically offered: fall
Crosslisted with Film and New Media
What brings a play to life? What story do you most want to tell? Who is your audience, and why? What is the collaborative environment you seek? This course explores conceptual and practical approaches to directing a play. In addition to script discovery and analysis, emphasis is placed on the development of each student’s unique and subjective point of view on the material at hand. Students will work collaboratively, including film, video and podcasting techniques, and will design, build, and engage in live performance and conversation centered around the nature and art of directing theater.

THEAT-UH 2130
Director’s Lab
Typically offered: spring
Prerequisite: THEAT-UH 2115 or instructor permission
2 credits
This course continues the work begun in Directing in a Lab setting. Students will work with material from Susan-Lori Parks 365 Plays/Days. Samuel Beckett’s short works are selected and are brought to the level of their own choosing. Our workshops will include sharing work in process, discussion of major issues both ethical and practical in the field of Directing, and the building of comradery as we explore the form.

ANTH-UH 214X
Listening to Islam
Crosslisted with Anthropology; Arab Crossroads Studies; Music
IM-UH 2114
Selfs, Body, & Motion
Crosslisted with Interactive Media
LITCW-UH 3505
Dramatizing History
Crosslisted with Literature and Creative Writing

THEAT-UH 1510X
Theater in the Arab World
(Formerly THEAT-AD 134JX)
Typically offered: fall
Crosslisted with Arab Crossroads Studies
This class examines recent trends in contemporary Arab theatre, contextualizing these within a broader history of Arab performance, including film. Particular attention is given to how experimental practitioners have explored issues of human rights and the control of territories under the modern state. Strategies addressed include: the confinement of past and present as a means of exploring the persistence of the colonial power structure in the modern Arab world (Wannus’s Historical Miniatures, ‘Udwan’s The Trial of the Man Who Didn’t Fight); the use of parable to speak truth to power (Wannus’s The Elephant, Diya’ab’s Strangers Don’t Drink the Coffee); the incorporation of populist entertainment forms that directly engage the audience (a-Sadiki’s use of the halqa and Wannus’s inclusion of hekoatee); and the use of familiar tales to explore new political realities (Wannus’s and Farag’s use of the Arabian Nights tales, Al-Hakim’s use of parodic myth, Al-Hakim and Salim’s use of Greek myth).

THEAT-UH 1511
Theater in Asia
(Formerly THEAT-AD 135)
Typically offered: spring odd years
This course examines different traditions, innovations, representations, and locations of Asian theater. The influence of major aesthetic texts such as the Natyasastra and the Kadoshu are studied in relation to specific forms of theater such as Kagura, Bugaku, Noh, Bunraku, Kabuki, Shingeki, Jingxi, Geju, Zaju, Kathakali, Kathak, Odisai, Chau, Manipuri, Krishnattam, Kylitttamm, Rasila, and P’ansori. The dramatization of religious beliefs, myths, and legends are examined in a contemporary context. Different focuses include: Middle Eastern performance, Japanese theater, traditional Asian performances on contemporary stages, religion and drama in Southeast Asia, and traditions of India.

THEAT-UH 1512
Representing the Real
(Formerly THEAT-AD 139)
Typically offered: spring
This course examines how theatrical simulations of reality from the mid-20th century until now inform our understanding of the world in which
Making the Anthropocene[3]: Figuring Climate Change Across the Arts

(Formerly THEAT-AD 154)
Typically offered: spring
Crosslisted with: Art History; Film and New Media; Literature and Creative Writing

The Environment

This 7-week (or 14-week) reading, writing intensive course including a wide range of plays that directly engage real events across a broad spectrum of personal, social, political and historical circumstances by using witness accounts, film footage, photographs, documents, legal transcripts, interviews, and the reality and fiction of staged objects. Students will gain an understanding of the interplay of bodies, memory, nation, terror, and the archive.

THEAT-UH 153

History of Community Based Performances

(Formerly THEAT-AD 140)
Typically offered: spring

As cultural practices and public arts, community based performances are forged by intense collaborations between artists and specific residents and localities. Together they combine performance traditions, anthropological and social engagements with broad ideas of the cultural, political and social engagements within which communities seek representation and agency. This course offers a global historical overview of case studies that integrate performance aesthetics and traditions with various ideas of community and citizenship. Case studies such as Bread and Puppet, Negro Ensemble and El Teatro Campesino in the US, The Arena Theater of Sao Paulo in Brazil, Theater of the Oppressed in Mexico, The Hunger Project in New York, and other arts organizations that are engaged in social change and community-based work.

THEAT-UH 251I

Art, Performance, and Social Practice

(Formerly THEAT-AD 152)
Typically offered: fall

Crosslisted with: Art History; Interactive Media

Interactive Media

How might we rediscover and revalue the way that dominant social and economic systems and communicative technologies structure our everyday realities? This course explores the social practice of art and performance and focuses on the role of artists and performers who create and engage with communities around them. It examines the collaboration between artists and performaters who act in the role of catalysts or collaborators with the communities they engage and work with. The course will address the various foci in works by such dramatists as Andiah Kisia, Sitawa Muragori, Meaza Worku, Nathalie Etoke, Dinesh Vyas, and Creative Writing

Aidoo, Efua Sutherland, Osonye Tess Onwue, Julie Okoh, Sindwee Magana, Malikka Ndlouv, Gcina Mhlope, Violet Barungi, Asiiwe Gashugi, and Daisi Basiou.

Global Shakespeare

Crosslisted with: Cultural Exploration and Analysis; Core: Pathways of World Literature; Literature and Creative Writing

THEAT-UH 1076

Global Engagements

Crosslisted with: Cultural Exploration and Analysis; Core: Pathways of World Literature; Literature and Creative Writing

LITCW-UH 2310

History of Drama and Theater

Crosslisted with: Literature and Creative Writing

LITCW-UH 3315

Early Modern English Drama

Sitting the World

Crosslisted with: Literature and Creative Writing

LITCW-UH 3505

Dramatizing History

Crosslisted with: Literature and Creative Writing

MUSIC-UH 1713

Musical Theater Since 1850: A Mirror of Society

Crosslisted with: Music

MUSIC-UH 2215

Designing Sound for Scene and Screen

Prerequisite: MUSIC-UH 1002 or FILMM-UH 1010

Capstone Project A

Prerequisite: THEAT-UH 4001

Typically offered: fall

LITCW-UH 3090

2 credits

The two mandatory and sequential 2-point courses provide seniors with a clearly articulated, year-long work process and support structure within which to bring their theater capstone projects to fruition. The course includes regular meetings and group discussions of topics such as process, research, and collaboration in art practice and scholarship. The Capstone Project Supervisor, who oversees the course sequence works in tandem with capstone advisors and (as applicable) theater program production staff. Students are further supported in the development of their capstone writing, presentation, and digital archiving skills.

THEAT-UH 4002

Capstone Project B

(Formerly THEAT-AD 401)
Typically offered: spring

Prerequisite: THEAT-UH 4001

2 credits

These two mandatory and sequential 2-point courses provide seniors with a clearly articulated, year-long work process and support structure within which to bring their theater capstone projects to fruition. The course sequence includes regular meetings and group discussions of topics such as process, research, and collaboration in art practice and scholarship. The Capstone Project Supervisor, who oversees the course sequence works in tandem with capstone advisors and (as applicable) theater program production staff. Students are further supported in the development of their capstone writing, presentation, and digital archiving skills.
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)

Typically offered: fall even years

Crosslisted with Social Research and Public Policy

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

**Anthropology Electives**

**ANTH-UH 2110J**

Anthropology of Indigenous Australia: Art, Politics and Cultural Futures

(Formerly ANTH-AD 102J)

Offered occasionally

Crosslisted with Museum and Curatorial Studies

This course offers an introduction to some 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 relationships between Indigenous people and the settler nation of Australia. Students will explore a range of sites of representation and imagination—in the expressions of visual art, film, and the performativity of political activism—in studying how Aboriginal people have struggled to reproduce themselves and their traditions in their own terms. While those in the dominant society 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 intervening on what Stanner called “the great Australian silence” and asserting their right to a cultural future. This includes assessing the contentious history of debates over the very rights of representation of Aboriginal culture and realities. This course makes use of museums in Sydney, and prominent Indigenous scholars and artists will present work relevant to the theme.

**ANTH-UH 2111**

India: Topics in Anthropology & History

(Formerly ANTH-AD 103J)

Offered occasionally

Crosslisted with Social Research and Public Policy

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

**ANTH-UH 2112J**

Creative Cities: Buenos Aires & Beyond

(Formerly ANTH-AD 104J)

Typically 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

Typically offered: fall

Crosslisted with Core: Arts, Design and Technology; Literature and Creative Writing; Social Research and Public Policy
Typically offered: fall
Crosslisted with Arab Crossroads Studies; New Core: Structures of Thought and Society
Dispersion and forced migration in the contemporary Middle East is often regarded as synonymous with the Palestinian population. At a stretch of the imagination, it might also take in the Kurdish problem. This course, however, situates both the Palestinian and Kurdish migrations of the twentieth century into the wider picture of 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 under a larger form of migration, diaspora, genealogical or kindred spirit, or conspiratorial alien. Rather, we foster an appreciation of how Islam becomes as well as is, as that kinds of movement. Closely supervised individual research on a topic of the student’s choosing, resulting in a comprehensive written report. This course fulfills the guiding principle that the study of Islam is central to understanding the relationship between the law and the political authority of empire. How had the emergence of the modern state come to condition the fatwa in the contemporary world? The seminar addresses these changes in the institution of legal pluralism when fatwas exist alongside civil laws. Geographically we focus on the Middle East, and topically, we focus on issues of gender and family. ANTH-UH 3190
Directed Study
(Formerly ANTH-AD 198)
Typically offered: by Application
Crosslisted with an individual faculty member, resulting in a substantial paper. Instructed permission needed to take this course.

ANTH-UH 2114X
Listening to Islam
Typically offered: spring
Crosslisted with Arab Crossroads Studies; Music; Theatre
What kinds of knowledge pass through the ear? In this course we understand Islam from the vantage point of aesthetics (from the Greek aisthethai, to perceive). In particular, we explore sound knowledge—the kind of knowledge that comes through listening. What happens when we listen to Islam? And how does the concept of samaa—spiritual listening—inform the sound worlds of Islam? Examining Sunni and Shi’ite rituals, as well as celebrations, festivals, commemorations and ceremonies, we will read about and experience spiritual listening. In particular, we explore sound knowledge—the kind of knowledge that comes through listening. What happens when we listen to Islam? And how does the concept of samaa—spiritual listening—inform the sound worlds of Islam? Examining Sunni and Shi’ite rituals, as well as celebrations, festivals, commemorations and ceremonies, we will read about and experience spiritual listening. 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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 one 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.

Minors

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

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

**REQUIREMENTS FOR THE MINOR IN ARABIC**

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<td>1 Intermediate Arabic 1 (or equivalent)</td>
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<tr>
<td>1 Intermediate Arabic 2 (or equivalent)</td>
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<tr>
<td>1 Colloquial Arabic (or equivalent):</td>
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<tr>
<td>Colloquial Arabic: Egyptian, or</td>
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<tr>
<td>Colloquial Arabic: Levantine, or</td>
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<tr>
<td>Colloquial Arabic: Emirati</td>
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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 2 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.

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<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>1 Intermediate Chinese 1</td>
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<td>1 Intermediate Chinese 2</td>
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<tr>
<td>1 Advanced Chinese 1</td>
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<td>1 Advanced Chinese 2</td>
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</tbody>
</table>
LANGUAGE COURSES

ARABIC LANGUAGE COURSES

ARABIC LANGUAGE COURSES

Typically offered: fall, spring

This course is designed for learners with no prior knowledge of Arabic. Students who have studied Arabic before or who have some 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.

ARABIC LANGUAGE COURSES

Typically offered: fall, spring

Prerequisite: ARABL-UH 1130 (ARABL-AD 131) or satisfactory result in Arabic Language and Heritage 1 (ARABL-UH1110) or an equivalent proficiency level determined through 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. 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, essays, and a final exam.

ARABIC LANGUAGE COURSES

Typically offered: fall, spring

Prerequisite: ARABL-UH 2110 (ARABL-AD 201) or satisfactory result in Intermediate Arabic 1 (ARABL-UH1110) which is a prerequisite course for this class. This is a full semester (or equivalent session) course during which students continue learning formal Arabic (MSA), expand their knowledge of the grammar, build on previously learnt vocabulary, and be exposed to a variety of cultural and daily life themes and situations. 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 read texts on familiar topics and understand the main ideas; speak about themselves and their environment; carry out basic daily life transactions; and initiate and sustain conversations on a variety of topics. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, brief presentations, short essay writing, and a final exam. Students joining the course from outside NYU Abu Dhabi are required to take a placement test.

ARABIC LANGUAGE COURSES

Typically offered: spring

Prerequisite: ARABL-UH 2100 (ARABL-AD 201)

This course is the second in the Intermediate Arabic series designed to help those students master formal Arabic language skills in an Arabic speaking environment. It is designed to build student’s abilities in listening and speaking. At the end of the semester students should be able to use the Shami dialect to participate actively in conversations by using linguistic and cultural expressions to make requests, express, and describe preferences. Tasks and assignments required for this course include daily homework, periodic quizzes, weekly oral entries, presentation slides, oral summary interview, a homestay, and an oral final exam.

ARABIC LANGUAGE COURSES

Typically offered: fall

Prerequisite: ARABL-UH 2110 (ARABL-AD 201)

This course is the first in a series of courses meant to simulate real life situations. At the end of the 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, essay writing, and a final exam.

ARABIC LANGUAGE COURSES

Typically offered: fall

Prerequisite: ARABL-UH 2110 (ARABL-AD 201)

This course is designed to develop automated production skills necessary to function in an Arabic speaking environment. It is designed to build student’s abilities in listening and speaking. At the end of the semester 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. Tasks and assignments required for this course include daily homework, periodic quizzes, weekly oral entries, presentation slides, oral summary interview, a homestay, and an oral final exam.

ARABIC LANGUAGE COURSES

Typically offered: January

Prerequisite: ARABL-UH 2110 (ARABL-AD 201)

This course introduces the students to the unique aspects that make the Shami dialect so lively and distinctive. This is a conversation-based course during which students focus on communicative skills, and develop automated production skills necessary to function in an Arabic speaking environment. It is designed to build student’s abilities in listening and speaking. At the end of the semester 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. Tasks and assignments required for this course include daily homework, periodic quizzes, weekly oral entries, presentation slides, oral summary interview, a homestay, and an oral final exam.

ARABIC LANGUAGE COURSES

Typically offered: fall

Prerequisite: ARABL-UH 2110 (ARABL-AD 201)

This course is designed to build student’s abilities in listening and speaking. At the end of the semester students should be able to use the Egyptian dialect to participate actively in conversations by using linguistic and cultural expressions to make requests, express, and describe preferences. Tasks and assignments required for this course include daily homework, periodic quizzes, weekly oral entries, presentation slides, oral summary interview, a homestay, and an oral final exam.

ARABIC LANGUAGE COURSES

Typically offered: fall

Prerequisite: ARABL-UH 2110 (ARABL-AD 201)

This course is designed to build student’s abilities in listening and speaking. At the end of the semester students should be able to use the Egyptian dialect to participate actively in conversations by using linguistic and cultural expressions to make requests, express, and describe preferences. Tasks and assignments required for this course include daily homework, periodic quizzes, weekly oral entries, presentation slides, oral summary interview, a homestay, and an oral final exam.

ARABIC LANGUAGE COURSES

Typically offered: fall

Prerequisite: ARABL-UH 2110 (ARABL-AD 201)

This course is designed to build student’s abilities in listening and speaking. At the end of the semester students should be able to use the Egyptian dialect to participate actively in conversations by using linguistic and cultural expressions to make requests, express, and describe preferences. Tasks and assignments required for this course include daily homework, periodic quizzes, weekly oral entries, presentation slides, oral summary interview, a homestay, and an oral final exam.
Typically offered: fall
Prerequisite: ARABL-UH 2120 (ARABL-AD 202)
The course is designed to help students reach an advanced level through analysis of authentic Arabic texts addressing a wide range of political, social, religious, and literary themes. A prerequisite for this course is Intermediate Arabic 2 or for students joining from outside NYU Abu Dhabi, an equivalent proficiency level as determined through a placement test. The course emphasizes integrating the four language skills: listening, speaking, reading, and writing. At the end of the course students should be able to understand the main ideas and supporting arguments of authentic oral and written texts; draw conclusions about the author's attitude; employ analytical reading and critical thinking; analyze various linguistic aspects in a text; evaluate the content and organizational aspects of a specialized article. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, presentations, essay writing, and a final exam.

ARABL-UH 3120
Advanced Arabic 2
(Typically offered: ARABL-AD 302)
Prerequisite: ARABL-UH 3110 (ARABL-AD 310)
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 course is designed to further develop the student's ability to function in Arabic society related to the course materials. Types of tasks and assignments required for this course include daily reading and listening assignments, weekly presentations and essay assignment, research paper reviews, and a final project.

ARABL-UH 3130
Arabic Language and Heritage 3
(Typically offered: ARABL-AD 331)
Prerequisite: ARABL-UH 2110 (ARABL-AD 210)
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 2 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 artistic centers. ALH 3 is a learner-centered class in which students are self-driven and autonomously responsible for their own learning. They actively participate in select 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 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 homework assignments, presentations and essay writing, research paper reviews, and a final project.

Directed Study in Arabic Language
(Typically offered: by Application)
Topics relating to Arabic Language as arranged.

ARABL-UH 4015X
Arabic Cultural Explorations
(Typically offered: spring)
Prerequisite: ARABL-UH 3210 (ARABL-AD 320)
This course wraps up the student's sequenced language learning experience with an opportunity to explore the various dimensions of the Arab world using the acquired language skills. Students cap their language achievement by accessing and studying such cultural forms as literature, song, film, folklore, etc., in the original language. The course includes fourteen modules: twelve already set, and two final modules to be worked out over the semester by two student teams. The modules center on key texts in categories like language, place, family, and customs, which inform and shape modern Arab identities, civilizations(s), and consciousness.

CHINESE LANGUAGE COURSES

CHINL-UH 1101
Elementary Chinese 1
(Formerly CHINL-AD 101)
Typically offered: fall
Prerequisite: CHINL-UH 1001 (CHINL-AD 101)
A continuation of Intermediate Chinese I, focusing on semi-formal usage of Chinese language while discussing more academically-inflected cultural or social topics.

CHINL-UH 2001
Intermediate Chinese 1
(Formerly CHINL-AD 201)
Typically offered: spring
Prerequisite: CHINL-UH 1001 (CHINL-AD 101)
A continuation of Intermediate Chinese I, focusing on semi-formal usage of Chinese language while discussing more academically-inflected cultural or social topics.

CHINL-UH 3001
Advanced Chinese 1
(Formerly CHINL-AD 301)
Typically offered: fall
Prerequisite: CHINL-UH 2001 (CHINL-AD 201)
This course is designed to consolidate overall listening and speaking proficiencies, to 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 expand 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 skills in more extended narrative, expository, and simple argumentative passages; to solve non-complex textual problems with the aid of dictionaries; to write in Chinese mid-length personal narratives, informational narratives, comparison and discussion of viewpoints with level appropriate vocabulary and grammatical accuracy, as well as basic syntactical cohesion; to continue being acquainted with aspects of Chinese culture and society related to the course materials.

CHINL-UH 3002
Intermediate Chinese 2
(Formerly CHINL-AD 202)
Typically offered: spring
Prerequisite: CHINL-UH 2001 (CHINL-AD 201)
This course is designed to consolidate semi-formal usage of Chinese language while discussing more academically-inflected cultural or social topics.

CHINL-UH 3003
Advanced Chinese 2
(Formerly CHINL-AD 303)
Typically offered: fall
Prerequisite: CHINL-UH 3001 (CHINL-AD 301)
This course is designed to consolidate overall listening and speaking proficiencies, to 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 expand 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 skills in more extended narrative, expository, and simple argumentative passages; to solve non-complex textual problems with the aid of dictionaries; to write in Chinese mid-length personal narratives, informational narratives, comparison and discussion of viewpoints with level appropriate vocabulary and grammatical accuracy, as well as basic syntactical cohesion; to continue being acquainted with aspects of Chinese culture and society related to the course materials.
CHINL-UH 3002
Advanced Chinese 2
(Formerly CHINL-AD 302)
Typically offered: spring
Prerequisite: CHINL-UH 3001 (CHINL-AD 301)
Continuation of Advanced Chinese I. Designed to reinforce and further develop students’ knowledge of formal usage of Chinese language.

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

FRENCH LANGUAGE COURSES

FRENL-UH 1101
Elementary French 1
(Formerly FREN-AD 101)
Offered occasionally
This course is designed for students who have no or very little 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 (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 1102
Elementary French 2
(Formerly FREN-AD 102)
Prerequisite for FRENL-UH 1101 (FREN-AD 101)
FRENL-UH 1002 is designed for students who wish to pursue the study of French at a higher level, and who have either successfully completed the first level course, or been placed at this level following a placement test. In this course, the students will deepen their knowledge of the French language and its diverse cultures. Communication, the core of the methodology, is emphasized all along this course through interactive activities arranged in a visual and contextualized format. This dynamic learning approach allows and encourages the students to communicate more effectively in a group setting. At the end of the course the students will be able to tackle more complex texts, develop an argument, write longer essays and more.

FRENL-UH 2001
Intermediate French 1
(Formerly FREN-AD 201)
Prerequisite: FRENL-UH 1102 (FREN-AD 102)
FRENL-UH 2001 is designed for students who have already mastered the fundamentals of the French language (pronunciation, grammar, vocabulary), as well as the French and Francophone cultures. In this course, the students will have the opportunity to expand upon their knowledge of French by consolidating and enhancing their abilities to listen, speak, read and write. This strong communicative and cultural approach of the program includes a textbook, a Student Activities Manual (eSAM) housed at its website in an interactive format. In addition, the students will have the opportunities to give oral presentations, read and discuss excerpts of newspapers articles and literary pieces; write longer essays; watch and discuss short films, etc.

FRENL-UH 2002
Intermediate French 2
(Formerly FREN-AD 202)
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 occasionally
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-UH 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 p. 188) are the principle vehicle for interdisciplinary knowledge formation. In addition, the Political Science major includes many courses that are crosslisted 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. 236–237.
Foundations of Social Science (FSS) has four components that focus on (1) intellectual traditions in the social sciences, (2) global development in historical perspective, (3) quantitative reasoning and numeracy and (4) gateway courses into the majors.

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

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

### SOCIAL SCIENCE FOUNDATIONS COURSES

#### REQUIRED COURSES

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SOCSC-UH 1010Q</td>
<td>Statistics for the Social and Behavioral Sciences (Formerly SOCSC-AD 110Q)</td>
<td>Typically offered: fall, spring Prerequisite: MATH-UH 1001 (MATH-AD 101) or equivalent Crosslisted with Economics; Political Science; Social Research and Public Policy. This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions. Applications to empirical situations in the Social Sciences are an integral part of the course.</td>
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<tr>
<td>SOCSC-UH 1011</td>
<td>Global Economic, Political and Social Development since 1500 (GEPS) (Formerly SOCSC-AD 117)</td>
<td>Typically offered: fall, spring Crosslisted with Economics; Political Science; Social Research and Public Policy. Why did some countries industrialize before others? Why was it Europeans that conquered the world? How can we explain the great divergence in per capita income across countries? What are the social and political impacts of economic growth? What is the role of political institutions in underpinning economic progress? This course addresses these and other similar questions using simple tools from across the social sciences. Particular emphasis is placed on understanding the role of economic incentives and political institutions in underpinning economic and social development.</td>
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### GATEWAY COURSES

1 course required per Social Science major

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

SOCSC-UH 1112
Introduction to Political Thinking
(Fomerly POLSC-AD 130)
Typically offered: fall, spring
Crosslisted with Political Science
This course provides an introduction to some of the primary questions in the study of politics and the theories used by political scientists to understand the world. Among other questions, students will consider why we live in nation states, why peaceful solutions can be so elusive, and why the will of majority often goes unrealized.

SOCSC-UH 2201
Introduction to Game Theory
(Fomerly POLSC-AD 112)
Typically 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 games; the 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)
Typically 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 Sta. 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
Typically offered: spring
Prerequisites: Econometrics; Political Science; Social Research and Public Policy
This course will provide students with the "foundational" tools 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 in answering 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 2213
Textual Analysis for the Social Sciences
Typically offered: fall
Prerequisites: Econometrics; Political Science; Social Research and Public Policy
The computational analysis of large amounts of written material is becoming increasingly popular in the social sciences. Recent research has used textual analysis to examine, for example, attitudes, culture, and propaganda. This approach, however, raises many questions. What are textual data actually showing us? How representative are textual datasets? Does textual analysis provide insight into social mechanisms and causal processes? This course will address these and related questions by providing a foundational introduction to textual analysis for the social sciences. Students will read a combination of early, theory-oriented articles and recent, cutting-edge research. In addition, students will learn how to conduct textual analysis for the social sciences through a series of labs and an original final project. The course is divided into two parts. Part 1 studies non-cooperative game theory; Nash equilibrium in static games; extensions such as subgame perfection for dynamic games of complete information; Bayesian Nash equilibrium for static games with incomplete information; and sequential equilibrium (with refinements) for dynamic games with incomplete information. Application to the social sciences includes 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 more specifically design of 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)
Typically 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
This course offers an accessible introduction to econometrics 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, heteroscedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation models and the concept of identification is also provided.

SOCSC-UH 3221
Experimental Methods in Social Science: Taking the Lab to the Field in India
(Formerly POLSC-AD 116E)
Typically offered: January
Prerequisites: Econometrics; Political Science; Social Research and Public Policy
In recent years, social scientists are increasingly using experimental methods in their research. This course offers an accessible introduction to the principles of social scientific experimentation and its uses. All types of social science experiments are explored: laboratory experiments, survey experiments, field experiments, and the new use of “fab-in-the-field” experiments. The course will discuss the issues of validity and artificiality in experimentation as well as the ethical concerns involved in experimental research. Students will have the opportunity to conduct their own experiment as part of the class. In the course students will learn how to use the software used to program experiments at the Social Science Experimental Laboratory. Note: this course should be taken by all social science students who plan to do experiments-based capstones in the laboratory.
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.

### REQUIREMENTS FOR THE MAJOR

<table>
<thead>
<tr>
<th>18 courses, distributed as follows:</th>
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<tbody>
<tr>
<td>4 Foundations of Social Science courses: Statistics for the Social and Behavioral Sciences; Global Economic, Political, and Social Development in Historical Perspective (GEPS); one Social, Political, and Economic Thought in Historic Perspective (SPET) course; Markets;</td>
</tr>
<tr>
<td>9 Required courses: Calculus with Applications to Economics, Multivariable Calculus with Applications to Economics, Intermediate Microeconomics, Intermediate Macroeconomics, Data Analysis, Economics of Imperfect Markets, Economic Growth, Econometrics, Economic Policy;</td>
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<tr>
<td>3 Economics electives;</td>
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<tr>
<td>2 Capstone Seminar and Project.</td>
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### Minor in Economics

The minor in Economics is open to all NYUAD students. Students who elect to pursue the minor are required to take five courses:

<table>
<thead>
<tr>
<th>5 courses, distributed as follows:</th>
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<tr>
<td>3 Foundations of Social Science courses: Statistics, GEPS, Markets;</td>
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<tr>
<td>2 Economics Electives.</td>
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While students testing out of Calculus with Applications need not replace those credits to complete the major, students placing out of Markets must take an additional economics elective to complete either the major or the minor.
### ECONOMICS SAMPLE SCHEDULE

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

#### YEAR 1

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<tr>
<td><strong>FIRST-YEAR WRITING SEMINAR</strong></td>
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<tr>
<td><strong>DATA ANALYSIS</strong></td>
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<td><strong>MULTIVARIABLE CALCULUS</strong></td>
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<td><strong>STATISTICS FOR SOCIAL SCIENCES</strong></td>
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<td>&quot;GEPS&quot;</td>
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<td><strong>CAPSTONE SEMINAR</strong></td>
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<td><strong>ECONOMIC POLICY</strong></td>
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<tr>
<td><strong>CAPSTONE PROJECT</strong></td>
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### SOCSC-UH 1010Q Statistics for the Social and Behavioral Sciences

Prerequisite: MATH-UH 1011

Crosslisted with Political Science; Social Research and Public Policy

### ECON-UH 2010 Intermediate Microeconomics

(Formerly ECON-AD 105)

 Typically offered: fall, spring

Prerequisite: SOCSC-UH 1111 (ECON-AD 101) and MATH-UH 1021 (MATH-AD 112) or equivalent

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.

### SOCSC-UH 1011 Global Economic, Political and Social Development since 1500 (GEPS)

Crosslisted with Political Science; Social Research and Public Policy

### ECON-UH 2020 Data Analysis: Economics

Typically offered: fall, spring

Prerequisite: SOCSC-UH 1010Q (SOCSC-AD 110) and MATH-UH 1013 (MATH-AD 111) or equivalent

Crosslisted with Political Science; Social Research and Public Policy

Social Science research and policy analysis rely heavily on observational data. Students learn to analyze such data and apply appropriate statistical techniques to address various empirical questions. Topics include multivariate regression and classification analysis as well as time series modeling and forecasting. The course emphasizes applications of these techniques using statistical software.

### ECON-UH 2030 Intermediate Macroeconomics

(Formerly ECON-AD 104)

Typically offered: fall, spring

Prerequisite: SOCSC-UH 1110 (ECON-AD 101) and MATH-UH 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 analyzed to critically assess the theoretical insights.

### ECON-UH 3010 Economics of Imperfect Markets

Typically 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 failure. 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-1100

ECONOMICGROWTH

Typically offered: fall, spring

Prerequisites: ECON-UH 2010 and ECON-UH 2030

Prerequisites: MATH-UH 1002 (MATH-AD 102) 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 income 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-2000

ECONOMICPOLICY

Typically offered: fall, spring

Prerequisites: ECON-UH 2010, ECON-UH 3030 (ECON-AD 231) and SOCSHC-AD 3220 (ECON-AD 210)

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? Does Social Security have a future?

REQUIREDMATHEMATICS

COURSES

MATH-UH 1013

Calculus with Applications to Economics

Prerequisite: MATH-UH 1002 (MATH-AD 102) or Math Placement Test

Crosslisted with Mathematics

MATH-UH 1021

Multivariable Calculus with Applications
economics

Prerequisite: MATH-UH 1013 (MATH-AD 111) or equivalent

Crosslisted with Mathematics

DATA SCIENCE AND ECONOMETRICS TRACK

ECON-2310

Quantitative Methods of Applied Economics

Typically offered: fall, spring

Prerequisite: ECON-UH 2020, POLSCL-UH 221 (POLSC-AD 209), or SOCSHC-UH 3220 (ECON-AD 210)

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.

ENGR-UH 4422

Data Analysis for Urban Systems

Prerequisite: ENGR-UH 2010 (ENGR-AD 291Q)

Crosslisted with Engineering

2 credits

SOCSHC-UH 1210Q

Logic of Social Inquiry

Crosslisted with Political Science; Social Research and Public Policy

SOCSHC-UH 2211

Survey Research

Prerequisites: SOCSHC-UH 1010Q (SOCSHC-AD 110) or equivalent

Crosslisted with Political Science; Social Research and Public Policy

SOCSHC-UH 2212

Research Design & Causality in Social Science

Prerequisite or corequisite: SOCSHC-UH 1010Q (SOCSHC-AD 110)

Crosslisted with Political Science

BEHAVIORAL AND EXPERIMENTAL TRACK

ECON-2310EQ

Behavioral Economics

(Formerly ECON-AD 304EQ)

Typically offered: fall

Prerequisites: SOCSHC-UH 1010Q (SOCSHC-AD 110) and SOCSHC-UH 1111 (ECON-AD 101)

This course introduces students to the field of behavioral economics, which seeks to combine standard economic thinking with more psychologically-plausible assumptions about human behavior. This is accomplished by making nonstandard assumptions about human preferences, exploring nonstandard beliefs, and emphasizing the limitations of our decision-making faculties. Predictions about individual behavior are more accurate and the policies of governments are more effective when these more-realistic models are effectively used. The topics covered include, but are not restricted to, choice under uncertainty, overconfidence and competitiveness, stereotypes and discrimination, moral and social norms, and procrastination and intertemporal choice. Each topic is approached by examining evidence that is not easily explained by the canonical economic model and then asking how and why it can be better explained by making specific deviations from the standard rationality assumptions. Specific policy interventions that can be used to help people make better decisions will also be discussed.

ECON-2320E

Experimental Economics

(Formerly ECON-AD 222)

Offered occasionally

Prerequisites: SOCSHC-UH 1010Q (SOCSHC-AD 110) and SOCSHC-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 the ‘hard sciences’) in the pursuit of two broad ends: to empirically evaluate existing assumptions and theories of economic behavior and to ‘wind tunnel’ test new assumptions, theories and policies. In this course, students will learn how to marry theory with the economists’ laboratory, how to interpret the results of experiments, how to advance economic thinking using those results and how this tool applies equally to individual, group, and aggregate economic behavior.

ECON-2321U

Economic Rationality and Behavior

(Formerly ECON-AD 250J)

Typically offered: January

This class provides the insights and tools to understanding human behavior, the limits of 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 the regulation 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 economic policy and develops welfare criteria to assess the efficiency and inefficiencies of these interactions and economic equilibria. It then studies various topics: the regulation of firms, the art market, bubbles, city development, discrimination. Note: This course is better suited for students having never studied economics before, but students with prior knowledge are also welcome.

ECON-3300

Topics in Behavioral and Experimental Economics

Offered occasionally

Prerequisite: ECON-UH 2320 (ECON-AD 210) or ECON-UH 2310EQ

In this course students work through academic research papers on the area of Behavioral and Experimental Economics closely connected to the research interests of the professor. One of the outcomes is a research proposal that each student prepares. Students may take multiple versions of this course for credit.

ECON-3310

Economic Decisions and the Brain

Typically offered: fall

What drives economic decisions? How much risk should you accept, how much money should you save, how should you negotiate with others? Can you trust your gut? Modern research in economics has clearly shown that humans are not fully rational, impulse-free decision makers. But how are decisions actually made then, and how can we improve them? This course will review experimental evidence on the many mistakes and biases that humans fall prey to and look at evidence from psychology and neuroscience illustrating the origins of those mistakes. We will use that evidence to illustrate models of decision making arising from both economics and psychology (for example, expected utility theory vs. prospect theory, exponential discounting vs. hyperbolic discounting). Along the way, we will discuss related evidence from brain scanning and imaging studies and process data (response times, eye tracking) and what they have to say about economic decisions.

BUSOR-UH 1006J

Cross-Cultural Negotiation

Crosslisted with Business and Organizational Studies

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SOCSC-UH 2210
Introduction to Game Theory
Prerequisite: MATH-UH 1013 (MATH-AD 111) or equivalent
Crosslisted with Mathematics; Political Science; Social Research and Public Policy

SOCSC-UH 3210
Advanced Game Theory
Prerequisite: SOCSC-UH 2210 (POLSC-AD 112)
Crosslisted with Political Science; Social Research and Public Policy

SOCSC-UH 3221EJ
Experimental Methods in Social Science: Taking the Lab to the Field in India
Crosslisted with Political Science; Social Research and Public Policy

DEVELOPMENT AND ECONOMIC HISTORY TRACK

ECON-UH 1410J
Research Design, Fieldwork, and Data Analysis for Development Economics
Typically offered: January
Crosslisted with African Studies; Political Science; Social Research and Public Policy
Close to 1 billion of the world’s population live on less than what is effectively 99 US cents a day. A child born in Sub-Saharan Africa is 10 times more likely to die as an infant than a child born in the US, largely of biologically preventable illnesses. One in four Indians are illiterate. Are these facts necessary? What has and can be done to change them? Topics in development economics are concerned with the pursuit of understanding facts and questions like these. This is a challenging introductory course for college students who are motivated to learn more about what can be done in the fight against global poverty and who are ready for a busy few weeks of intense learning and skill development in research design, fieldwork, and data analysis for development economics.

ECON-UH 2411
Technology and Economic Development: Markets and Networks
(Formerly ECON-AD 217) Typically offered: spring
Prerequisite: SOCSC-UH 3210 (ECON-AD 101), CS-UH 1001 (CS-AD 101), or ENGR-UH 1000 (ENGR-AD 101)
This course will cover topics on the interface between economics and computer science with special emphasis on issues of importance to economically developing regions. Students will work in teams to tackle real-world and interdisciplinary problems. Students will address questions of markets and economic development using Information and Communications Technologies for Development (ICTD) techniques in the context of development.

ECON-UH 2415X
Economic History of the Middle East
(Formerly ECON-AD 314X)
Offered occasionally
Prerequisites: SOCSC-UH 3210 (ECON-AD 101) or Economics Placement Test
Crosslisted with Arab Crossroads Studies; History Pre-1800
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 3410
Development and Public Policy
(Formerly ECON-AD 301)
Offered occasionally
Prerequisite: SOCSC-UH 110D and SOCSC-UH 1111 (ECON-AD 101)
This course will cover the international aspects of contemporary economic development and poverty reduction in developing countries, including the various dimensions of globalization (trade, migration, capital movements, knowledge transfer, global public goods...), the potential conflicts of interest between developing and developed countries, the need for global governance and the role of international organizations.

ECON-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 205)
Crosslisted with Political Science
The modern world economy is marked by large disparities in incomes between countries. Why are some countries rich, while others are poor? This course explores the origins of this “Great Divergence” in living standards between countries, focusing on the way in which geography, colonialism, culture, and globalization have spurred or hindered economic development across the globe.

ECON-UH 3460
Poverty
(Formerly ECON-AD 224)
Offered occasionally
Prerequisite: ECON-UH 2100 (ECON-AD 105) and ECON-UH 2020 or SOCSC-UH 3220
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, there were more than 90 percent two centuries ago. 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 person in the United States or Europe 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

ENTREPRENEURSHIP AND FINANCE TRACK

ECON-UH 1501J
Managerial Economics
(Formerly ECON-AD 117J) Typically offered: January
Crosslisted with Business and Organizational Studies
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 financial 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.

ECON-UH 1550J
Euro-American Financial System in Crisis
(Formerly ECON-AD 325L) Typically offered: January
Crosslisted with Business and Organizational Studies
Modern Euro-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

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into a protracted Great Recession, threaten the euro and the European Union, and represent great challenges to US and European governments, financial institutions, and innovators. The German government, based in Berlin, is a key decision maker in the efforts to stabilize the euro, the weaker European member countries 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)
Typically offered: fall, spring
Prerequisites: BUSUR-UH 1501 (ECON-AD 321), SOCSC-UH 1111 (ECON-AD 101) and SOCSC-UH 1111 (ECON-AD 101)
Crosslisted with Business and Organizational Studies
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 institutions, instruments and markets. But they also play a key role during past financial crises. This will be done with a special focus on GCC and Emerging Markets.

ECON-UH 3500 Corporate Finance
(Formerly ECON-AD 303)
Typically 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); corporate finance (the cost of capital and issues associated with raising capital, mergers and acquisitions decisions, corporate bankruptcy, managerial control, and compensation strategies). Problem sets and case studies are integral parts of this course.

BUSUR-UH 1007 Introduction to Entrepreneurship
Crosslisted with Business and Organizational Studies
LAW-UH 2120J Law in Entrepreneurship
Legal Studies
GLOBAL MACROECONOMICS TRACK
ECON-UH 2610 International Economics
(Formerly ECON-UH 103)
Typically offered: fall, spring
Prerequisite: SOCSC-UH 3220 (ECON-AD 101)
Examining both macro and micro aspects of the globalization of world economies, this course begins with the fundamentals of trade: comparative advantage, gains from trade, the price of factors of production, and the implications of labor and capital mobility. The second part of the course covers the role of money and finance in global economic activity. Topics include: the roles of the exchange rate; current and capital accounts as key variables in international economic relations; purchasing power parity and interest rate parity; the international effects of macro policy and government exchange rate policies; the role of oil exports in the world economy; and the role of international economic organizations such as the International Monetary Fund and the World Trade Organization.

ECON-UH 2620J Understanding Financial Crises
(Formerly ECON-AD 221J)
Typically offered: January
Prerequisite: SOCSC-UH 1111 (ECON-AD 101)
The purpose of this course is to understand the key factors 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 mechanism (bank runs, speculative behavior, sovereign defaults). The empirical facts will provide a perspective on the recurrence of different types of financial crises (banking crises, currency crises, and sovereign default 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 re-forms—and an in-depth study of major crises episodes, such as the Great Depression, the US Financial Crises of 2007-2008 and the Euro Crisis. The classes will be complemented by visits to Washington, DC 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)
Typically offered: January
The purpose of this course is to review the key facts and understand basic mechanisms at work before, during and after financial crises. A specific focus is given to European developments in the wake of the sovereign crisis. The course is divided into two parts. It starts by looking at the main empirical evidence about financial crises. This evidence is used to establish the modular structure of the course, and to cast in the canonical models of bank runs, sovereign defaults, and currency collapses. Facts and typology enable students to analyze the causes of crises, the policy responses that they have triggered, and their long-run economic and financial impact. Topics include monetary policy and financial crises; financial stability and macro prudential tools; corporate governance and financial crises; crises and long run growth; the weakness of investment after the Great Recession; inequality and crises; crises, stabilization and re-forms; the role of International Financial Institutions; selected crisis episodes (with a special focus on the European crisis and its aftermath). The second part of the course involves in-depth presentations by students and class debates around key readings.
ECON-UH 3600
Topics in International and Macroeconomics
Offered occasionally
Prerequisite: SOCSC-UH 3220 (ECON-AD 210)
In this course students work through academic research papers in the area of Macroeconomics 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 3630
Public Economics
(Formerly ECON-AD 322)
Offered occasionally
Prerequisites: ECON-UH 2010 (ECON-AD 105) and ECON-UH 2030 (ECON-AD 104)
This course is about the economic activities of government, largely revenue raising and spending, in a global context. The course considers market failures; the evaluation of public expenditures; and the incidence, efficiency, and effects of various taxes. The primary purpose is to use economic tools (mainly microeconomics) to study the impact of government policy on the distribution of resources. Topics include: welfare economics; public goods and externalities; public choice; important issues of government expenditure, taxation, and activity (e.g. international public goods and institutions, tax competition and coordination, education, social security and health care); fiscal federalism (including European integration); and mechanisms of political influence (e.g. elections and lobbying).

ECON-UH 3640
Monetary Economics and Policy
Offered occasionally
Prerequisite: ECON-UH 2020 and ECON-UH 2030 (ECON-AD 104)
Central Banks across the world are tasked with maintaining price stability and possibly consider economic growth as a secondary objective, but why do independent central banks exist? What are the many roles modern Central Banks must satisfy? Why do people hold cash and are blockchain technologies going to change the way people trade? What are considerations for stabilization policies and why can economies typically not achieve full employment and zero inflation? What are optimal currency areas and why does monetary policy have to consider fiscal policy?

POLSC-UH 2541
Political Economy of International Trade
Crosslisted with Political Science
ECON-UH 4020
Capstone Seminar
Typically offered: fall
Prerequisites: Any ECON-UH 32XX course and SOCSC-UH 3220 (ECON-AD 210)
The two-semester seminar is designed to provide a capstone experience. Students work closely with faculty and fellow students to learn how to apply economic reasoning to human problems. Students will write several short policy papers and present them to classmates for review; they will also produce longer senior theses.

ECON-UH 4030
Capstone Seminar—Behavioral and Experimental
Typically offered: fall
Prerequisites: Any ECON-UH 33XX course and SOCSC-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
Typically offered: fall
Prerequisites: Any ECON-UH 34XX course and SOCSC-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.

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

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: Markets, Statistics for the Social Sciences, Calculus with Applications, Multivariable Calculus, Intermediate Microeconomics, Intermediate Macroeconomics, and Data Analysis; Completion of Economics of Incomplete Markets is highly recommended;
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. Students are encouraged to study away in the fall of their junior year.
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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Description</th>
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</thead>
</table>
| Required courses  | 4     | - Introduction to Political Thinking
                  |       | - Statistics for one Social and Behavioral Sciences
                  |       | - Global Economic, Political, and Social Development in Historical Perspective (GEPS)
                  |       | - Social, Political, and Economic Thought in Historical Perspective (SPET) course |
| Introductory electives | 2     |                                                                 |
| Methods electives | 2     |                                                                 |
| Area electives    | 2     |                                                                 |
| Breadth elective  | 1     |                                                                 |
| Capstone Seminar and Project | 2     |                                                                 |

**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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Core</td>
<td>1</td>
<td>Introduction to Political Thinking</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>Political Science non-Methods Electives from within the Political Science major</td>
</tr>
</tbody>
</table>

**SAMPLE SCHEDULE**

**YEAR 1**
- **Fall Semester**
  - INTRO TO POLITICAL THINKING
  - "GEPS"
  - CORE
  - FIRST-YEAR WRITING SEMINAR

**YEAR 2**
- **Fall Semester**
  - INTRO ELECTIVE
  - AREA ELECTIVE
  - GENERAL ELECTIVE
  - CORE

**YEAR 3**
- **Fall Semester**
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE

**YEAR 4**
- **Fall Semester**
  - CAPSTONE SEMINAR
  - BREADTH ELECTIVE
  - GENERAL ELECTIVE

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

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

REQUIRED SOCIAL SCIENCE COURSES

SOCSCU-H 110Q Statistics for the Social and Behavioral Sciences Crosslisted with Economics; Social Research and Public Policy

SOCSCU-H 101I Global Economic, Political and Social Development Intensive Crosslisted with Economics; Social Research and Public Policy

SOCSCU-H 1112 Introduction to Political Thinking Crosslisted with Social Research and Public Policy

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

SOCSCU-H 1130 Foundations of Modern Social Thought Crosslisted with Economics; Social Research and Public Policy

SOCSCU-H 1131 Introduction to Political Theory Crosslisted with Economics; Social Research and Public Policy

INTRODUCTORY ELECTIVES

POLSCU-H 1112 Introduction to International Politics (Formerly POLSC-AD 170) Typically offered: fall, spring Recommended Prerequisites: SOCSCU-H 1010Q and SOCSCU-H 1112

The goal of this course is to introduce the basic analytical concepts and techniques that are essential for understanding international politics. The course is especially concerned with analytically exploring major issues in international politics, such as the causes of war, the emergence of cooperative trade relations between states, the origins and functioning of international organizations such as the United Nations, and the political determinants of financial crises. The focus of the course is neither historical nor descriptive; rather, it requires students to exercise skills in logic and to think of imaginative ways to apply subtle techniques to gain a clearer grasp of the above political issues.

METHODS ELECTIVES

POLSCU-H 2211 Data Analysis (Formerly POLSC-AD 209) Typically offered: fall, spring Prerequisites: SOCSCU-H 1010Q (SOCSCU-AD 110) or MATH-UH 2010Q (MATH-AD 150)

Crosslisted with Social Research and Public Policy

Social scientists and policy analysts rely heavily on research drawing on observational data. Students learn to manage and analyze such data and to deploy statistical techniques that are common in these applications, with an emphasis on how to translate social science theory into empirical research. Topics include review of basic regression analysis, building multivariate analytical models, and regression analysis with limited dependent variables. The course emphasizes practical training in these skills as well as evaluation, replication, and critical analysis of research conducted in the social science literature. The course is designed as alternative for students in the social sciences who are not taking Introduction to Econometrics.

ECONCU-H 1401 Research Design, Fieldwork, and Data Analysis for Development Economics Crosslisted with African Studies; Economics; Social Research and Public Policy

The course emphasizes the use of theory and evidence to generate and test hypotheses about the causes and the consequences of the observed variation in domestic political institutions. For example, the course investigates the factors that lead some countries to democratize, and others to institute authoritarian governments, as well as the consequences of those institutions for policy outcomes. The course also looks at the variations in institutional arrangements within both democratic and non-democratic governments.

SOCSCU-H 1210Q Logic of Social Inquiry Crosslisted with Economics; Social Research and Public Policy

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

Crosslisted with Economics; Mathematics; Social Research and Public Policy

SOCSCU-H 2211 Survey Research Prerequisites: SOCSCU-H 1010Q (SOCSCU-AD 110)

Crosslisted with Economics; Social Research and Public Policy

SOCSU-H 2212 Research Design & Causality in Social Science Prerequisite: SOCSCU-H 1010Q, can also be taken as a corequisite

Crosslisted with Economics; Social Research and Public Policy

SOCSCU-H 3213 Textual Analysis for the Social Sciences

Crosslisted with Economics; Social Research and Public Policy

SOCSCU-H 3210 Advanced Game Theory Prerequisite: SOCSCU-H 2210 (POLSC-AD 112)

Crosslisted with Economics; Social Research and Public Policy

SOCSCU-H 3220 Econometrics Prerequisites: ECON-UH 2020 (POLSC-AD 209) and MATH-UH 1021 (MATH-AD 112)

Crosslisted with Economics; Social Research and Public Policy

SOCSCU-H 3221EJ Experimental Methods in Social Science Taking the Lab to the Field in India Crosslisted with Economics; Social Research and Public Policy

SRPP-UH 3214 Social Networks Recommended Prerequisite: SOCSCU-H 1210Q

Crosslisted with Social Research and Public Policy

POLITICAL THEORY AND INSTITUTIONS ELECTIVES

POLSCU-H 2310 Political Psychology (Formerly POLSC-AD 115) Typically offered: fall even years

This course addresses key theoretical and empirical topics in political psychology, drawing in both the experimental tradition of social psychology and the survey-based tradition of political science. Consideration is given to the political psychology of collective public behavior, including issues of social identity, intergroup relations, and group interaction, as well as individual political attitude formation and decision-making. Social and psychological antecedents and consequences of political orientation and ideological opinions are also addressed.

POLSCU-H 2311 Political Economy of Institutions (Formerly POLSC-AD 133)

Typically offered: 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 to the given regime offers; and the degree of oligopoly vs. competition that characterizes economic policy.

POLSCU-H 2312 Political Economy of Development (Formerly POLSC-AD 134) Typically offered: fall

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
typically offered: January

Often described as the founder of the modern science of politics, Niccolo Machiavelli (1469–1527) was a 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 will involve 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 or what leaders need to do to create the political loyalty they need to sustain their authority in the periods of adversity that afflict all governments. Students will 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 will be supplemented by the ideas and places that influenced his work and commemorate his life.

Ibn Khaldun and Political Theory
(Formerly POLSC-AD 141X)

Offered occasionally

Crosslisted with Arab Crossroads Studies

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

Justice: Political 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 fails just this test: How would it work in this case?” In this course, we will explore three fundamental questions about the ideal of a just society and what place the values of liberty and equality occupy in it:

3. Can a social theory of justice be a program for observers to understand the ideas that create the political loyalty they need to sustain their authority in the periods of adversity that afflict governments? This course will involve a careful reading and analysis of Roman history to interpret the colorful, tumultuous, duplicitous and often violent politics of Renaissance Italy. This class will involve 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 or what leaders need to do to create the political loyalty they need to sustain their authority in the periods of adversity that afflict all governments. Students will 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 will be supplemented by the ideas and places that influenced his work and commemorate his life.

Indian Political Thought: Ideas of India
(Formerly POLSC-AD 147)

Typically offered: spring

As India’s economic, military, and cultural power expands, it becomes increasingly important for observers to understand the ideas that have shaped and continue to shape its political trajectory. This is especially so because India’s experiment with constitutional democracy constitutes the most significant attempt to date to establish this form of government in the midst of an impoverished, post-colonial, and highly divided society. In this seminar we will examine these ideas in the period of the Indian Constitution. We will study the theories fashioned by the leading Indian intellectuals and statesmen, including Swami Vivekand, Aurobindo Ghosh, Gopal Gokhale, Lalaji Rao Patil, Bal Gangadhar Tilak, Mahandas Gandhi, Rabindranath Tagore, Vinayak Savarkar, M.N. Roy, B.R. Ambedkar, Jawaharlal Nehru, Jayaprakash Narayan, and Ram Manohar Lohia. We will also examine the Debates of the Constituent Assembly, which explicated 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.

Diversity and Society
(Formerly POLSC-AD 191J)

Typically 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 among the basic frameworks and content of the United States constitution as it has been elaborated by the Supreme Court. But we also want to go beyond the legal and constitutional underpinnings to the underlying patterns, trends, and dynamics of inequality, including 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 warfare, the experience of the underclasses and the poor in a given society are exacerbated during such times. This course looks at theoretical and practical contributions that have women’s involvement in peace, 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 cross-cultural migrations and the processes of conflict, cooperation, and democratization from different perspectives to highlight policies and operational implications that arise from these different analyses.

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

Typically offered: fall

Crosslisted with Business and 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 existing inequality, the dynamics of 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.
Typically offered: January

This seminar studies 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 formation of nation states vs. alternative state types, unguided spaces, state capacity, the emergence of property rights, foundations of popular rule, and public goods provision.

POLSC-UH 331J

Historical Political Economy
(Formerly POLSC-AD 145)

Offered occasionally

Prerequisites: SOCSC-UH 1010Q (SOCSC-AD 110); SOCSC-AD 112 or MATH-UH 2010Q (MATH-AD 150)

This course introduces students to contemporary research in historical political economy. The major questions to be addressed during the semester include:
1. How has the role of government changed throughout history?
2. In what way(s) did democracy shape those changes?
3. Why did democratization occur?
4. How have political institutions affected world economic development?

Students will address these topics by analyzing historical evidence with modern tools from economics and political science.

POLSC-UH 332J

Social Media and Political Participation
(Formerly POLSC-AD 160J)

Typically offered: January

Crosslisted with Media, Culture and Communication

In this course we examine the effect of social media on political participation. We investigate the effect of social media on political participation at both the macro— or societal—level (e.g., does a higher proportion of people using Twitter in a country make protest movements more likely?) and at micro— or individual—level (does using Facebook make an individual more likely to vote in an election?) in the morning sessions, students are first introduced to the most important topics of political behavior—voting, turnout, public opinion formation, and protests and social movements—and then to the much newer literature on social media and politics. In the afternoon sessions, students both visit social media companies located in New York City, and are taught the necessary programming skills to work on their own original research projects in conjunction with the work of NYU’s Social Media and Political Participation (SMaPP) Laboratory (https://wp.nyu.edu/smapp/).

CTS-UH 105J

Is Liberalism dead?
Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

CTS-UH 1057J

Religion and the Boundaries of Tolerance
Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

COMPARATIVE POLITICS ELECTIVES

POLSC-UH 2410X

Comparative Politics of the Middle East
(Formerly POLSC-AD 152X)

Typically offered: spring

Recommended Prerequisite: POLSC-UH 111

A focus on the “Arab Middle East” presupposes that regional culture is a significant factor in explaining political outcomes in the region. For decades the Arab Middle East has been largely impenetrable 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 entrepreneurial middle classes, and the role of youth and the unemployed in maintaining or challenging the regime. Students will examine the organization of the state, including the military and the intelligence services, the interrelation of political organization with economic change, and the distribution of wealth. The course seeks to link the Arab Middle East to broader questions of political organization and accountability.

POLSC-UH 2411

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

Typically offered: fall

Recommended Prerequisite: POLSC-UH 111

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

POLSC-UH 2412

Power and Politics in America
(Formerly POLSC-AD 156)

Typically offered: fall

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

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

POLSC-UH 2414

African Politics
(Formerly POLSC-AD 161)

Typically 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 African contexts. The course begins with an examination of the historical roots of contemporary African politics, exploring how pre-colonial institutions and colonialism shaped African politics at independence. Next the course will survey the political and economic strategies of leaders post-independence and the factors shaping those strategies. The course includes an examination of the causes and consequences of post-independence liberalization 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 Central Asia
(Formerly POLSC-AD 162)

Typically offered: fall

The aim of this course is to provide a broad overview of Eastern European politics over the course of the 20th century and into the present in order to explain contemporary variation in the levels of democracy and development across the region. The course begins with an examination of the state of Europe at the collapse of continental empires and will then consider the evolution of Communism as an ideology and an actual social, political, and economic system. 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 164)

Typically offered: spring

Crosslisted with Afr-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 and detrimental to health outcomes and governance? What role do international organizations play in improving global health? The course examines these questions, and includes a number of case studies of global health successes and failures, including smallpox eradication and the recent Ebola outbreak in West Africa. Students will explore both contemporary and historical health issues, drawing on insights from political science, biology, and economics.

POLSC-UH 2417J

Post-communist Democracy and Authoritarianism
(Formerly POLSC-AD 192J)

Typically offered: January

This course introduces students to the politics of the post-communist transition by focusing on three key aspects of regime change in Eastern Europe and the former Soviet Union. The first part covers the collapse of communism and the initial regime changes in the region, which ranged from rapid and significant democratization in East-Central Europe to authoritarian persistence in much of the former Soviet Union, and democratic development in the Balkans. The second part analyzes the successes and failures of 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 more 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 2420J Who are the Israelis? Typically offered: January Few individuals in the world do not know Israel. Who did not hear something, good or bad, about it? Many have strong opinions about what is happening in this small country. During the term students will engage with Israel on two interrelated layers, in an attempt to have a better understanding of this turbulent state. First, the chronological framework of the Jewish people in general and the Israeli society in particular. The review will incorporate introductory classes on distant history and will become more detailed and conceptual as we approach present times and contemporary reality. Second, a survey of pertinent political issues, ideological positions and social rifts which either guide this society or tear it from within. Finally, the course will conclude by trying to understand the Israeli strategy facing current and future challenges.

POLSC-UH 2522J Global Crisis in the European Context Typically offered: January Political and economic crises around the world in recent years have been attributed to the globalization of trade, finance, and human flows. This, in turn, has generated a political backlash in many countries, calling the future of globalization in question. Yet globalization is a phenomenon that is far from new, and there have been several phases of modern history in which globalization has receded, only to subsequently advance again. What can we learn from past episodes of globalization and political reactions to them? This course engages with the analyses of leading political economists, economic historians, and international economists on the characteristics and implications of past globalization and the current one (for example, Professors Dani Rodrik, Douglas Irwin, and Harold James). We will also apply the findings of the above literature to case studies relating to the current political economy of Europe, ranging from the economic crisis in Greece and the anti-democratic turns in Poland and Hungary, to Brexit, and the implications of the most recent French election.

POLSC-UH 2515J Political Conflict and Economic Development (Formerly POLSC-AD 179J) Typically 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 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, 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 efficacy. 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 The course covers the formal theory of international cooperation, including the reasons why countries choose to cooperate, bargaining over and enforcement of international agreements, and the politics of the international system. The remainder of the course discusses empirical examples including peacekeeping, collective security, economic and environmental cooperation, human rights treaties, and arms control.

POLSC-UH 2512J Political Economy of International Trade (Formerly POLSC-AD 180) Typically offered fall Crosslisted with Economics This course covers five major topics in international political economy: international trade and trade policy (tariffs, quotas, trade agreements), international migration and remittances; offshoring and outsourcing; international finance (exchange rates, cross-border investment, central bank policies); crises of the international economy: the 1930s, 2007-2009, and the current crises of the Euro and of European sovereign debt.

POLSC-UH 2515X Islamic Extremism (Formerly POLSC-AD 186XJ) 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 extremism. 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 to the Islamic State, and consider evaluate responses by Western and Arab nations. In addition to reading about the origins and the spread of jihadism and the policies adopted by concerned states, we will meet with scholars, journalists, policy experts, diplomats and officials in Washington, and 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.

CS5-UH 1019J Artforms of democracy Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

POLSC-UH 251I International Electives

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CS5-UH 1019J Artforms of democracy Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

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POLSC-UH 2517Q
Modeling Politics and International Relations
Typically offered: January
This course provides a gentle introduction to modeling political behavior. The course starts with a simple introduction to game theory. These techniques will be used to investigate political problems. Topics will include the policy position of political parties (the median voter problem), allocating cabinet positions within governments (divide the dollar problem), use of the Presidential veto (and other agenda setting problems) and how political institutions affect the types of policies government implement (secrecy 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 understand how events can be formulated in a systematic manner through the use of models. The course assumes no prior mathematical modeling, although students should not be afraid of math. Students should expect to use basic algebra to solve problems (if you can solve two equations for two unknowns then you have all the required math skills).

POLSC-UH 2518
Theories of International Cooperation
Offered occasionally
This class is dedicated to the study of nations and nationalism, “national” identities and its bearing on political systems and regimes (empires, federations, states, sub-state units and regions); political doctrines (liberalism, republicanism, multiculturism, cosmopolitanism); and on international relations. We will study the history and the social construction of the nation, as well as the reactions to “nations,” of nations. We will then turn to the concept of nationalism, and evaluate the classical theories by considering empirical studies, adopting different angles and use inter-regional comparative examples. Nationalism is generally thought of as anti-liberal and hardly compatible with mature forms of democratic politics. Not only is this a historical error, but new forms of nationalism have proven to be compatible with liberalism. Social justice, solidarity and integration of immigrants are often bound to national policies. The question whether particular forms of nationalism are desirable in multicultural settings will be left open for discussion.

POLSC-UH 2519
Nuclear Politics
Offered occasionally
Crosstown with Peace Studies
This course focuses on the politics of nuclear weapons. Why do states seek nuclear weapons? What advantages do they provide to states in international crises? What explains the variation of states’ reactions to another state’s pursuit of nuclear technology? When do non-proliferation deals emerge, and what explains their content? To answer these questions, we will review the relevant academic literature, and then turn to the spread of nuclear weapons, and study the histories of various nuclear programs. While some of the literature we will cover uses game theory, there are no prerequisites for this course.

POLSC-UH 2521
Politics of a Changing Global Security Architecture
Offered occasionally
This new course presents the dynamics of global security and strategic changes, including in the transatlantic and the newly emerging Asian security model. The course will pay special attention to the Gulf Cooperation Council (GCC). Today the GCC has become the de facto leader of the Arab order. In the wider Eurasian area, the GCC’s strategic partnerships will strengthen its position on the global international scene. The class explores a variety of debates and findings in the most important, fundamental questions related to a new international order. The students will study specific examples of new initiatives. The course will then examine main global players, as well as emerging powers. It will address the core problems and insights of global challenges we face. We will be searching answers regarding all main powers and will they cooperate in face of changing global order or will they focus on just national interests. Now, we have emerging new powers on the global scene and a question on New World Order. This course present from hegemony and World order re-order with role and significance of GCC.

POLSC-UH 2510
International Political Economy
(Formerly POLSC-AD 173)
Offered occasionally
Prerequisite: POLSC-UH 1112 (POLSC-AD 170)
The course serves as an introduction to the workings of the contemporary international political-economic system and introduces students to some of the main analytical frameworks that political economists use to understand this system. The course seeks to familiarize students with analytical tools that help them gain a better understanding of the current problems and opportunities facing actors in today’s international political economy.

POLSC-UH 2513
Globalization and the European Context
Typically offered: January
Political and economic crises around the world in recent years have been attributed to the globalization of finance, trade, and human flows. This, in turn, has generated a political backlash in many countries, calling the future of globalization in question. Yet globalization is a phenomenon that is far from new, and there have been several phases of modern history in which globalization has reed, only to subsequently advance again. What can we learn from past episodes of globalization and political reactions to it? This course explores the interplay between globalization, the poisons which brew inside weak or failing states can now infect neighbors, or countries halfway across the globe; the terrorist attacks of 9/11 reinforced this lesson with terrible consequences, and made it 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 course will look at how new technology changes the fundamentals of statecraft. Can diplomacy compete, evolve, survive, or will it be disrupted? How can we bring citizens closer to the biggest questions facing their future? The course will draw on the most recent academic research in the field of globalization, the poisons which brew inside weak or failing states, or even states, “of nations. We will then turn to the concept of nationalism, and evaluate the classical theories by considering empirical studies, adopting different angles and use inter-regional comparative examples. Nationalism is generally thought of as anti-liberal and hardly compatible with mature forms of democratic politics. Not only is this a historical error, but new forms of nationalism have proven to be compatible with liberalism. Social justice, solidarity and integration of immigrants are often bound to national policies. The question whether particular forms of nationalism are desirable in multicultural settings will be left open for discussion.

POLSC-UH 2520
Changing Global Security Architecture
(Formerly POLSC-AD 170)
The course presents the dynamics of global security and strategic changes, including in the transatlantic and the newly emerging Asian security model. The course will pay special attention to the Gulf Cooperation Council (GCC). Today the GCC has become the de facto leader of the Arab order. In the wider Eurasian area, the GCC’s strategic partnerships will strengthen its position on the global international scene. The class explores a variety of debates and findings in the most important, fundamental questions related to a new international order. The students will study specific examples of new initiatives. The course will then examine main global players, as well as emerging powers. It will address the core problems and insights of global challenges we face. We will be searching answers regarding all main powers and will they cooperate in face of changing global order or will they focus on just national interests. Now, we have emerging new powers on the global scene and a question on New World Order. This course present from hegemony and World order re-order with role and significance of GCC.

POLSC-UH 2511
International Political Economy
(Formerly POLSC-AD 173)
Offered occasionally
Prerequisite: POLSC-UH 1112 (POLSC-AD 170)
The course serves as an introduction to the workings of the contemporary international political-economic system and introduces students to some of the main analytical frameworks that political economists use to understand this system. The course seeks to familiarize students with analytical tools that help them gain a better understanding of the current problems and opportunities facing actors in today’s international political economy.

POLSC-UH 2514
International Political Economy
(Formerly POLSC-AD 173)
Offered occasionally
Prerequisite: POLSC-UH 1112 (POLSC-AD 170)
The course serves as an introduction to the workings of the contemporary international political-economic system and introduces students to some of the main analytical frameworks that political economists use to understand this system. The course seeks to familiarize students with analytical tools that help them gain a better understanding of the current problems and opportunities facing actors in today’s international political economy.

POLSC-UH 2515
National-Building
(Formerly POLSC-AD 176 J)
Offered occasionally
Crosstown with Peace Studies
National-Building explores the range of strategies which strong states use in order to build the capacity of weak ones. This issue is a matter, not of morality, but of national security. Thanks to globalization, the poisons which brew inside weak or failing states can now infect neighbors, or countries halfway across the globe; the terrorist attacks of 9/11 reinforced this lesson with terrible consequences, and made it possible for outsiders to help build solid economic and political structures in fragile states? Is “democracy promotion” a contradiction in terms? Experience in places like Afghanistan or Haiti is hardly encouraging. The class asks what can be done, and by whom, and in what kind of setting. The class will visit UN officials in New York, and government officials in Washington, as well as experts in both places.

POLSC-UH 3516J
Digital Diplomacy
(Formerly POLSC-AD 188 J)
Offered occasionally
Crosstown with Legal 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 statecraft throughout history: diplomatists used to adapt to writing, horseback travel, the telephone, and now, Twitter. This course will look at how new technology changes real world negotiations between leaders and the implications for secrecy, as trust has eroded. The course will consider how countries compete in the 21st century, and how smart power, new forms of communication and iDiplomacy will change the fundamentals of statecraft. Can diplomacy
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. SRPP 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 (GEPS): 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/crosslisted 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
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1
Fall Semester

<table>
<thead>
<tr>
<th>“GEPS”</th>
<th>GENERAL ELECTIVE</th>
<th>GENERAL ELECTIVE</th>
<th>FIRST-YEAR WRITING SEMINAR</th>
</tr>
</thead>
</table>

Spring Semester

<table>
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<tr>
<th>INTRO TO THE STUDY OF SOCIETY</th>
<th>STATISTICS FOR SOCIAL SCIENCES</th>
<th>CORE</th>
<th>COLLOQUIUM</th>
</tr>
</thead>
</table>

YEAR 2
Fall Semester

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<tr>
<th>“SPET”</th>
<th>SOCIETY &amp; CULTURE ELECTIVE</th>
<th>GENERAL ELECTIVE</th>
<th>CORE</th>
</tr>
</thead>
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Spring Semester

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<tr>
<th>POLICY &amp; INSTITUTIONS ELECTIVE</th>
<th>GENERAL ELECTIVE</th>
<th>GENERAL ELECTIVE</th>
<th>CORE</th>
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YEAR 3
Fall Semester

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<tr>
<th>METHODS ELECTIVE</th>
<th>STRUCTURE &amp; PROCESSES ELECTIVE</th>
<th>GENERAL ELECTIVE</th>
<th>CORE</th>
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Spring Semester

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<tr>
<th>POLICY &amp; INSTITUTIONS ELECTIVE</th>
<th>STRUCTURE &amp; PROCESSES ELECTIVE</th>
<th>GENERAL ELECTIVE</th>
<th>COLLOQUIUM</th>
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YEAR 4
Fall Semester

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<tr>
<th>CAPSTONE SEMINAR</th>
<th>METHODS ELECTIVE</th>
<th>GENERAL ELECTIVE</th>
<th>GENERAL ELECTIVE</th>
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Spring Semester

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<tr>
<th>CAPSTONE PROJECT</th>
<th>SOCIETY &amp; CULTURE ELECTIVE</th>
<th>GENERAL ELECTIVE</th>
<th>GENERAL ELECTIVE</th>
</tr>
</thead>
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SOCLSC-UH 1010Q
Statistics for the Social and Behavioral Sciences
Crosslisted with Economics; Political Science

SOCLSC-UH 1011
Global Economic, Political and Social Development since 1500
Crosslisted with Economics; Political Science

SOCLSC-UH 1113
Introduction to the Study of Society
One Social Political and Economic Thought (SPET) course selected from:

SOCLSC-UH 1210
Crosslisted with Economics; Political Science

METHODS ELECTIVES

SRPP-UH 2211
Ethnographic Field Research
(Formerly SRPP-AD 125)
Typically offered: fall, spring
Prerequisite: SOCLSC-UH 1210Q (SRPP-AD 122Q)
Crosslisted with Anthropology; Arab Crossroads Studies; Heritage Studies

SRPP-UH 2212
Epidemiology: a Knowledge and Skills Foundation Course
(Formerly SRPP-AD 152)
Offered occasionally

SRPP-UH 224
Introduction to Political Theory
Crosslisted with Economics; Political Science

POLSC-UH 2211
Data Analysis
Prerequisites: SOCLSC-UH 1010Q (SOCLSC-AD 110) or MATH-UH 2010Q (MATH-AD 150)
Crosslisted with Political Science

SOCLSC-UH 1210Q
Logic of Social Inquiry
Crosslisted with Economics; Political Science

SOCLSC-UH 2210
Introduction to Game Theory
Prerequisites: MATH-UH 1013 (MATH-AD 111) or equivalent;
Crosslisted with Economics; Mathematics; Political Science

SOCLSC-UH 2211
Survey Research
Prerequisites: SOCLSC-UH 1010Q (SOCLSC-AD 110)
Crosslisted with Economics; Political Science

SOCLSC-UH 2212
Research Design & Causality in Social Science
Prerequisite: SOCLSC-UH 1010Q, can also be taken as a corequisite
Crosslisted with Political Science

SOCLSC-UH 2213
Textual Analysis for the Social Sciences
Crosslisted with Economics; Political Science

SOCLSC-UH 3210
Advanced Game Theory
Prerequisite: SOCLSC-UH 2210 (POLSC-AD 112)
Crosslisted with Economics; Political Science

SOCLSC-UH 3220
Econometrics
Prerequisites: ECON-UH 2020 (POLSC-AD 209) and MATH-UH 1021 (MATH-AD 112)
Crosslisted with Economics; Political Science

SOCLSC-UH 3221
Experimental Methods in Social Science:
Taking the Lab to the Field in India
Crosslisted with Economics; Political Science

SOCIAL STRUCTURE AND GLOBAL PROCESSES ELECTIVES

SRPP-UH 141L
Race and Ethnicity in Comparative Perspective
(Formerly SRPP-AD 121L)
Typically offered: spring even years

POLSC-UH 140L
Research Design, Fieldwork, and Data Analysis for Development Economics
Crosslisted with African Studies; Economics; Political Science

SRPP-UH 141J
Race and Ethnicity in Comparative Perspective
(Formerly SRPP-AD 133J)
Typically offered: January
Crosslisted with African Studies: 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 force 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 a 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 date what 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
Crosslisted with Arab Crossroads Studies

The “Arab World” is often lumped into one homogeneous category, which conceals the diversity found within this broad region. Keeping this in mind, this course will examine the unfolding of the “development project” in the postcolonial period and up to our present day in various Arab nation states. Beginning with an excerpt from the Arab Human Development Report, students will take a critical look at how development is defined and measured. Culture and religion have often been invoked as the major obstacles to development in the Arab World. This course will engage with this discourse as through exploring faces of modern day colonialism. What are the new tools and institutions of this new colonialism? How
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 overlapping health policies and healthcare investments as a strategy to achieve poverty reduction and economic growth. The course will examine the practical constraints and challenges of fragile healthcare systems, and lessons from the experience of countries at different stages of economic development.

SRPP-UH 2410

Gender and Society
(Formerly SRPP-AD 131)

Typically offered spring

Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

In every society, whether one is born male or female affects how one is expected to behave and the opportunities one confronts. However, how gender is organized varies between societies and across time. This course draws upon research from sociology, economics, psychology, and anthropology to examine gender, providing an integral perspective. This is an introductory-level course; as such, the course intentionally is broad, covering a range of issues and topics (e.g. neighborhood characteristics, methods, techniques to examine neighborhood boundaries, identification of spatial clusters [“hot spots”]) of disease, quantitative methods to evaluate connections between neighborhoods and health, and economic adaptation processes in low-income countries to health disparities. The course will consist of readings, group discussion, and individual inquiry, to examine the influence of neighborhood factors in health in different geographic contexts. Over the course all students will propose an original research project designed to answer a specific research question connecting neighborhoods and health. This project will provide you the opportunity to design your course and you will present that research to the class.

SRPP-UH 2614X

Women and Men in the Gulf
(Formerly SRPP-AD 140X)

Typically offered: spring

Crosslisted with Arab Crossroads Studies

This course critically examines how women feature in contemporary debates about employment, development, and nationalism in the context of the Gulf Cooperation Council countries. The course provides a philosophical foundation for debates about women, work, and difference based on feminist theories. Students will explore postcolonial perspectives on feminism and difference, feminist Marxist critiques of capitalism, and feminist Islamist critiques of modernity. This course provides an overview of how women in the Gulf feature in contemporary discourse and is designed to help students understand 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 visits to understand NCD’s and 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)

Typically offered: spring

Crosslisted with New Core: Structures of thought and Society

How do different countries respond to the challenges of poverty and economic inequality? How do programs and policies to protect workers against the risks of unemployment, accident, illness, disability and old age? This course examines social policy in both advanced post-industrial democracies and the “Global South.” The course will consider the interplay of national and international laws governing domestic work, human trafficking, and domestic abuse. The course will host a number of academics, activists, and policymakers.

SRPP-UH 2616

Immigrant Ethnicity and Public Policy
(Formerly SRPP-AD 143)

Typically offered: fall

This course exposes students to recent theories of immigration and their bearing on governmental policies toward immigrant admission and settlement. A central focus of the course is the social processes by which immigration gives rise to ethnic minorities in successive generations. Topics covered in this course include: (a) immigrant entrepreneurship and its bearing on successful economic adaptation; (b) immigrant transnational organizations and the management 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 2617J

Global Burden of Non-communicable Diseases
(Formerly SRPP-AD 154J)

Typically offered: January

Non-communicable diseases (NCD’s) including heart disease, obesity, depression, and dementia were thought to impact the health of developed, affluent countries while the major health issue for low and middle-income countries was acute infectious disease. Over the last decade, NCD’s have begun to critically impact the health of most populations across the globe. This course seeks to identify a number of complex issues related to the rise of NCD’s in the world, and compare the disease experience in low and middle-income countries to high-income countries. The course will identify the social determinants that shape 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 visits to understand NCD’s and the impact of these diseases on the country’s policy, culture and economy.
various ways in which “welfare regimes” have been characterized and classified, particularly with regard to how welfare provision is divided among state, market and family. The course will explore how social policies originate and change, paying attention to the role of organized interests, state institutions and partisan politics in these processes. Lastly, the course will examine how contemporary challenges—including globalization, population aging, post-industrialism and women’s workforce participation—have pressured and transformed welfare states. In all of these areas, students will pay particular attention to gender: how social policies have been shaped by, reinforced, and redressed gender inequalities.

SRPP-UH 2620 Education and Society
Crosslisted with Education; New Core: Structures of Thought and Society
Our goal is to understand the role of education in society. We will explore educational processes and educational systems and consider the following questions including: the organization of education across time and place, how they institutionalize inequality, factors that shape educational development, contributions of education to the economy, culture, and social integration. We will analyze these questions from an international, comparative perspective and shape 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 3410 Social Science Analysis of Global News
(Formerly SRPP-AD 133)
Typically offered: fall
Enrollment is restricted to Sophomores, Juniors and Seniors
How does one “read the news”? It might be trickier than it sounds. The construction of what becomes “news”, its dissemination and interpretation are complex and inherently contentious social processes. Finding your way in the realm of mass communication, propagandistic conflicts, and public debate requires both theoretical lenses and good practical skills which this course intends to supply.

INSTITUTIONS AND PUBLIC POLICY

SRPP-UH 1610J Child Development and Social Policy in a Global Society
(Formerly SRPP-AD 155J)
Typically offered: January
The overarching goals of this course are to introduce students to:
1. how population variation in children’s development in 21st century global society; and
2. How public (government) and private (family, non-governmental and business) sector policies affect children’s health, education and economic well-being in low-middle and high-income countries. Students will learn how to critically examine international trends in demography, economics and politics that influence child development; understand the role of science and of participatory democratic processes in increasing the effectiveness of programs and policies affecting children; and analyze political/cultural/communications challenges to improving programs and policies for children. The course will culminate with each student proposing policy changes in a particular country chosen by the student that could dramatically improve the well-being of children. Students will visit Dubai Cares and the Ministry of Foreign Affairs and International Cooperation.

SRPP-UH 1611 Introduction to Global Health
(Formerly SRPP-AD 151)
Offered occasionally
Crosslisted with The Environment
The course is designed to give an introduction to the internal and external drivers of health and the role of organized interests, international organizations, and businesses in shaping the determinants of health in a global context. Part I of the course will examine international health policies, health systems, and economic well-being in low-middle- and high-income countries. Part II will explore themes through the lens of the Argentinean experience. The course will study human rights violations during the Dirty War and national and international responses that sought to expose abuses, marshal human rights institutions to take action against them. This course also will examine efforts within Argentina over the last 30 years to balance reconciliation and accountability for past abuses. In Part III, the course will examine human rights challenges facing governments, civil society groups, international organizations, and businesses today. The course will include field trips around Buenos Aires and guest speakers with direct experience in the human rights movement in Argentina.

SRPP-UH 1614 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 rise of entrepreneurial capitalism in the West and the global diffusion of modern entrepreneurial spirit and firm. Classical approaches pioneered...
the study of modern entrepreneurship in its 
recent orientation to profit making through 
inventive innovation. Contemporary approaches 
shift the emphasis from analysis of individual 
and agencies to focus on examining 
the role of social networks, organizing forms, 
and institutional facilitation of 
entrepreneurial activity. The last part of the seminar 
will focus on research on entrepreneurship using 
secondary sources and data available through the 
internet.

SRPP-UH 1615
Law, Society, and Public Policy 
(Formerly SRPP-UH 1610)
Typically offered: fall
Crosslisted with Urbanization

Goal 11 of the 2015–2030 global Sustainable 
Development Goals is new on the global 
agenda and focuses on cities 
and sustainable). The goal reflects the global 
shift the emphasis away from analysis of individual 
and the social processes in their production 
and reproduction. Subsequent lectures focus on 
exploring selected social problems such as: suicide, 
suicide terrorism, euthanasia, aging, genocide, 
incest, genomics, and religious fundamentalism. 
The selected social problems are examined in 
both domestic and international contexts.

SRPP-UH 2612X
State Formation: The Case of the United 
Arab Emirates (Formerly SRPP-UH 136X)
Typically offered: spring
Crosslisted with Arab Crossroads Studies 

The course critically examines how women feature 
in contemporary debates about employment, 
decision-making, and social relationships 
in the Gulf feature in contemporary discourses as 
participants in “globally competitive” economies, 
mothers of “future generations of citizens”, and 
symbols of “tradition and culture”. The third part 
of the course addresses public policy and legal 
frameworks shaping women’s work, exploring how 
different categories of “women” are produced 
through public policy programs such as workforce 
nationalization, education policy, social policy, 
and the deployment of national and international 
laws governing domestic work, human trafficking, 
and domestic abuse. The course will host a number of 
academics, activists, and policymakers.

SRPP-UH 2616
Immigration, Ethnicity and Public Policy 
(Formerly SRPP-UH 136X)
Typically offered: fall

This course exposes students to recent theories 
of immigration and their bearing on governmental 
policies toward immigrant admission and 
settlement. A central focus of the course is the 
social processes by which immigration gives rise to 
ethnic minorities in successive generations. 
Topics covered include: (a) immigrant 
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 2617J
Global Burden of Non-communicable Diseases 
(Formerly SRPP-UH 154J)
Typically offered: spring

This course critically examines how women feature 
in contemporary debates about employment, 
decision-making, and social relationships 
in the Gulf feature in contemporary discourses as 
participants in “globally competitive” economies, 
mothers of “future generations of citizens”, and 
symbols of “tradition and culture”. The third part 
of the course addresses public policy and legal 
frameworks shaping women’s work, exploring how 
different categories of “women” are produced 
through public policy programs such as workforce 
nationalization, education policy, social policy, 
and the deployment of national and international 
laws governing domestic work, human trafficking, 
and domestic abuse. The course will host a number of 
academics, activists, and policymakers.
health issue for low and middle-income countries was acute infectious disease. Over the last decade, NCD’s have begun to critically impact the health of most populations across the globe. This course seeks to identify a number of complex issues related to the emergence of NCD’s globally and compare the disease experience in low and middle-income countries to high-income countries. The course will identify the social determinants of NCD’s and explore the recent impact of the “epidemiologic” transition in low-income countries with emphasis on West Africa. With Ghana as the host country, students will participate in meetings, discussions and health department visits to understand NCD’s and the impact of these diseases on the country’s policy, culture and economy.

SRPP-UH 2620 Education and Society
Typically offered: fall
Crosslisted with New Core: Structures of Thought and Society
Our goal is to understand the role of education in society. We will explore educational processes and educational systems and consider the following questions including: the organization of education across time and place, how they institutionalize inequality, factors that shape educational development, contributions of education to the economy, culture, and social integration. 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 2621 Bound by Borders: Sociology of Law and Migration
Typically offered: spring
This course takes a sociological view of law as it applies to international migration, as well as its origins and effects. Specifically, it asks why migration laws have changed over time, why they shape inequalities in receiving and sending countries, and how they affect everyday lives. The course considers explanations of the peculiarity of policy making alliances that emerge around migration, and of factors that shape the success of policy proposals. The approach is to compare migration related phenomena like refugee and statelessness across countries over time.

SRPP-UH 3610 Public Policy Analysis: Case studies for Effective Formation and Implementation
Typically offered: fall
Prerequisite: SRPP-UH 2610 (SRPP-AD 150)
This course is an intermediate public policy class. Students will build on skills introduced at the intro level such as the drafting of public policy press releases; and how to best frame policy challenges to explain proposed solutions and defend policy decisions. In addition, students will be asked to compile full-dozen on specific public policy issues to allow for policy makers to knowledgeably make effective decisions. Students will learn wider thematically 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. 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.

CDAD-UH 1020J Challenges in Global Health: Wash your Hands of it
Crosslisted with African Studies; Core: Data and Discovery; New Core: Structures of Thought and Society

CSTS-UH 1056J Protecting the World’s Health: Triumphs and Challenges
Crosslisted with Core: Science, Society and History; New Core: Structures of Thought and Society; The Environment

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

HIST-UH 3110 Economic Development and Environmental Change in China (Formerly HIST-AD 147)
Crosslisted with Economics; The Environment; History; Social Research and Public Policy

LAW-UH 2131J International Law
Crosslisted with Legal Studies: Peace Studies; Political Science

LAW-UH 2121 Renewable Energy Law and Policy
Crosslisted with Legal Studies: The Environment

LAW-UH 2124 Human Rights Law
Crosslisted with Legal Studies: Political Science

POLSC-UH 2321 Women and Peace-building
Crosslisted with Peace Studies; Political Science

SOCIETY AND CULTURE

SRPP-UH 1810X Islam and Society
(Formerly SRPP-AD 112X)
Typically offered: fall
Crosslisted with Arab Crossroads Studies
In this seminar, students will come to understand the diverse and dynamic roles that religious and cultural ideas and practices play in contemporary society, especially those in the “Middle East” and North Africa. After critically examining what might be meant by Islam and Muslims in the first place, students will use social scientific case studies to investigate how Islam does (or does not) come to matter in various sectors of society, including government and the state, the legal system, politics and social movements, gender relations, sexuality, education, the economy, popular culture, and everyday life. By the end of this course, students will be able to critically analyze the ways that religious and cultural Islam can impact society and social life. Each student will be expected to complete a final research project exploring the core questions posed by the course.

SRPP-UH 1811 Discipline
Typically offered: fall
Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society
What can a European Medieval bestiary have to do with contemporary American 12-Step programs? What might link a Benedictine monk and a player on the University of Alabama football team? What is the connection between doing your own ethnographic observation and playing your own equestrian sport and ice-skating? The critical relationship between these unlikely pairs can be examined through the notion of discipline. This course will begin with an introduction to the general concept of ‘discipline’, and will continue according to a set of subtypes of discipline (spiritual; aesthetic; martial; organizational; industrial; iterative). These subtypes will be examined using historical and ethnographic evidence, short weekly readings, and by you performing your own ethnographic observation. By exploring the origins, techniques, and results of discipline in practice, we may better understand the ways in which society operates. The purpose of the seminar will be to identify and examine the set of practices that seem to lead to orderly, disciplined, behavior.
This class will examine morality and immorality from a sociological perspective. Why do people disagree about what counts as morally good and bad, right and wrong, admirable and desppicable? Under what conditions are people more likely to behave altruistically and cooperatively? Under what conditions are immorality and evil more likely? The sociology of morality investigates people’s moral understandings, moral and immoral behavior, and societies’ moral institutions and norms. Unlike philosophers and ethicists, sociologists don’t try to answer moral questions. Rather, they conduct empirical research about individuals’, groups’, and societies’ morals. This class has a reading-and-analysis component and a hands-on research component. Students will read and discuss social scientific works on morality, altruism, cooperation, evil, moral institutions, and norms. Further, they will develop their own research projects about morality and collect their own observational data in Berlin.

Family and Gender in the Arab World: Continuity and Change
Typically offered: spring
Crosslisted with Anthropology; Heritage Studies
Social scientists have in the past described family structures and gender roles in the Arab World as based on relatively uniform and unchanging principles. However, during the last two decades many Arab societies have been subject to tremendous changes. In this course we will examine how in the social sciences the “classical” Arab family along with its underlying kinship systems and gender orders has been conceived; and how modern developments, such as urbanization, women’s education, work migration, war and exile, assisted reproduction, genetic counseling programs, TV serials, etc., are contributing to the emergence of new forms of family and gender. Also, we shall scrutinize the societal challenges brought about by these developments, such as the economic hardships of young couples, the erosion of “traditional” support networks for elderly and diseased persons, and the “neo-liberalization” of marriage. Finally, we shall take a close look at the various ways in which contemporary Arab men and women define, negotiate, and legitimate their gender identities by drawing on Islamic values, traditional ideas and practices as well as national and transnational discourses.

State Formation: The Case of the United Arab Emirates
(Formerly SRPP-AD 136X)
Typically offered: spring
Crosslisted with Arab Crossroads Studies
Commonly (and wrongly) people take for granted the existence of such political and cultural units as France and Germany, or Japan and India. But in the Middle East, states and national cultures are at the same time ancient and recently created. Here the complex processes of state-formation are still current, and the United Arab Emirates, which is barely forty years old, serves as a rich and richly varied example for the comparative understanding of state-building, cultural imagination, and economic development.

Social Science Analysis of Global News
(Formerly SRPP-AD 139)
Typically offered: fall
Enrollment is restricted to Sophomores, Juniors and Seniors
How does one ‘read the news’? It might be trickier than it sounds. The construction of what becomes ‘news’, its dissemination and interpretation are complex and inherently contentious social processes. Finding your way in the realm of mass communication, propaganda conflicts, and public debate requires both theoretical lenses and good practical skills which this course intends to supply.

Topics in Contemporary Theory
(Formerly SRPP-AD 145)
Typically offered: fall
An overview of developments in social theory since the 1950s. Theories considered include structural functionalism, hermeneutical approaches, interactionism and post-phenomenological perspectives, rational choice, network theory, the new institutionalism, and theories of globalization.

Politics and Cultures of Nationalism in the Modern Middle East
Crosslisted with Arab Crossroads Studies; Heritage Studies
ANTH-UH 1010
Introduction to Anthropology
Crosslisted with Anthropology
ANTH-UH 211
India: Topics in Anthropology & History
Crosslisted with Anthropology

Memoir and Ethnography: Understanding Culture Through First-Person Narrative
Crosslisted with Anthropology; Core: Arts, Design and Technology; Literature and Creative Writing

Anthropology of the Fatwa
Crosslisted with Anthropology; Arab Crossroads Studies; Legal Studies

Documenting Identity
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology

Media Landscapes: The Wire
Crosslisted with Film and New Media; Pre-Professional Media, Culture and Communication

CAPSTONE EXPERIENCE

SRPP-UH 4000
Capstone Seminar
(Formerly SRPP-AD 400)
Typically offered: fall
Prerequisite: Must be a declared SRPP Major.
During this yearlong course, students develop a research question and design and analyze quantitative or qualitative data sets relevant to public policy.

SRPP-UH 4001
Capstone Project
(Formerly SRPP-AD 401)
Typically offered: spring
During this yearlong course, students develop a research question and design and analyze quantitative or qualitative data sets relevant to public policy.
BA-MPA PROGRAM

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

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

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

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

Advising
Adrienne Smith, Undergraduate Studies Administrator, NYU Wagner
David Cook-Martin, Professor of Sociology 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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<tbody>
<tr>
<td>CORE-GP 1011 Statistical Methods</td>
<td>Or satisfied by one</td>
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<td>SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences</td>
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<td></td>
<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>
<td>Or satisfied by either</td>
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<td></td>
<td>ECON-UH 1112 Principles of Macroeconomics</td>
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<td></td>
<td>SOCSC-UH 1111 Markets</td>
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<td></td>
<td>ECON-UA 1 Introduction to Macroeconomics</td>
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<td>ECON-UA 2 Introduction to Microeconomics</td>
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<td>CORE-GP 1020 Managing Public</td>
<td>Or satisfied by</td>
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<td>Service Organizations</td>
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<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</td>
<td>Or satisfied by</td>
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<tr>
<td>Public Policy</td>
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<td></td>
<td>POLSC-UH 2412 Power and Politics in America</td>
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<td></td>
<td>SRPP-UH 2610 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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<tr>
<td>PADM-GP 2140 Public Economics</td>
<td>No undergraduate course equivalent</td>
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<tr>
<td>and Finance</td>
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<tr>
<td>PADM-GP 2902 Multiple Regression</td>
<td>Or satisfied by</td>
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<tr>
<td>and Introduction to Econometrics</td>
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<tr>
<td></td>
<td>SOCSC-UH 3220 Econometrics</td>
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</table>
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.

The Division of Science at NYU Abu Dhabi offers majors in biology, chemistry, computer science, mathematics, physics, and psychology, with areas of specialization in some majors.

Science majors culminate their undergraduate experience in a Capstone Project, in which individuals or multidisciplinary teams of students use their skills to identify and solve a problem in science. Research teams also have the opportunity to participate in the cutting-edge research projects led by scientists of international distinction.

The description of each major, below, includes a sample four-year schedule to indicate a possible pathway through the major in combination with other required and elective courses. The science majors require that some courses are taken in a particular sequence, as indicated in the sample schedules, but students still have multiple scheduling options, including study away semesters, and they will work with their faculty mentor to plan personalized curricula each semester.

Foundations of Science is an innovative program that responds to the nature of modern science. Instead of the traditional series of discipline-specific introductory courses, Foundations of Science integrates basic concepts from biology, chemistry, and physics in a demanding three-semester, six-course sequence. The program fosters discussion among students and creates a collaborative learning dynamic. Problem-solving and group work in laboratory sessions is stressed, while close contact among students and faculty is a major feature of the program. The interdisciplinary approach and experimental work foster a more comprehensive understanding of science.

Foundations of Science is geared to meet the current demand for scientists with well-integrated backgrounds who become the leaders in modern scientific scholarship and who pursue careers in research, education, industry, health care, law, business, and publishing.
Foundations of Science Grading

While each level of Foundations of Science is an integrated course, separate grades are provided for various components as a means to allow students to document their completion of the specific disciplinary and laboratory content that makes up these courses. Consistent with this integrated approach, students must earn an average grade of C for the components of each level of Foundations of Science to continue into the next level or to use the course to satisfy the prerequisites for other courses outside of Foundations of Science. Additionally, students majoring in biology, chemistry, or physics, must have grades of at least C in all Foundations of Science components in their specific, respective major fields. Finally, although continuation into other courses is based on the average performance in each level of Foundations of Science, students earn academic credits only for those graded components they pass or, for students subject to the transcript policy (see Academic Policies), only for those components with grades of at least C−. The number of earned credits for Foundations of Science components is particularly important for all engineering majors who must earn at least 16 credits in science.

Minor in Natural Sciences

Science in the 21st century is no longer easily compartmentalized: the physical sciences of chemistry and physics and the life sciences of biology and ecology have merged. Foundations of Science at NYU Abu Dhabi provides a fundamental yet rigorous overview of science, focusing on the interrelationships among physics, chemistry, and biology. The minor in the Natural Sciences introduces students to energy, forces, and matter, the essentials of atomic structure and basic chemical reactions, and the applications of these concepts to cell biology and biodiversity.

REQUIREMENTS FOR THE MINOR IN NATURAL SCIENCES

6 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Foundations of Science 1: Energy and Matter</td>
<td>1</td>
</tr>
<tr>
<td>(SCIEN-UH 1101EQ, 1102EQ, 1103)</td>
<td></td>
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<tr>
<td>Foundations of Science 2: Forces and Interactions</td>
<td>1</td>
</tr>
<tr>
<td>(SCIEN-UH 1201EQ, 1202EQ, 1203)</td>
<td></td>
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<tr>
<td>Foundations of Science 3: Systems in Flux</td>
<td>1</td>
</tr>
<tr>
<td>(SCIEN-UH 1301, 1302, 1303, 1304)</td>
<td></td>
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<tr>
<td>Foundations of Science 4: Form and Function</td>
<td>1</td>
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<tr>
<td>(SCIEN-UH 1401, 1402, 1403, 1404)</td>
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<tr>
<td>Calculus with Applications: Science and Engineering</td>
<td>1</td>
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<tr>
<td>(MATH-UH 1012)</td>
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<tr>
<td>Multivariable Calculus with Applications: Science and Engineering</td>
<td>1</td>
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<tr>
<td>(MATH-AD 1020)</td>
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</tbody>
</table>
FOUNDATIONS OF SCIENCE COURSES

SCIENCE-AD 101EQ, 102EQ, 1103
Foundations of Science 1: Energy & Matter
(Formerly SCIENCE-AD 101EQ, 102EQ, 121)
Offered fall, spring
Prerequisites: MATH-AD 101 (MATH-UH 1012 or MATH-UH 1013), MATH-AD 110 (MATH-UH 1021)
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. Laboratory exercises focus on guiding principles of the scientific method and an introduction to experimental design, and scientific presentation, including technical writing. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIENCE-AD 120EQ, 1202EQ, 1203
Foundations of Science 2: Forces & Interactions
(Formerly SCIENCE-AD 103EQ, 104EQ, 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-AD 1301, 1302, 1303, 1304
Foundations of Science 3: Systems in Flux
(Formerly SCIENCE-AD 105, 106, 109, 123)
Offered fall, spring
Prerequisites: Foundations of Science 2, MATH-AD 110, MATH-AD 112 or MATH-AD 122 Components: Physics (1 credit), Chemistry (1 credit), Biology (1.5 credits), Laboratory (1 credit)

Foundations of Science 3: Systems in Flux focuses on changes in systems in the physical and living worlds. Capacitors, current, and basic circuits are explored with an eye toward understanding their applications to chemical reactions and the behavior of living cells. The rates and mechanisms 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 experimental 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-AD 1401, 1402, 1403, 1404
Foundations of Science 4: Form and Function
(Formerly SCIENCE-AD 107, 108, 110, 124)
Offered fall, spring
Prerequisites: Foundations of Science 3, MATH-AD 110, MATH-AD 112 or MATH-AD 122 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. 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.

SCIENCE-AD 1501, 1502, 1503
Foundations of Science 5: Propagating Change
(Formerly SCIENCE-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 associated with the transmission of light and sound. These same waves generate responses in living organisms as sensory systems detect them, including nerves in some species. Electromagnetic waves, interactions among light, matter, and living systems are examined. Change during the growth of cells is explored at the molecular level as well. Laboratory exercises fuse physics, chemistry, and biology as students engage in projects related to recombinant DNA technology, gene cloning, and protein synthesis and characterization.

SCIENCE-AD 1601, 1602, 1603
Foundations of Science 6: Oscillations and Uncertainties
(Formerly SCIENCE-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 repetitive 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, the 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 learning outcomes of the biology program are:
1. Describe and explain the specialized factual and theoretical concepts involved in modern biology including the flow and regulation of genetic information and signaling in biological systems.
2. Recognize that living systems are subject to the same laws and rules of chemistry and physics as the inanimate world and understand the fundamental relationships between structure and function in biological systems.
3. Understand how organisms adapt to their surroundings in the short-term level via physiology and in the long-term via evolution.
4. Analyze the primary scientific literature, evaluate the evidence presented and critically assess the conclusions.
5. Identify problems and questions in the life science, evaluate their importance, craft hypotheses and select and design the appropriate rigorous experiments to test these ideas, as well as providing constructive feedback to peers on their experimental designs.
6. Conduct experiments reliably, reproducibly and independently.
7. Analyze and interpret qualitative and quantitative data.
8. Communicate science effectively to other scientists in writing and orally.

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. Effective from 2019–20, the study abroad semester for students majoring in biology will occur in the fall semester of the third year, not the spring semester. Thus, students who entered NYUAD in fall 2017 will go abroad in the fall semester 2019. Previous cohorts will continue to study abroad in the spring of their third year. The option for students majoring in Biology to enroll in a second semester abroad is competitive, granted by permission of the Program in Biology and the Dean of Science, and requires registration in the course Capstone Project in Biology 1 at the student’s chosen site. Students majoring in Biology must successfully complete the Foundations of Science sequence before going abroad. 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.

The Research Seminar in Biology will take place in the spring semester of junior year also effective from 2019–20.
REQUIREMENTS FOR THE MAJOR
17.25 courses, distributed as follows:

6.5  Foundations of Science 1–6
4.25 Required courses:
  Calculus with Applications: Science and Engineering
  Multivariable Calculus: Science and Engineering
  Human Physiology
  Organic Chemistry 1 (lecture plus lab)
4  Biology Electives
0.5 Research Seminar in Biology (half course)
2  Capstone Project in Biology

SPECIALIZATION IN BRAIN AND COGNITIVE SCIENCES
(FOR BIOLOGY MAJORS ONLY)

The Biology major offers a specialization in Brain and Cognitive Science (BCS), which emphasizes the function of the nervous system and places a special emphasis on the biological and psychological processes through which organisms gain and access knowledge.

BCS investigates some of the deepest mysteries facing science. These concern the higher functions of the central nervous system: perception, memory, attention, learning, language, emotion, personality, social interaction, decision-making, motor control, and consciousness. All psychiatric disorders, neurological diseases, and developmental disorders are characterized by dysfunction of the neural systems in the brain.

Experimental approaches in BCS vary from analyses of molecular and cellular mechanisms in nerve cells and groups of nerve cells to behavioral studies of whole organisms. Theoretical tools include mathematical and computational modeling approaches that have proved useful in other areas of science. Experimental questions include issues related to biophysical and neurochemical mechanisms within single nerve cells, functional neural circuits consisting of small numbers of neurons, the behavior of large systems of neurons, and the relationship between the activity of elements of the nervous system and the behavior of organisms, as well as the neural substrate of cognitive processes.

Students who elect to complete the major in Biology with the BCS specialization replace three of the four electives in biology with the following required courses: Molecular Neurobiology, Behavioral and Integrative Neuroscience, and one Biology Laboratory Elective. The BCS specialization also requires completion of Introduction to Psychology and Cognition or Mind and Brain 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
18.25 courses, distributed as follows:

6.5  Foundations of Science 1–6
8.25 Required courses:
  Calculus with Applications: Science and Engineering
  Multivariable Calculus: Science and Engineering
  Human Physiology
  Behavioral and Integrative Neuroscience
  Molecular Neurobiology
  Organic Chemistry 1 (lecture plus lab)
  Introduction to Psychology
  Cognition or Mind and Brain
1  Biology Laboratory Elective
0.5 Research Seminar in Biology (half course)
2  Capstone Project in Biology
## BIOLOGY COURSES

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Crosslisted with</th>
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<tbody>
<tr>
<td>SCIEN-UH 1101-1603 Foundations of Science 1-6</td>
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<tr>
<td>BIOL-UH 2010 Human Physiology</td>
<td>(Formerly BIOL-AD 101)</td>
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<tr>
<td>Typically offered: fall, spring starting in 2020</td>
<td>Prerequisites: Foundations of Science 1-6</td>
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<tr>
<td>This course uses fundamental concepts from the</td>
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<tr>
<td>Foundations of Science curriculum to examine</td>
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<tr>
<td>essential elements of organ physiology, including</td>
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<td>the nervous system with an emphasis on humans.</td>
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<td>After an initial introduction to the basic</td>
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<td>principles of physiology, the course emphasizes</td>
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<td>normal and pathological functions in humans. It</td>
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<td>explores how the nervous and the endocrine systems</td>
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<td>allow communication among cells and organs to enable</td>
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<td>an organism to maintain homeostasis and to</td>
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<td>respond to environmental changes. The anatomy of</td>
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<td>the nervous system is also used to address</td>
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<tr>
<td>structure, function, homeostasis and adaptability.</td>
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<tr>
<td>CHEM-UH 2050 Organic Chemistry 1</td>
<td>Prerequisites: Foundations of Science 1-4</td>
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<td></td>
<td>Crosslisted with Chemistry</td>
<td>3 credits</td>
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<tr>
<td>CHEM-UH 2051 Organic Chemistry 1 Lab</td>
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<tr>
<td>Pre- or corequisite: CHEM-UH 2010</td>
<td>Crosslisted with Chemistry</td>
<td>2 credits</td>
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<tr>
<td>MATH-UH 1012 Calculus with Applications to Science and Engineering</td>
<td>Prerequisite: MATH-UH 1002 (MATH-AD 102) or Math Placement Test</td>
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<td></td>
<td>Crosslisted with Chemistry; Computer Science; Engineering; Mathematics; Physics</td>
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<tr>
<td>MATH-UH 1020 Multivariable Calculus with Application to Science and Engineering</td>
<td>Prerequisite: MATH-UH 1012 (MATH-AD 111) or equivalent</td>
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<td></td>
<td>Crosslisted with Chemistry; Engineering; Mathematics; Physics</td>
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### BIOLOGY ELECTIVES

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<tr>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Crosslisted with</th>
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<tbody>
<tr>
<td>BIOL-UH 2113 Evolution</td>
<td>(Formerly BIOL-AD 213)</td>
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<tr>
<td>Typically offered: spring even years</td>
<td>Prerequisites: Foundations of Science 1-6</td>
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<tr>
<td>This course provides a concept-driven overview</td>
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<td>of the most fundamental concept in biology:</td>
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<tr>
<td>evolution. The course explores the principles</td>
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<td>of evolutionary biology through lectures,</td>
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<td>discussion and basic genetic data analyses. Topics</td>
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<td>include variation, speciation, fitness, adaptation,</td>
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<td>mutation, genetic drift, natural selection, and</td>
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<td>phylogenetic systematics. The course focuses</td>
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<td>on developing students' understanding of these</td>
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<td>concepts while reviewing the evidence supporting</td>
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<td>evolutionary theory.</td>
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<td>BIOL-UH 2114 Genetics</td>
<td>(Formerly BIOL-AD 214)</td>
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<td>Typically offered: spring</td>
<td>Prerequisites: Foundations of Science 1-6</td>
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<tr>
<td>Why do offspring often exhibit physical features of</td>
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<td>their parents? Why do combinations of certain</td>
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<td>features in offspring translate into specific</td>
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<td>characteristics that either enhance or diminish</td>
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<td>the organism’s fitness? The course covers</td>
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<td>the concepts, principles and research methods used</td>
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<td>in the field of genetics. Students learn about the</td>
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<td>major types of genetic variation and how they</td>
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<td>are generated, distributed and maintained across</td>
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<td>genomes and between individuals. The course</td>
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<td>covers concepts such as mutation, recombination,</td>
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<td>transmission systems, cytoplasmic inheritance,</td>
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<td>population genetics, and multifactorial inheritance.</td>
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<td>Emphasis is placed on patterns of Mendelian</td>
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<td>and non-Mendelian inheritance and the use of</td>
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<td>genetic methods to analyze protein function, gene</td>
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<td>regulation, and disease.</td>
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<td>BIOL-UH 2120 Ecology</td>
<td>(Formerly BIOL-AD 220)</td>
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<td>Typically offered: fall odd years</td>
<td>Prerequisites: Foundations of Science 1-6</td>
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<tr>
<td>How is life organized? The study of ecology answers</td>
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<td>this question by investigating how the</td>
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<td>environment and interactions between organisms drive</td>
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<td>the distribution, structure, and functioning</td>
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<td>of life at increasingly complex levels (individuals,</td>
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<td>populations, communities, ecosystems). This</td>
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<td>course will use a combination of literature,</td>
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<td>government data sets, and field excursions</td>
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<td>to develop an understanding of how ecologists</td>
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<td>investigate the patterns of community</td>
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<td>development through ecological survey</td>
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<tr>
<td>approaches, and how manipulative experiments</td>
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are designed to deduce processes structuring organisms in highly dynamic field conditions. Emphasis will be placed on quantitative analyses, interpretation, and reporting using both empirical and modeled data.

BIOL-UH 3101
Behavioral and Integrative Neuroscience
(Formerly BIOL-AD 140)
Typically offered: spring
Prerequisite: BIOL-UH 2010 (BIOL-AD 101)
Required for Brain and Cognitive Science
The behavioral response of an animal to a stimulus is the summed effect of a variety of internally coordinated processes starting at the molecular level and resulting in a change of activity in associated neural circuits. This course covers the molecular, 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 3115
Genome Biology
(Formerly BIOL-AD 215)
Offered occasionally
Prerequisites: Foundations of Science 1–6
What is personalized medicine? What's the future of genome biology? How can understanding the human genome influence the domestication of plants be understood? How can human migration patterns in ancient times or the domestication of plants be understood? How can we understand the history of the biota and why should anyone care? How can understanding the human genome influence our knowledge about heritable diseases? Fueled largely by the Human Genome Project, modern biological science has entered a new, revolutionary era in its 21st century. Genomics and bioinformatics—the collection and analysis of vast amounts of sequence and functional data—are transforming how long-standing mysteries and new kinds of questions are solved. New scientific discoveries from genome sciences are impacting society, and every-day lives, on all levels: public policy, medicine, health, and the environment. This course introduces students to fundamental concepts and current topics in genome science.

BIOL-UH 3116
Immunology
Typically offered: fall add years
Prerequisite: 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 routes. 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 new and emerging concepts and methodologies in tumor immunology and treatment of infectious diseases.

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 3120
Biochemistry: Macromolecular Structure and Function
Prerequisite: CHEM-UH 2010 (CHEM-AD 101)
Crosslisted with Chemistry
CHEM-UH 3020
Biochemistry: Metabolism
Prerequisite: CHEM-UH 2010 (CHEM-AD 101)
Crosslisted with Chemistry

BIOL-UH 3150
Directed Study in Biology
(Formerly BIOL-AD 298)
Typically offered by Application
Prerequisite: BIOL-UH 3150 (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 3.3 and a minimum major GPA of 3.5. Registration requires permission of the sponsoring NYUAD faculty member, which must be obtained the semester before the Directed Study course takes place. Forms for Directed Study in Biology are available from the Registrar and must also be returned in the previous semester.

BIOL-UH 3160
Special Topics in Biology
(Formerly BIOL-AD 320)
Offered occasionally
Prerequisite: Foundations of Science 1–6
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: Metabolism
Prerequisite: CHEM-UH 2010 (CHEM-AD 101)
Crosslisted with Chemistry

BIOL-UH 3211
Experimental Neurobiology
(Formerly BIOL-AD 211)
Offered occasionally
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 occasionally
Prerequisites: Foundations of Science 1–6
Synthetic biology aims to use state-of-the-art molecular tools to redesign biological systems by employing the approaches of engineering. The guiding principle in designing synthetic projects is often derived from a systems-level understanding of cellular networks, with metabolic network analyses playing a key role in offering informed hypotheses on how to modify cellular wirings for a desired outcome. This course combines lectures, class discussions, and lab experiments. The course engages students in a guided research project to learn the principles of 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 occasionally
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 1–6 or (Foundations of Science 1–4 and instructor permission)
A typical cell expresses thousands of gene products and synthesizes nearly as many metabolites. How do these components interact with each other and what are the rules governing such interactions? Systems biology attempts first to define what the cell’s parts list is, then through establishing how these elements interact, define the emergent properties of such interactions. This course combines lecture, class discussions, and lab experiments to explore key elements of systems biology while exploring the genetic basis of disorders with complex inheritance 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, will also be carried out and studied.

ADDITIONAL COURSES FOR BRAIN AND COGNITIVE SCIENCE
BIOL-UH 3101
Behavioral and Integrative Neuroscience
(Formerly BIOL-AD 140)
Typically offered: spring
Prerequisite: BIOL-UH 2010 (BIOL-AD 101)
Required for Brain and Cognitive Science
The behavioral response of an animal to a stimulus is the summed effect of a variety of internally coordinated processes starting at the molecular level and resulting in a change of activity in associated neural circuits. This course covers the molecular, 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
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 4001
Capstone Project in Biology 1
(Formerly BIOL-AD 400)
Typically 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)
Typically offered: fall, spring
Prerequisite: BIOL-UH 4001 (BIOL-AD 400)
Continuation of BIOL-UH 4001

CAPSTONE EXPERIENCE
BIOL-UH 3090
Research Seminar in Biology
(Formerly BIOL-AD 390)
Typically offered: fall, spring starting in 2020
Prerequisites: Foundations of Science 1–6. Biology 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 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.
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. Chemistry interfaces with biology, 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 interdisciplinary fields of nanotechnology, materials science, biotechnology, polymers, environmental science, forensics, and chemical biology to name several examples.

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

Study abroad for students majoring in chemistry typically occurs in the spring semester of the third year, during which the Program in Chemistry offers a special experience at an NYU global network site for students majoring in chemistry. The option for students majoring in Chemistry to enroll in a second semester abroad is competitive, granted by permission of the Program in Chemistry and the Dean of Science, and requires registration in the course Capstone Project in Chemistry 1 at the student’s chosen site. Students majoring in Chemistry must successfully complete the Foundations of Science sequence before going abroad. While other required courses may be taken during study abroad, the program strongly recommends that not more than one chemistry elective be taken while studying away.
# Chemistry Courses

## Required Courses

### SCIEN-UH 1101-1603

#### Foundations of Science 1-6

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<td>Credits</td>
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<td>Typically offered: spring</td>
<td>Typically offered: spring</td>
<td>Typically offered: spring</td>
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</tbody>
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## CHEM-UH 3011

### Physical Chemistry: Thermodynamics and Kinetics

(Formerly CHEM-AD 103)

Typically offered: fall

Prerequisites: Foundations of Science 1-6;
Corequisite: CHEM-UH 3012 (CHEM-AD 203)

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

### CHEM-UH 2050

#### Organic Chemistry 1 Lab

Typically offered: spring

Pre- or corequisite: CHEM-UH 2010 (CHEM-AD 101)

This laboratory is coupled to the lectures in CHEM-UH 2010 and provides students with the 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 this course, 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 3010

### Organic Chemistry 2

(Formerly CHEM-AD 102)

Typically offered: fall

Prerequisite: CHEM-UH 2010 (CHEM-AD 101)

This is 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 Laboratory: Thermodynamics and Kinetics

(Formerly CHEM-AD 203)

Typically offered: fall

Corequisite: CHEM-UH 3011

This laboratory is coupled to the lectures in CHEM-UH 3011 and provides students with the 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 this course, students will be able to approach a chemical problem, set up a hypothesis, perform accurate measurements, interpret the results, verify the hypothesis, draw conclusions, and communicate effectively orally and in writing.
CHEM-UH 3013
Physical Chemistry: Quantum Mechanics and Spectroscopy
(Formerly CHEM-AD 104)
Typically offered: spring
Prerequisites: Foundations of Science 1–6; Corequisite: 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 orbitals, energy levels, hybridization, atomic and molecular spectra, and electron spin. Students are also able to interpret various spectra—electronic, rotational, infrared, and nuclear magnetic resonance—and to correlate these to the structures of atoms and molecules.

CHEM-UH 3014
Physical Chemistry Laboratory: Quantum Mechanics and Spectroscopy
(Formerly CHEM-AD 204)
Typically offered: spring
Corequisite: CHEM-UH 3013

This laboratory course is coupled to the lectures in CHEM-UH 3013 and focuses on the principles and use of modern instrumental and experimental methods for predicting structure and energy, spectroscopic characterization, and structure determination. The students become familiar with modern instrumental methods such as absorption (ultraviolet-visible) spectroscopy, fluorescence spectroscopy, infrared spectroscopy, nuclear magnetic resonance, and structure analysis by single crystal X-ray diffraction. The students learn how to use and interface analytical equipment, acquire, process and analyze data, and interpret the results. After the completion of this course, students are able to characterize materials by using common analytical methods.

CHEM-UH 3015
Inorganic Chemistry
(Formerly CHEM-AD 311)
Typically offered: spring
Prerequisites: Foundations of Science 1–6 and CHEM-UH 3010 (CHEM-AD 102)

Inorganic chemistry is the study of all elements in the periodic table as well as the compounds they form and the reactions that lead to the formation of new compounds. This course includes the study of structure from atomic level to molecular level. Students will understand how atoms connect to form molecules and how molecules are assembled together to form the structure of materials. This course also studies the properties of elements and of the different compounds they form.

CHEM-UH 3016
Analytical Chemistry
(Formerly CHEM-AD 314)
Typically offered: fall
Prerequisites: Foundations of Science 1–4 and CHEM-UH 2010; CHEM-UH 2010 may be taken as a corequisite

As one of the major disciplines of chemistry, analytical chemistry is a ‘measurement science’ that describes the separation, identification and quantification of molecules through the use of methods utilized in science, engineering and medicine. This course aims to introduce 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)
Typically offered: fall
Prerequisites: 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. In this course, students are able to understand the origins and meanings of key chemical concepts, including wave functions, atomic and molecular orbitals, energy levels, hybridization, atomic and molecular spectra, and electron spin. Students are also able to interpret various spectra—electronic, rotational, infrared, and nuclear magnetic resonance—and to correlate these to the structures of atoms and molecules.

CHEM-UH 3021
Biochemistry: Metabolism
(Formerly CHEM-UH 302)
Typically offered: spring
Prerequisite: CHEM-UH 2010 (CHEM-AD 101)

Crosslisted with Biology

Corequisite may be taken as a corequisite

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. In this course, students are able to understand the origins and meanings of key chemical concepts, including wave functions, atomic and molecular orbitals, energy levels, hybridization, atomic and molecular spectra, and electron spin. Students are also able to interpret various spectra—electronic, rotational, infrared, and nuclear magnetic resonance—and to correlate these to the structures of atoms and molecules.

CHEM-UH 3030
Organic Chemistry 2 Lab
Typically offered: fall
Prerequisites: CHEM-2010 Organic Chemistry 1 and CHEM-UH 2050 Organic Chemistry 1 Lab; Corequisites: CHEM-UH 3010 Organic Chemistry 2

This course is intended for students who are highly motivated and seek the opportunity to work closely with a faculty sponsor from the NYUAD Program in Chemistry on a topic of mutual interest. Students with the necessary background in course work and, who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.0 and a minimum major GPA of 3.0. 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
Prerequisites: Foundations of Science 1–6 and 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-UH 310)

Offered occasionally
Prerequisites: MATH-UH 1012 (MATH-AD 111), CHEM-UH 3015 (CHEM-AD 102), MATH-UH 3205 (MATH-AD 125), and CHEM-UH 3020 (CHEM-AD 301)

Applications of physical and chemical principles to topics of biochemical and biophysical interest with an emphasis on the basic principles underlying biophysical techniques that are used to study important macromolecules such as proteins and nucleic acids. Topics in this course include molecular spectroscopic techniques such as light absorption, fluorescence, and circular dichroism, as well as nuclear magnetic resonance and vibrational spectroscopy. Applications of these methods to important biological, biochemical, and biophysical problems of current interest such as protein folding, imaging, and protein-DNA and protein-protein interactions are discussed.
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, Engineering, Natural Science, or Sound and Music Computing. The Program in Computer Science embraces a rich variety of subjects and provides great flexibility, allowing students to tailor courses of study to their particular interests. Advanced undergraduate students can work on research projects with faculty members engaged in projects of mutual interest. Study abroad for students majoring in Computer Science occurs in the fall semester of the third year, during which students spend the semester at NYU in New York, Shanghai, or London. The option for students majoring in Computer Science to enroll in a second semester abroad is competitive, granted by permission of the Program in Computer Science and the Dean of Science, and requires registration in the course Capstone Project in Computer Science 1 at the student's chosen site within NYU's global network. The program strongly recommends that at least one elective Computer Science course be taken in Abu Dhabi.

CHEM-UH 4002
Capstone Project in Chemistry 2
(Formerly CHEM-AD 400)
Typically offered: fall, spring
Prerequisite: CHEM-UH 4001 (CHEM-AD 400)
This is a continuation of Capstone Project in Chemistry 1. During this semester, the project culminates in a presentation and a written document of significant length that describes the work in detail.

CHEM-UH 3090
Research Seminar in Chemistry
Typically offered: fall
Prerequisites: 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 course; students must instead take two courses in their chosen elective that are not research courses.

CHEM-UH 4001
Capstone Project in Chemistry 1
(Formerly CHEM-AD 400)
Typically offered: fall, spring
Prerequisite: CHEM-UH 3090 (CHEM-AD 390)
The senior capstone experience in chemistry is designed to engage students in a long-term, mentored learning experience that culminates in a piece of original research and/or scientific theory. The research project focuses on the art of scientific problem solving through theoretical analysis and/or experimental and technical design. The capstone project provides an opportunity for students to use their knowledge and skills to identify and solve a problem or answer a question in the field of chemistry. The students design and execute a project under the guidance of a faculty mentor.
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 from within the Computer Science major
0.5 Research Seminar in Computer Science (half course)
2 Capstone Project in Computer Science

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 five listed minors.

PROGRAM LEARNING OUTCOMES
The Computer Science major has the following program learning outcomes:

- **PLO-1**: Be able to analyze a problem, and identify, define, and verify the appropriate computational tools required to solve it.
- **PLO-2**: Be able to apply up-to-date computational tools necessary in a variety of computing practices.
- **PLO-3**: Be able to implement algorithms as programs using modern computer languages.
- **PLO-4**: Be able to apply their mathematical knowledge to solve computational problems.
- **PLO-5**: Be able to communicate computer science knowledge both orally and in writing.
- **PLO-6**: Be able to collaborate in teams.

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 SYSTEM ORGANIZATION
- COMPUTER SCIENCE ELECTIVE
- MINOR 1
- CORE

Spring Semester

- OPERATING SYSTEMS
- COMPUTER NETWORKS
- GENERAL ELECTIVE
- COLLOQUIUM

YEAR 3

Fall Semester (New York)

- COMPUTER SCIENCE (NEW YORK)
- GENERAL ELECTIVE (NEW YORK)
- GENERAL ELECTIVE (NEW YORK)

Spring Semester

- SOFTWARE ENGINEERING
- MINOR 2
- MINOR 3
- CORE

YEAR 4

Fall Semester

- CAPSTONE PROJECT 1
- MINOR 4
- GENERAL ELECTIVE
- CORE

Spring Semester

- 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)
Typically offered: fall, spring
Crosslisted with Sound and Music Computing
Computer Science is an innovative and exciting field that focuses on producing efficient solutions for solving problems in any field. This course introduces students to the foundations of computer science. Students learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs using a high-level programming language. The course covers core programming concepts including basic computation, data structures, decision structures, iterative structures, file input/output, and recursion. Students also learn the elements of Object Oriented Programming (OOP), such as objects, classes, inheritance, abstraction, and polymorphism. A final project allows students to combine these concepts to produce a large program of their design.

CS-UH 1002
Discrete Mathematics
(Formerly CS-AD 116)
Typically offered: fall, spring
Pre-requisite: CS-UH 1050 (CS-AD 103)
Crosslisted with Sound and Music Computing
Discrete mathematics concerns the study of mathematical structures that are discrete rather than continuous, and provides a powerful language for investigating many areas of computer science. Discrete structures are characterized by distinct elements, which are often represented by integers. Continuous mathematics on the other hand deals with real numbers. Topics in this course include: sets, counting techniques, logic, proof techniques, solving recurrence relations, number theory, probability, statistics, graph theory, and discrete geometry. These mathematical tools are illustrated with applications in computer science.

CS-UH 1050
Data Structures
(Formerly CS-AD 103)
Typically 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. Topics include recursion, asymptotic analysis of algorithms, lists, stacks, queues, trees, hashing, priority queues, dictionaries, graph data structures etc. This course is taught using the C++ programming language. In addition to the 2 theory lectures one lab session (2:30h) will be held weekly. It will be dedicated to the practice of C++ and implementation of data structure concepts covered in the theory lectures. This will effectively help students in the design and implementation of computerized solutions to real problems using appropriate data structures.

CS-UH 1052
Algorithms
(Formerly CS-AD 105)
Typically offered: fall, spring
Prerequisite: CS-UH 1002 (CS-AD 116);
Pre- or corequisite: CS-UH 1050 (CS-AD 103)
Crosslisted with Sound and Music Computing
Algorithms lie at the very heart of computer science. An algorithm is an effective procedure, expressed as a finite list of precisely defined instructions, for solving problems that arise in applications in any domain of knowledge. All computer programs are translations of algorithms into some programming language. Often the most difficult 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 sorting, robotics, artificial intelligence, searching, pattern recognition, machine learning, music, bioinformatics, arithmetic, algebra, and geometry.
CS-UH 2010 Computer Systems Organization
(Formerly CS-AD 104)
Typically offered: fall
Prerequisites: CS-UH 1050 (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 2012 Software Engineering
(Formerly CS-AD 209)
Typically offered: fall, spring
Prerequisite: CS-UH 1050 (CS-AD 103)
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. All topics are integrated and applied through intensive homework and a small group project. The aim of the course is to prepare students for dynamics in a real workplace.

CS-UH 3010 Operating Systems
(Formerly CS-AD 106)
Typically offered: fall, spring
Prerequisites: CS-UH 2010 (CS-AD 104) and CS-UH 1052 (CS-AD 105)
The operating system is a computer’s chief manager overseeing interactions between users, applications, shared software and hardware resources. This course covers the fundamentals of operating systems design and implementation. Lectures present the central ideas and concepts such as synchronization, deadlock, process management, storage and memory management, file systems, security, protection, and networking. Assigned readings and programming assignments illustrate the manifestation of these concepts in real operating systems.

CS-UH 3012 Computer Networks
(Formerly CS-AD 217)
Typically offered: spring
Prerequisites: CS-UH 2010 (CS-AD 104) and CS-UH 1052 (CS-AD 105)
Have you ever wondered how the internet or Facebook is able to support a billion simultaneous users? This course teaches students the design and implementation of such Internet-scale networks and networking systems. Students learn about the principles and techniques used to construct large-scale networks and systems. Topics in this course include routing protocols, network congestion control, wireless networking, network security, and peer-to-peer systems. Upon completing this course students are able to initiate and critique research ideas, implement their own working systems, and evaluate such systems. To make the issues more concrete, the class includes several multi-week projects requiring significant design and implementation. The goal is for students to learn not only what computer networks are and how they work today, but also why they are designed the way they are and how they are likely to evolve in the future. Examples are drawn primarily from the internet.

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

COMPUTER SCIENCE ELECTIVES

CS-UH 2213 Artificial Intelligence
(Formerly CS-AD 212)
Typically offered: spring
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 program on a computer. Artificial Intelligence is the challenge of developing computer systems that can carry out these tasks. Topics covered in this course include heuristic search problem solving; automated reasoning; reasoning with uncertainty; machine learning; Perceptions: Bayesian networks; Markov models; and applications to areas such as computer vision, natural language processing, music processing, computer games, robotics, and spatial planning.

CS-UH 2214 Database Systems
(Formerly CS-AD 214)
Typically offered: spring
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 processing, indices and other specialized data structures, as well as transactions and concurrency control. Students build components of a database system and through research readings understand the design complexities of transactional and big data analytical systems.

CS-UH 2215 Computer Graphics
(Formerly CS-AD 216)
Typically offered: fall
Prerequisite: CS-UH 1052 (CS-AD 105) Crosslisted with Design; Interactive Media
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 mathematical theory related to computer graphics, fundamentals of geometric modeling, the modern graphics pipeline, shading and lighting models, modeling 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 2216 Natural Language Processing
(Formerly CS-AD 220)
Typically 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.

CS-UH 2217 Computational Geometry
Typically offered: spring
Prerequisites: CS-UH 1050 (CS-AD 103) and CS-UH 1052 (CS-AD 105)
Computational geometry concerns the design and analysis of algorithms that solve geometric problems. Geometric problems are ubiquitous in computer science, playing a significant role in areas such as data science, visualization, computer graphics, computer vision, image processing, pattern recognition, machine learning, robotics, music information retrieval, geographic information systems (GIS), statistical computing, VLSI, bioinformatics, computer assisted design, and optimization of compilers. This course covers the fundamentals of geometric algorithms, focusing on strategies for the design of efficient algorithms, proving their correctness, and analyzing their computational complexity. The geometric algorithms studied are taken from a variety of applications in the areas listed above.

CS-UH 2218 Algorithmic Foundations of Data Science
Typically offered: spring
Prerequisites: CS-UH 1050, CS-UH 1052, (MATH-UH 1022 or MATH-UH 1023), and (MATH-UH 1003Q, MATH-UH 2010A or ENGR-UH 2010Q )
Modern computational problems frequently involve processing massive amounts of data which are often not even available in advance but are arriving at a high rate. Apart from the volume and speed, the data are often very high dimensional and noisy. The goal of this course is to teach foundational algorithmic techniques that can be used to build scalable and robust solutions for practical problems of this nature. Topics include map-reduce, near-neighbor search, clustering, regression and dimensionality reduction, streaming and sketching, graph analysis, and fundamentals of machine learning. The course will be taught using the Python programming language and assumes familiarity with the language.

CS-UH 3210 Computer Security
(Formerly CS-AD 170)
Typically offered: fall
Prerequisites: CS-UH 1052 (CS-AD 105) and CS-UH 3100 (CS-AD 106), CS-UH 3010 may be taken as a corequisite
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.

**CS-UH 3250 Direct Study in Computer Science** (Formerly CS-AD 298)
Typically offered: odd years
Prerequisite: Application
Offered occasionally

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 write a detailed proposal and syllabus, and approach a faculty member in his or her field of interest to obtain sponsorship, at least four months prior to the start of the course. 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 Direct Study in Computer Science are available from the Program Head in Computer Science.

**CS-UH 3260 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.

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**CAPSTONE EXPERIENCE**

**CS-UH 3090 Research Seminar in Computer Science** (Formerly CS-AD 390)
Typically offered: spring

Prerequisite: Must be a Junior and Computer Science must be declared as primary major.

The research seminar provides students with an overview of the diverse multidisciplinary research areas that capture the interest and fascination of NYUAD computer scientists and others in related fields. Through exposure to NYUAD faculty research, students identify areas of common interest to both faculty and students, for their own capstone research, and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in Computer Science.

All Computer Science majors are required to take the research seminar during the spring semester of their third year, and be in NYU 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 courses in their chosen elective which are not research courses.

**CS-UH 4001 Capstone Project in Computer Science 1** (Formerly CS-AD 400)
Typically offered: fall, spring

Prerequisite: CS-UH 3090 (CS-AD 390)

The capstone experience in Computer Science requires students to engage in a long-term, mentored learning experience that culminates in a piece of original work. The specific project is developed during the Research Seminar in Computer Science. During the Capstone Project, the proposed work comes to fruition in the form of a research paper along the lines of those in a scholarly computer science journal. Students also participate in a capstone research symposium during which they present their work orally.

**CS-UH 4002 Capstone Project in Computer Science 2** (Formerly CS-AD 401)
Typically offered: fall, spring

Prerequisite: CS-UH 4001 (CS-AD 400)

Continuation of CS-UH 4001

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**Global Studies Track: Computer Science**

In addition to providing its students with a rigorous theoretical foundation and methodological training in Computer Science and related aspects of technology, the NYUAD Computer Science program believes in the importance of pre-professional training as a preparation both for advanced study and global careers.

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

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

1. GPA of no less than 3.5 in required major courses
2. Cumulative unofficial GPA of no less than 3.5
3. Completion of the following prerequisites before starting the US component of the program: *Introduction to Computer Science, Calculus with Applications, Discrete Mathematics, Data Structures, and Algorithms*
4. Official declaration of the major at the time of the application
5. Presentation of a four-year academic plan for the timely completion of the major and all other degree requirements
6. Statement of purpose, including an academic rationale for participating in the program, a plan for developing a capstone research proposal, and a plan for career development and securing a summer internship
7. Approval of the Program Head for Computer Science, the Dean of Science, and the Office of Global Education

The program requires the following academic sequence:

- Fall semester junior year at NYU New York or NYU Washington, DC
- Spring semester junior year at NYU Abu Dhabi
- Summer internship in a field related to Computer Science and/or similar aspects of technology in the United States. Note: Students must secure their own summer internships. The typical duration of the internship is 8 to 10 weeks. If needed, students can apply for funding through the existing summer funding process.
- Students must apply in December of their sophomore year for the full program and commit to it if approved.

For additional information contact the Office of Global Education.
Mathematics 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 with Applications; Foundations of Mathematics; Linear Algebra; Multivariable Calculus with Applications to Science and Engineering; Ordinary Differential Equations; Analysis 1; Probability and Statistics; and Abstract Algebra 1. Mathematics majors who choose to take Multivariable Calculus with Applications to Economics (for example because they plan to major in both Mathematics and Economics) must take either Analysis 2 or Vector Analysis.

Students select two electives. To attain greater depth in analysis or algebra, students choose Abstract Algebra 2, Vector Analysis, Analysis 2, or Complex Analysis. The second elective must be a course in applied mathematics, such as Numerical Methods, Cryptography, Mathematical Modeling, or Introduction to Game Theory.

Mathematics majors must also complete a minor or major in one of the following areas that use mathematics or mathematical modeling: Computer Science, Economics, or the Natural Sciences. Requiring Mathematics majors to complete a minor provides them with a basic knowledge of how math is applied to a specific discipline and is intended to foster the requisite capstone projects.

Study abroad for students majoring in Mathematics occurs in the spring semester of the third year, during which the Program in Mathematics offers a special experience at an NYU global network site. The option for students majoring in Mathematics to enroll in a second semester abroad is competitive, granted by permission of the Program in Mathematics and the Dean of Science, and requires registration in the course Capstone Project in Math 1 at the student’s chosen site. Students must complete Calculus, Multivariable Calculus, Linear Algebra, and Foundations of Mathematics before studying abroad. While other required courses may be taken during study away, the program strongly recommends that not more than one mathematics elective be taken while studying away.

Effective from 2019–20, the study abroad semester for students majoring in math will probably occur in the fall semester of the third year, not the spring semester. The Research Seminar in Math will then take place in the spring semester of junior year, also beginning in 2019–20.

**REQUIREMENTS FOR THE MAJOR**

16.5 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>8 Required courses: Foundations of Mathematics; Calculus with Applications; 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>2 Mathematics Electives</td>
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<tr>
<td>0.5 Research Seminar in Mathematics (half course)</td>
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<tr>
<td>2 Capstone Project in Mathematics</td>
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<tr>
<td>4 Students majoring in mathematics must complete one of the following: minor in Computer Science, Natural Science, Economics, or Engineering. Note that completing a major in Computer Science, Biology, Chemistry, Physics or Economics removes the need to complete one of the four listed minors.</td>
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2018–19 | SCIENCE | MATHEMATICS
**PROGRAM LEARNING OUTCOMES**
Mathematics majors are expected to be able to:
- PLO-1: Understand the fundamental theorems of Analysis, Algebra and Geometry and be able to learn new mathematics independently.
- PLO-2: Identify and apply appropriate mathematical (theoretical and numerical) as well as statistical techniques.
- PLO-3: Present and communicate effectively mathematical knowledge and mathematical research.
- PLO-4: Demonstrate the ability to build and analyze mathematical models.

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

**REQUIREMENTS FOR THE MINOR IN APPLIED MATHEMATICS**
4 courses, distributed as follows:
1. Calculus with Applications
2. Multivariable Calculus
3. Courses drawn from the following:
   - Linear Algebra
   - Ordinary Differential Equations
   - Probability and Statistics

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

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>January Term</th>
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<tbody>
<tr>
<td>1</td>
<td>FOUNDATIONS OF MATHEMATICS</td>
<td>CALCULUS W/ APPLICATIONS</td>
<td>GENERAL ELECTIVE</td>
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<td>LINEAR ALGEBRA</td>
<td>MULTIVARIABLE CALCULUS</td>
<td>CORE</td>
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<tr>
<td>2</td>
<td>ANALYSIS 1</td>
<td>ORDINARY DIFFERENTIAL EQUATIONS</td>
<td>ABSTRACT ALGEBRA 1</td>
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<td></td>
<td>PROBABILITY AND STATISTICS</td>
<td>MINOR 2</td>
<td>CORE</td>
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<td>3</td>
<td>MATH ELECTIVE</td>
<td>MINOR 3</td>
<td>GENERAL ELECTIVE</td>
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<td>RESEARCH SEMINAR</td>
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<td>MATH ELECTIVE (ABROAD)</td>
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<th>YEAR 4</th>
<th>Fall Semester</th>
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<td>CAPSTONE PROJECT 1</td>
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<td>CAPSTONE PROJECT 2</td>
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<td>GENERAL ELECTIVE</td>
<td>CORE</td>
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MATH-UH 1001 Mathematical Functions
(Formerly MATH-AD 101)
Typically offered: fall, spring
Prerequisites: MATH-UH 1001 (MATH-AD 101) or Math Placement Test
A vector is a mathematical measure of change in magnitude and direction of a physical event. A displacement from one location to another is a two or three-dimensional space, and the quantity and direction of force applied to move an object are examples of vectors. This course studies the algebra of vector addition, subtraction, and the dot product and cross product multiplications, along with a thorough analysis of vector problems. The course further provides an in-depth study of trigonometric equations and trigonometric identities, including double angle and half angle formulas and their application. Polar coordinates and parametric equations are introduced, and all complex numbers are reviewed and several applications of the algebra of complex numbers are presented to illustrate how to use them in applications. The concepts of limits and continuity are explored deeply, along with their application to rates of change, and then to the derivative. The algorithms of basic calculus are formally developed and applied as a foundation for further study.

MATH-UH 1009J Trigonometry and Differential Calculus
Typically offered: fall
Prerequisite: Math Placement, Intended major in Engineering, Biology, Chemistry, or Physics
A vector is a mathematical measure of change in magnitude and direction of a physical event. A displacement from one location to another in a two or three-dimensional space, and the quantity and direction of force applied to move an object are examples of vectors. This course studies the algebra of vector addition, subtraction, and the dot product and cross product multiplications, along with a thorough analysis of vector problems. The course further provides an in-depth study of trigonometric equations and trigonometric identities, including double angle and half angle formulas and their application. Polar coordinates and parametric equations are introduced, and all complex numbers are reviewed and several applications of the algebra of complex numbers are presented to illustrate how to use them in applications. The concepts of limits and continuity are explored deeply, along with their application to rates of change, and then to the derivative. The algorithms of basic calculus are formally developed and applied as a foundation for further study.

MATH-UH 1013 Calculus with Applications to Economics
(Formerly MATH-AD 111)
Typically offered: fall, spring
Prerequisite: MATH-UH 1002 (MATH-AD 102) or Math Placement Test
Crosslisted with Economics
This course presents the foundations of calculus by examining functions and their derivatives and integrals with a special emphasis placed on the utilitarian nature of the subject material. Since the derivative measures the instantaneous rate of change of a function and the definite integral measures the total accumulation of a function over an interval, these two ideas form the basis for nearly all mathematical formulas in science, engineering, economics, and other fields. 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 recitations 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 economics.

MATH-UH 1021 Multivariable Calculus with Applications to Economics
(Formerly MATH-AD 113)
Typically 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 to Lagrange multipliers; constrained and unconstrained optimization; double and triple integrals; spherical and cylindrical coordinates; surface and line integrals.

MATH-UH 1023 Fundamentals of Linear Algebra
(Formerly MATH-AD 115)
Typically offered: fall
Prerequisite: MATH-UH 1012 (MATH-AD 111) or equivalent
Crosslisted with Engineering
2 credits
This course presents the basic principles of linear algebra by examining functions and their derivatives and integrals with a special emphasis placed on the 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)
Typically 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 stress elements flowing in electrical circuits, all can be expressed as ordinary differential equations. The course studies first- and second-order equations.

REQUIRED COURSES

MATH-UH 1010 Foundations of Mathematics
(Formerly MATH-AD 103)
Typically offered: fall, spring
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, elements of logic and formal languages, and set theory. In addition, the system of real numbers and all other fundamental number systems can be firmly established on the ground of natural numbers; therefore, the course introduces elementary arithmetic and the universal method of constructing new objects from already known sets by means of equivalence relations. Abstract concepts are introduced through basic but fundamental and universal examples or problems, carefully chosen as illuminants of broader ideas and sources of new theoretical and practical applications.

MATH-UH 1012 Calculus with Applications to Science and Engineering
(Formerly MATH-AD 111)
Typically 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
Typically offered: fall, spring
This course explores functions of several variables
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 1020
Multivariable Calculus with Application to Science and Engineering
(Formerly MATH-AD 112)
Typically offered: fall, spring
Prerequisite: MATH-UH 1012 (MATH-AD 111) or equivalent
Crosslisted with Biology; Chemistry; Engineering
elective; 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)
Typically offered: fall, spring
Prerequisite: 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 form the basis of linear equations in
many unknowns. The associated matrix algebra
is a rich and beautiful field of mathematics. It is
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, Cramer’s rule,
vectors, vector spaces, basis and dimension, linear
transformations, eigenvalues, eigenvectors, and
quadratic forms.

MATH-UH 2010
Ordinary Differential Equations
(Formerly MATH-AD 121)
Typically offered: fall, spring
Prerequisite: MATH-UH 1012 (MATH-AD 112) or equivalent
Corequisite: MATH-UH 1022 (MATH-AD 116)
Crosslisted with Physics
Ordinary differential equations arise in virtually all
fields of applied mathematics. Newton’s equations
of motion, the rate equations of chemical reactions,
the currents flowing in electric circuits, all can
be expressed as ordinary differential equations.
The solutions of these equations usually evolve a
combination of analytical and numerical methods.
The course studies first- and second-order
equations, solutions using infinite series, Laplace
transforms, linear systems, numerical methods.

MATH-UH 2010Q
Probability and Statistics
(Formerly MATH-AD 100Q)
Typically offered: fall, spring
Prerequisite: MATH-UH 1012 (MATH-AD 111) or equivalent
Crosslisted with Biology; Chemistry; Engineering
elective; 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. The students will study both
probability and statistics. The course includes:
mathematical definition of probability; combinatorics; finite, discrete and continuous
probabilities of single and joint random variables;
law of large numbers and normal approximation;
sampling; estimation; testing of hypotheses;
correlation and regression.

MATH-UH 2012
Abstract Algebra 1
(Formerly MATH-AD 201)
Typically offered: fall
Prerequisites: MATH-UH 1010 (MATH-AD 103) and
MATH-UH 1012 (MATH-AD 116)
Algebra is a part of every field of mathematics, and
has applications in the discrete systems of
computer science. Fractions, together with their
familiar laws of addition, multiplication, and
division, provide an example of algebra. The
complex numbers form another. This course
introduces more general algebras and their
properties and applications. Topics considered
in this course include groups, homomorphisms and
permutation groups. Rings, ideals and quotient rings, Euclidean rings, and
polynomial rings are also considered.

MATH-UH 2013
Analysis 1
(Formerly MATH-AD 231)
Typically offered: fall, spring
Prerequisite: MATH-UH 1012 (MATH-AD 112), Pre-
cor requisite: MATH-UH 1010 (MATH-AD 103)
Real Analysis builds a more rigorous foundation
for calculus and prepares the way for more
advanced courses. The emphasis is on the careful
formulation of the concepts of calculus, and the
formulation and proof of key theorems. The goal
is to understand the need for and the nature of a
mathematical proof. The course studies the real
number system, the convergence of sequences and
series, functions of a real variable, continuity,
connectedness, compactness, and metric spaces.

MATH-UH 2410
Mathematical Modeling
(Formerly MATH-AD 213)
Offered occasionally
Prerequisites: MATH-UH 1012 (MATH-AD 112) and
MATH-UH 1022 (MATH-AD 116) or MATH-UH 1023 (MATH-AD 114) 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 3210
Advanced Probability
Typically offered: spring
Prerequisite: MATH-UH 2010Q (MATH-UH 150) and
MATH-UH 2013 (MATH-AD 231)
The course provides an introduction to rigorous
probability theory using measure theory.
The necessary notions of measure theory are
introduced as needed, and the proofs of essential
introductory results of measure theory and
probability theory are presented in detail. The
main topics of the course include the definition
and construction of probability spaces and
random variables, limit theorems, conditional
expectations, martingales, Markov chains and
stochastic processes.

MATH-UH 3410
Introduction to Cryptography
(Formerly MATH-AD 210)
Offered occasionally
Prerequisites: MATH-UH 1010 and MATH-UH 2012
For students interested in 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 fairly well, 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 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 relies. The course covers the mathematical underpinnings of such cryptographic methods including RSA, Diffie-Helman key-exchange as well as elliptic curve methods. The course also analyzes some probabilistic and information-theoretic aspects of cryptography (the requisite material of the latter will be developed in class).

**MATH-UH 3411**

**Dynamical Systems**
(Fomerly MATH-AD 211)
Typically offered: every other year
Prerequisites: MATH-UH 1022 (MATH-AD 116) and MATH-UH 2010 (MATH-AD 121)
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**
(Fomerly 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 analyzed and solved using numerical methods. As such, the subject has very broad applications in applied mathematics, physics, engineering, finance, and life sciences. Topics covered in this course include numerical algorithms for solving linear equations and nonlinear systems of equations, least squares problems, eigenvalue problems, interpolation, numerical quadrature, optimization, and differential equations. Theory and practical examples are combined to study these topics.

**MATH-UH 3414**

**Partial Differential Equations**
(Fomerly MATH-AD 216)
Offered occasionally
Prerequisites: MATH-UH 1020 (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 PDEs, including the heat equation, the wave equation, and the Laplace 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**

**Complex Analysis**
(Fomerly MATH-AD 212)
Typically 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 mathematics devoted to complex valued functions of complex variable. It is further used in other branches of mathematics, including algebraic geometry and number theory, and also has diverse applications in science and engineering: fluid dynamics, elasticity, nuclear and electrical engineering, to name just a few examples. The geometrical content of analysis in the complex plane is equipped with the concept of conformal mappings; singularities, residues, Taylor and Laurent series; fractional linear transformations and conformal mappings.

**MATH-UH 3611**

**Number Theory**
(Fomerly MATH-AD 215)
Offered occasionally
Prerequisites: MATH-UH 1022 (MATH-AD 116) and MATH-UH 2012
Number theory is the study of systems of numbers beginning with integers and moving to rational numbers. It has applications to cryptography and computer science in general. Simple statements that are notoriously hard to prove abound in this field: the recently proved Fermat’s Last Theorem and the still conjectural Riemann Hypothesis are examples of the difficulty. Topics covered in this course include divisibility theory and prime numbers, linear and quadratic congruences, the classical number-theoretic functions, continued fractions, and Diophantine equations (equations whose solutions are sought in the integers).

**MATH-UH 3612**

**Differential Geometry**
Offered occasionally
Prerequisites: (MATH-UH 1020 or MATH-UH 2012) and (MATH-UH 1024 or MATH-UH 2010)
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 Euler characteristic, The Gauss-Bonnet theorem, symmetry, homogeneous spaces, and applications such as Electromagnetism and General Relativity.

**MATH-UH 4610**

**Topology**
(Fomerly MATH-AD 331)
Offered occasionally
Prerequisites: MATH-UH 2013 (MATH-AD 230) and (MATH-UH 1020 or MATH-UH 2012); Corequisite: MATH-UH 2012
This course is a basic introduction to topology, with a balance between point-set topology, geometric topology, and algebraic topology. The concept of a topological space is introduced and some of its more important properties, like connectedness and compactness, are studied. Then the main focus is on topological surfaces with the aim of establishing the fundamental classification theorem for compact surfaces, connecting to the Euler characteristic. After developing the foundations and the geometric intuition, computational algebraic aspects such as homology are introduced. Further classification uses homotopy, the fundamental group, and covering spaces. The concepts are illustrated in various applications, including the Brouwer Fixed Point Theorem. 

**MATH-UH 4650**

**Directed Study in Mathematics**
(Fomerly MATH-AD 298)
Offered occasionally
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; the syllabus needs to be submitted and approved by the end of the previous semester
This course is intended for students who are self-motivated and seek the opportunity to conduct field research with a faculty sponsor from the NYUAD Program in Mathematics. Students with the necessary background in course work and, who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5. Registration requires permission of the sponsoring faculty member. Forms for Directed Study in Mathematics are available from the Registrar’s office.

**MATH-UH 4660**

**Special Topics in Mathematics**
(Fomerly MATH-AD 320)
Offered occasionally
This course is designed to explore topics of interest that have diverse topics, which topics vary from year to year, and are usually not covered in any elective course at NYU Abu Dhabi. Instructor approval required.

**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

**PHYS-UH 3211**

**General Relativity**
Prerequisite: MATH-UH 2010 (MATH-AD 121)
Crosslisted with Physics

**SOCSC-UH 2210**

**Introduction to Game Theory**
Prerequisites: MATH-UH 1013 (MATH-AD 111) or equivalent
Crosslisted with Economics; Political Science; Social Research and Public Policy
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>6.5</th>
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<td>Advanced Physics Laboratory</td>
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<td>Statistical Mechanics and Thermodynamics</td>
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### PHYSICS

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

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#### YEAR 3

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<td><strong>ADVANCED PHYSICS LABORATORY</strong></td>
<td><strong>CAPSTONE PROJECT 2</strong></td>
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PHYSICS COURSES

REQUIRED COURSES

PHYS-UH 3012 Quantum Mechanics 1
(Formerly PHYS-D 302)
Typically 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 bound condition problems, quantum statistics, perturbation theory, and scattering.

PHYS-UH 3013 Advanced Physics Laboratory
(Formerly PHYS-D 303)
Typically offered: fall
Prerequisites: Foundations of Science 1–6
In this course the students assemble and perform key experiments of modern physics. Physics is an experimental science, and this course gives a unique opportunity to experience hands-on some of the phenomena that students have covered in lectures. Activities cover quantum mechanics, particle physics, optics, and atomic and nuclear physics.

PHYS-UH 3014 Statistical Mechanics and Thermodynamics
(Formerly PHYS-D 305)
Typically offered: spring
Prerequisites: Foundations of Science 1–4
This course is about the behavior of macroscopic systems composed of many particles. Phenomena like the behavior of polyatomic gases, magnetism, thermal radiation, phase changes and many others can be understood through statistical mechanics. Topics include the relation of entropy to probability and energy to temperature, the laws of thermodynamics, Maxwell–Boltzmann, Bose–Einstein, and Fermi–Dirac statistics, equations of state for simple gases, and chemical and magnetic systems, and elementary theory of phase transitions.

PHYS-UH 3090 Research Seminar in Physics
(Formerly PHYS-D 390)
Typically offered: fall
Prerequisites: Foundations of Science 1–6; must be declared Physics major
This research seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD physicists and others in related fields. Through exposure to NYUAD faculty research, students will identify areas of interest for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. All science majors are expected to take this course in their junior year. Students who have chosen Physics 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 1012 Calculus with Applications to Science and Engineering
Crosslisted with Biology; Chemistry; Computer Science; Engineering; Mathematics

MATH-UH 1020 Multivariable Calculus with Application to Science and Engineering
Crosslisted with Biology; Chemistry; Engineering; Mathematics

MATH-UH 1022 Linear Algebra
Crosslisted with Mathematics

PHYS-UH 3010 Mechanics
(Formerly PHYS-D 300)
Typically offered: fall, spring
Prerequisites: Foundations of Science 1–4, and MATH-UH 1022 (MATH-AD 116) or MATH-UH 2010 (MATH-AD 121)
Croslisted 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 3011 Electricity and Magnetism
(Formerly PHYS-D 301)
Typically 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.

ELECTIVES

PHYS-UH 3211 General Relativity
(Formerly PHYS-D 320)
Typically offered: fall
Prerequisite: MATH-UH 2010 (MATH-AD 121)
General Relativity is currently the leading description for gravity. This topic is important for determining the evolution and fate of the universe, to explain the motion of small objects in the Solar System and the Earth, and is perhaps the best tested theory in all of physics. This course will involve learning the basic mathematical framework of general relativity (including differential geometry and field equations), as well as applications to various topics in astronomy and astrophysics.

PHYS-UH 3213 Computational Physics
(Formerly PHYS-D 313)
Offered occasionally
Prerequisites: Foundations of Science 1–4 and MATH-UH 1020 (MATH-AD 121)
This course focuses on fields of current research interest where numerical techniques provide unique physical insight. In fact, modern physics needs computers to solve problems and simulate systems. Topics are chosen from various branches of physics and engineering, including numerical solution of ordinary and partial differential equations, eigenvalue problems, Monte Carlo methods in statistical mechanics, dynamical systems, fluid dynamics, radiative transfer, and chaos.

PHYS-UH 3214 Astrophysics
(Formerly PHYS-D 314)
Offered occasionally
Prerequisites: Foundations of Science 1–6
This course is about the application of fundamental physics to understand observations of the universe, and the usage of astronomical phenomena to study physics. The course draws on all areas of physics. This not only includes mechanics, electricity and magnetism, quantum and statistical mechanics, but also nuclear physics, particle physics, optics, plasma physics, hydrodynamics, and both special and general relativity. This class focuses on a subset of important physical systems and concepts that have wide applicability to studying the universe as well as other areas of physics. Topics may include depending on student interests: generation and propagation of light, two-body and multi-body dynamics, stellar structure and evolution, stellar atmospheres, winds, shocks, accretion, and the consequences of strong gravity.

PHYS-UH 3217 Multi-wavelength Astronomy
(Formerly PHYS-D 317)
Offered occasionally
Prerequisites: Foundations of Science 1–4
Astronomy is about the observation and study of what exists beyond the Earth’s atmosphere. Until the 20th century, that meant the use only of optical telescopes, but starting with the discovery of cosmic radio waves in 1931, the rest of the electromagnetic spectrum has begun to be explored. This class focuses on a subset of important physical systems and concepts that have wide applicability to studying the universe as well as other areas of physics. Topics may include depending on student interests: generation and propagation of light, two-body and multi-body dynamics, stellar structure and evolution, stellar atmospheres, winds, shocks, accretion, and the consequences of strong gravity.
For that, clues left at the staged crime scene and beyond are analyzed using a combination of advanced scientific techniques (biological, chemical, and physical) typically used in forensics. In the lecture part of the course, the modern science and technology behind the techniques of forensic analysis are explored in depth. These tools of forensics are rooted in the fields of physics, physical chemistry, chemical physics, analytical chemistry, biochemistry, and biology. Examples include light microscopies, scanning electron microscopy and materials analysis, X-ray spectrocopies, various spectrocopies used for molecular identification such as infrared and Raman spectrocopies, mass spectrocopy and chromatography, electrophoresis, forensic serology, DNA sequencing, and next generation techniques.

**PHYS-UH 4212**

**Quantum Mechanics II**

(Formerly PHYS-AD 312)

Typically offered: spring

Prerequisite: PHYS-UH 3012 (PHYS-AD 302)

In this course, the quantum mechanical framework, introduced in Quantum Mechanics (PHYS-AD 302), is taken to a more advanced level. This course is indispensable to understand the origin of a wide range of atomic and elementary particle phenomena and to learn fundamental techniques used throughout physics. Students will explore time-independent and dependent perturbation theory, the variational principle, the WKB approximation, the adiabatic approximation, scattering processes. Applications of these formalisms to problems in atomic physics, nuclear physics, or astrophysics will also be explored.

**PHYS-UH 4215**

**Particle Physics**

(Formerly PHYS-AD 315)

Offered occasionally

Prerequisite: PHYS-UH 3012 (PHYS-AD 302)

Particle physics is the study of the fundamental constituents of matter and their interactions. It represents an indispensable tool for students wanting to pursue a career in high-energy physics, astrophysics, or are simply curious about the basic constituents of our world. The course introduces the experimental underpinnings and the theoretical developments of elementary particle physics. Topics include the discovery of elementary particles, symmetries found in nature, and relativistic formulation of quantum mechanics, leading up to the ‘Standard Model’. Recent discoveries and theories beyond the Standard Model may also be discussed.

**ENGR-UH 3611**

**Electronics**

Crosslisted with Engineering

**MATH-UH 2011Q**

**Probability and Statistics**

Crosslisted with Mathematics

**MATH-UH 3411**

**Dynamical Systems**

Crosslisted with Mathematics

**MATH-UH 3413**

**Numerical Methods**

Crosslisted with Mathematics

**MATH-UH 3414**

**Partial Differential Equations**

Crosslisted with Mathematics

**MATH-UH 3610**

**Complex Analysis**

Crosslisted with Mathematics

**CAPSTONE**

**PHYS-UH 4001**

**Capstone Project in Physics 1**

(Formerly PHYS-AD 400)

Typically offered: fall, spring

Prerequisite: PHYS-UH 3090 (PHYS-AD 390)

The senior capstone experience in Physics requires students to engage in a long-term, mentored learning experience that culminates in a piece of original research and/or scientific theory. The specific project is developed during their junior year as part of the Research Seminar in Physics.

**PHYS-UH 4002**

**Capstone Project in Physics 2**

(Formerly PHYS-AD 401)

Typically offered: fall, spring

Prerequisite: PHYS-UH 4001 (PHYS-AD 400)

This course is a continuation of Capstone Project in Physics 1 (PHYS-AD 400). During the Capstone Project in Physics 2, the proposed work comes to fruition in the form of a research paper along the lines of those in leading journals in the field. Students also participate in a capstone research symposium during which they present their work orally.
Psychology studies the mind and behavior. The major in Psychology introduces students to the main concepts, theoretical perspectives, empirical findings, and historical trends in the field. Students gain the ability to think scientifically, creatively, and critically about human behavior and mental processes; to acquire the basic skills for conducting research in these areas; and to develop a general understanding of psychology as both a natural science and a social science. Students grapple with overarching themes and persistent questions in psychology, such as the interaction of heredity and environment, variability and continuity of behavior and mental processes within and across species, free will versus determinism, the relation between mind and body, and applicability of general theories and measures to specific societal and cultural contexts. Topics of inquiry include cognition, sensation and perception, language and memory, child development and education, personality and individual differences, social interaction and group dynamics, intergroup relations, and the connection between the individual and society.

Students complete the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings. The NYUAD Psychology Program provides a solid preparation for graduate programs in basic and applied psychology, other psychology-related fields, and graduate programs in business, education, health, and law.

The Psychology major consists of: 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.

**REQUIREMENTS FOR THE MAJOR**
12.5 courses, distributed as follows:

4 Required courses:
- Introduction to Psychology
- Research Methods in Psychology
- Biopsychology
- Statistics for Psychology
2 Electives from the Social and Developmental Psychology series
2 Electives from the Cognition and Perception series
2 Advanced electives; at least one must have a lab component
0.5 Research Seminar in Psychology (half course)
2 Capstone Project in Psychology

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

1 Introduction to Psychology
3 Electives or Advanced Electives in Psychology

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

*Note that PSYC-UH 1000, PSYCH-UH 1003, and PSYCH-UH 1004Q do not count toward the minor.*
PSYCHOLOGY
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

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Fall Semester
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<th>INTRODUCTION TO PSYCHOLOGY</th>
<th>RESEARCH METHODS IN PSYCHOLOGY</th>
<th>CORE</th>
<th>FIRST-YEAR WRITING SEMINAR</th>
<th>January Term</th>
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Spring Semester (Abroad)
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PSYCHOLOGY COURSES

COURSES FOR NON-MAJORS

PSYCN-UH 1000
Introduction to Linguistics
(Formerly PSYCH-AD 102Q)

Typically offered: fall, spring
Crosslisted with Biology

This course offers an introduction to linguistics, the scientific study of language. The focus of linguistics within the cognitive sciences is to understand how it is that humans are able to speak and understand natural language, how they acquire this ability, and how they put it to use. The ability to speak and understand language is unique to humans and universally represented within the species. Language affords us, together with other faculties of the mind, the ability to achieve levels of abstract thinking as well as social organization, a feat that is unprecedented in the animal kingdom. Language is therefore one of the most characteristic features that we have as a species, and its study is of central importance to understanding what it is to be human. This course is open to all students but will not count towards the Psychology major.

REQUIRED COURSES

PSYCH-UH 1001
Introduction to Psychology
(Formerly PSYCH-AD 101)

Typically 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.

PSYCH-UH 1002EQ
Research Methods in Psychology
(Formerly PSYCH-AD 102EQ)

Typically offered: fall, spring

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.

PSYCH-UH 1003
Biopsychology
(Formerly PSYCH-AD 105)

Typically offered occasionally

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 a basic understanding of the methods used in biopsychology and evaluate the contributions as well as limitations of these approaches.

PSYCH-UH 1004Q
Statistics for Psychology
(Formerly PSYCH-AD 106Q)

Typically offered: fall
Prerequisite: MATH-UH 1001 (MATH-AD 101) or equivalent
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 correlations, 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 SOCSC-AD 110 for this course.

PSYCHOLOGY ELECTIVES: SOCIAL AND DEVELOPMENTAL PSYCHOLOGY

PSYCH-UH 2210
Developmental Psychology
(Formerly PSYCH-AD 111)

Typically offered: fall, spring
Prerequisite: PSYCH-UH 1001 (PSYCH-AD 101)

The course considers current theoretical issues and research in developmental psychology in an effort to interpret 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 situations 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 conceptual frameworks to applied areas in the field of developmental psychology. The course also considers dynamics of culture, society, and social change on human development.

**PSYCH-UH 2211**

**Social Psychology**

(Formerly PSYCH-AD 150)

Typically offered: spring

Prerequisite: PSYCH-UH 1001 (PSYCH-AD 100)

This course covers a wide variety 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.

**PSYCH-UH 2212**

**Psychology of Language**

(Formerly PSYCH-AD 315)

Typically offered: spring

Offered occasionally

Prerequisite: PSYCH-UH 1001 (PSYCH-AD 101)

or PSYCH-UH 1001 (PSYCH-AD 101); Recommended: PSYCH-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. Understanding of language relates to perception and other mental faculties like reasoning and memory. The course covers how language is put to use in real-time during comprehension and production, how it is acquired by children, how it may break down in specific patterns when the brain is compromised, and how it informs social attitudes toward speakers of other languages/dialects. Lectures in this class survey the major findings in these areas, discuss their implications for theories of language in the mind, and focus on the research techniques used by psycholinguists.

**PSYCH-UH 2213**

**Motivation and Vocation**

(Formerly PSYCH-AD 316)

Typically offered: spring

Prerequisite: PSYCH-UH 1001 (PSYCH-AD 101)

The course provides an overview of the major theories and findings in research on motivation and vocation. It addresses the history of research on motivation and vocation, classic phenomena of being motivated versus lacking motivation and willpower, the psychology of goals, disorders of self-regulation, and the neural basis of motivation and vocation.

**PSYCH-UH 2214**

**Personality**

Typically offered: fall

This course is a survey of the scientific study of personality. The topic is broad, with a range of theories, models and explanations for many aspects of human behavior, including altruism, authoritativeness, resilience, and even humor. Some of these theories—for example, those of Sigmund Freud—have been the source of great debate and controversy, at least within the field of psychology. Others—such as those of Gordon Allport—are less well known, but have contributed greatly to how psychologists have thought about and studied personality. We will consider trait, biological, humanistic, cultural, and behavioral approaches, and critically examine how each may help us (or not help us, as the case may be) to understand the complexity of human personality.

**PSYCH-UH 2215**

**Psychology of Sex and Gender**

Prerequisite: PSYCH-UH 1001 (PSYCH-AD 100)

This course will introduce students to the psychology of sex and gender. We will address gender issues that are complex, wide-ranging, and often controversial. Our expectation is that you will come to understand how gender will undergo expansion and transformation through course readings, lectures and discussions. We will concentrate on studies that put to scientific test common and uncommon notions about gender. The broad topics for this course include: Defining Gender, Psychological Perspectives on Gender, Gender Identity, Sexual Identity, Sex/gender and Health, Gender and the Law, Sexual Orientation, Gender Roles/Relationships.

**PSYCH-UH 2216**

**Psychotherapy and Counselling**

Typically offered: spring

Prerequisite: PSYCH-UH 1001 (PSYCH-AD 100)

These courses examine the psychological theories and assumptions that not only determine the content but also the process of the therapeutic conversation. This course examines theories of counselling that have informed well established forms of counselling and psychotherapy. Students will examine how they are used in therapeutic intervention. They will study these alternative explanations for the mind and human behavior have contributed to the creation of different kinds of therapeutic intervention, such as psychodynamic therapy, person centered counselling, cognitive behavior therapy, and narrative therapy. Students will also have the opportunity to familiarize themselves with the most fundamental communication and interpersonal skills that counsellors/therapists have to acquire to be effective and to learn about ethical issues that need to be addressed when working with vulnerable individuals, in particular. Finally, the course will include a critical examination of the different approaches to counselling and their effectiveness.

**PSYCHOLOGY: COGNITION AND PERCEPTION ELECTIVES**

**PSYCH-UH 2212**

**Psychology of Language**

(Formerly PSYCH-AD 315)

Offered occasionally

Prerequisite: PSYCH-UH 1001 (PSYCH-AD 100)

or PSYCH-UH 1001 (PSYCH-AD 101); Recommended: PSYCH-UH 1002 (PSYCH-AD 102)

This course is an introduction to the psychology of language (or psycholinguistics), which is the study of how humans acquire, comprehend and produce language, and how language relates to perception and other mental faculties like reasoning and memory. The course covers how language is put to use in real-time during comprehension and production, how it is acquired by children, how it may break down in specific patterns when the brain is compromised, and how it informs social attitudes toward speakers of other languages/dialects. Lectures in this class survey the major findings in these areas, discuss their implications for theories of language in the mind, and focus on the research techniques used by psycholinguists.

**PSYCH-UH 2216**

**Psychotherapy and Counselling**

Typically offered: spring

Prerequisite: PSYCH-UH 1001 (PSYCH-AD 100)

Counselling and psychotherapy are both simple and highly complex. They are simple in that they are conversations in which one person helps another, and they are complex because of the various psychological theories and assumptions that not only determine the content but also the process of the therapeutic conversation. This course examines the psychological theories that have informed well established forms of counselling and psychotherapy. Students will examine how they are used in therapeutic intervention. They will study these alternative explanations for the mind and human behavior have contributed to the creation of different kinds of therapeutic intervention, such as psychodynamic therapy, person centered counselling, cognitive behavior therapy, and narrative therapy. Students will also have the opportunity to familiarize themselves with the most fundamental communication and interpersonal skills that counsellors/therapists have to acquire to be effective and to learn about ethical issues that need to be addressed when working with vulnerable individuals, in particular. Finally, the course will include a critical examination of the extent to which the different approaches to counselling and their effectiveness.

**PSYCH-UH 2410**

**Cognition**

(Formerly PSYCH-AD 110)

Offered occasionally

Prerequisite: PSYCH-UH 1001 (PSYCH-AD 100)

Croslisted with Biology

Cognitive psychology is the scientific study of the human mind and human thinking. This course is aimed at providing the student with a better understanding of how humans perceive and think about ourselves and about the world. Our perception and thought processes are fraught with biases that nonetheless routinely inform our understandings of the world. The course will emphasize how psychologists use experiments and understanding their effects is crucial in a world in which human societies are becoming increasingly more interconnected. The course covers different areas of attention, memory, language, concepts, reasoning, problem solving, expertise, creativity, decision making, conscious and unconscious cognition, and highly complex. They are simple in that they not only determine the content but also the process of the therapeutic conversation. This course examines the psychological theories that have informed well established forms of counselling and psychotherapy. Students will examine how they are used in therapeutic intervention. They will study these alternative explanations for the mind and human behavior have contributed to the creation of different kinds of therapeutic intervention, such as psychodynamic therapy, person centered counselling, cognitive behavior therapy, and narrative therapy. Students will also have the opportunity to familiarize themselves with the most fundamental communication and interpersonal skills that counsellors/therapists have to acquire to be effective and to learn about ethical issues that need to be addressed when working with vulnerable individuals, in particular. Finally, the course will include a critical examination of the extent to which the different approaches to counselling and their effectiveness.

**PSYCH-UH 2411**

**Perception**

(Formerly PSYCH-AD 112)

Offered occasionally

Prerequisite: PSYCH-UH 1001 (PSYCH-AD 100)

How do we construct an understanding of the physical world based on our sensory experience? This course provides a survey of basic facts, theories, and methods for studying sensation and perception. The major emphasis is on vision, but other modalities (hearing, touch, vestibular system, olfaction, taste) may be covered. Representative topics include: eye and brain; receptor function and physiology; color; motion; depth; psychophysics of detection, discrimination, and appearance; perceptual constancies; adaptation; pattern recognition; interaction of knowledge and perception.
This course covers historical and contemporary 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 perception, attention, and memory; and other aspects of high-level cognition and behavior. Lectures are complemented by practical lab demonstrations of cutting-edge cognitive neuroscience techniques and discussions of journal articles.

ADVANCED PSYCHOLOGY ELECTIVES

**PSYCH-UH 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)
Crosslisted with Biology

This course provides students with a broad understanding of the connections between mind, brain, and behavior. Students will 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 perception, attention, and memory; and other aspects of high-level cognition and behavior. Lectures are complemented by practical lab demonstrations of cutting-edge cognitive neuroscience techniques and discussions of journal articles.

**PSYCH-UH 3110**
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 3611EQ**
Lab in Cognitive Control
(Formerly PSYCH-AD 321EQ)
Offered occasionally
Prerequisites: PSYCH-UH 1001 (PSYCH-AD 101) and PSYCH-UH 1002 (PSYCH-AD 102) or Fox 1–4. Recommended Prerequisites: 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 3612EQ**
Lab in Psychology of Inequality
(Formerly PSYCH-AD 322EQ)
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 (vs. 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 324EQ)
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 of knowledge in early childhood education. The course begins with a description of historical movements and 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 325EQ)
Offered occasionally
Prerequisites: PSYCH-UH 1001 (PSYCH-AD 101) and PSYCH-UH 1002 (PSYCH-AD 102) or Fox 1–4. Recommended Prerequisites: PSYCH-UH 2410 (PSYCH-AD 110) or PSYCH-UH 2412 (PSYCH-AD 311)
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 3615EQ**
Laboratory in Psychology of Language
Typically offered spring
Prerequisites: PSYCH-UH 1001 (PSYCH-AD 101) and PSYCH-UH 1002 (PSYCH-AD 102) or Fox 1–4. Recommended Prerequisites: PSYCH-UH 1000 (PSYCH-AD 100)

This course provides students with an in-depth exploration of a selection of fundamental topics in psycholinguistics—the study of how we acquire, comprehend, and produce language. This course is a seminar and students will present and critique research from primary sources and original studies. This course includes a laboratory component, in which students will focus on designing replication experiments and collecting data on seminal findings in the field in order to critically evaluate them. As part of the course, students will also write a research proposal aimed at answering novel questions in one of the sub areas of psycholinguistics.

**PSYCH-UH 3710**
Directed Study in Psychology
(Formerly PSYCH-AD 298)
Typically offered by Application
Prerequisite: Permission from the faculty in the Program in Psychology; special permission must be given for this course to count towards the Psychology major

This course is intended for students who undertake a research project other than a capstone project or seek a deeper understanding of a specific literature in psychology, with a faculty sponsor from the NYUAD Program in Psychology. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess 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 4001**
Capstone Project in Psychology 1
(Formerly PSYCH-AD 400)
Typically offered: fall
Prerequisite: PSYCH-UH 3090 (PSYCH-AD 390)

The capstone experience in psychology requires students to complete a long-term, mentored learning experience that culminates in original research and/or scientific theory. The specific project is developed during the Research Seminar in Psychology. The proposed work comes to fruition in the form of a research paper along the lines of a scientific journal. Students also participate in a capstone research symposium during which they present their work orally.

**PSYCH-UH 4002**
Capstone Project in Psychology 2
(Formerly PSYCH-AD 400)
Typically offered: fall
Prerequisite: PSYCH-UH 4001 (PSYCH-AD 400)

Continuation of Capstone Project in Psychology
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: Civil Engineering, Computer Engineering, Electrical Engineering, Mechanical Engineering, and General 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 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). 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) in addition to a 1-cr Ethics course.
disciplines, including mechanics, conservation laws, computer programming, digital logic, electrical circuits, numerical methods, 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. In the Ethics course, 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.

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 who skip Calculus by testing into Multivariable Calculus must take additional four credits of Mathematics to earn a total of 16 credits of 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.

Highly motivated students may participate in special opportunities for directed study, summer laboratory research, internships, and other co-curricular opportunities. 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 or in companies. Research opportunities are also possible in the first two months after graduation through the Post-graduate Professional Training Program. Interested students should discuss these options with their faculty mentor.

Students interested in Engineering are strongly encouraged to declare their Engineering major at the end of their second semester of study. They will be assigned a faculty mentor from the relevant major 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, and workshops. These co-curricular activities typically entail a commitment of a few hours per week 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 in 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. To be able to study away at NYU Tandon during the Spring of the Junior year, they must also have passed MATH-UH 1024 Fundamentals of Ordinary Differential Equations prior to the study away semester. Additionally, only students who have completed their required junior-fall disciplinary 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 as long as students complete the required total number of credits in their major required and elective courses. In addition, accreditation boards require engineering majors to complete a minimum 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 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, or liberal arts. The Capstone provides an opportunity to integrate technical, 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 the spring semester. The senior year culminates in a comprehensive project report and design review by a committee of faculty and other professionals.

**SUMMER INTERNSHIPS**

*Prerequisite: Permission of faculty mentor.*

NYUAD Engineering students have the opportunity to engage in meaningful real-world work experience 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. 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 challenges 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 addresses 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, workplaces, 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 half 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 power systems, transportation systems, telecommunications networks, supply chains, 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. Areas covered by this program include life-cycle assessment of infrastructure systems, chemistry, biology, materials science, modeling and 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, 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 biodegradable materials, micro-biodevices, and use of wireless and computer technologies in patient care round out some of the areas that draw from several different engineering disciplines.

**FIRST SEMESTER (FRESHMAN FALL) COURSES FOR ENGINEERING STUDENTS**

Engineering students should take **ENGR-UH 1000 Computer Programming for Engineers** and a Colloquium or First-Year Writing Seminar in their first semester. In addition, they should take **MATH-UH 1012 Calculus with Applications** along with a general elective. Students who test into Multivariable Calculus can take **FoS 1 and 2, Multivariable Calculus**, and **ENGR-UH 1000 Computer Programming for Engineers** in their first semester, making them eligible to apply for the sophomore-fall study away semester at NYU Shanghai.

**REQUIREMENTS FOR THE GENERAL ENGINEERING MAJOR**

23.25 courses (93 credits), distributed as follows:


4 Mathematics courses: MATH-UH 1012 Calculus with Applications: Science and Engineering; MATH-UH 1020 Multivariable Calculus: Science and Engineering; MATH-UH 1023 Fundamentals of Linear Algebra (half course); MATH-UH 1024 Fundamentals of Ordinary Differential Equations (half course); ENGR-UH 2010Q Probability and Statistics for Engineers (half course); ENGR-UH 2025 Fundamentals of Discrete Math (half course)

4.25 Engineering Common Courses: **ENGR-UH 1000 Computer Programming for Engineers**; **ENGR-UH 1010 Engineering Ethics** (1-cr course); **ENGR-UH 1021J Design and Innovation** (half course); **ENGR-UH 2011 Engineering Statics** (half course); **ENGR-UH 2012 Conservation Laws in Engineering** (half course); **ENGR-UH 2013 Digital Logic** (half course); **ENGR-UH 2017 Numerical Methods** (half course); **ENGR-UH 2019 Circuits Fundamentals** (half course)

1.5 Track-specific required courses (6 credits)

7 Engineering electives (28 credits)

2 **ENGR-UH 4010 (half course), 4011 (half course), and 4012: Capstone Seminar and Design Project**
REQUIREMENTS FOR THE DISCIPLINARY ENGINEERING MAJORS

24.25 courses (97 credits), distributed as follows:


4 Mathematics courses: MATH-UH 1012 Calculus with Applications: Science and Engineering; MATH-UH 1020 Multivariable Calculus: Science and Engineering; MATH-UH 1023 Fundamentals of Linear Algebra (half course); MATH-UH 1024 Fundamentals of Ordinary Differential Equations (half course); ENGR-UH 2010Q Probability and Statistics for Engineers (half course); ENGR-UH 2025 Fundamentals of Discrete Math (half course)

4.25 Engineering Common Courses: ENGR-UH 1000 Computer Programming for Engineers; ENGR-UH 1010 Engineering Ethics (1-cr course); ENGR-UH 1021J Design and Innovation (half course); ENGR-UH 2011 Engineering Statics (half course); ENGR-UH 2012 Conservation Laws in Engineering (half course); ENGR-UH 2013 Digital Logic (half course); ENGR-UH 2017 Numerical Methods (half course); ENGR-UH 2019 Circuits Fundamentals (half course)

9.5 Discipline-specific required and elective courses (38 credits)

2 ENGR-UH 4010 (half course), 4011 (half course), and 4012: Capstone Seminar and Design Project

Minor in Engineering for Non-Majors

The minors in Engineering, open to all NYUAD non-engineering students, offer exposure to one particular field within Engineering, which can be one of the four degree programs in Engineering or one of the five thematic research areas in Engineering. 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 by the student’s mentor and the Dean of Engineering.

REQUIREMENTS FOR THE MINOR IN DISCIPLINARY/GENERAL ENGINEERING

4 ENGR-UH 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
- CALCULUS WITH APPLICATIONS OR CALCULUS
- GENERAL ELECTIVE
- FIRST-YEAR WRITING SEMINAR

Spring Semester
- MULTIVARIABLE CALCULUS
- FOUNDATIONS OF SCIENCE 1
- FOUNDATIONS OF SCIENCE 2
- COLOQUIUM

YEAR 2

Fall Semester
- LINEAR ALGEBRA
- FOUNDATIONS OF SCIENCE 3
- FOUNDATIONS OF SCIENCE 4
- CORE

Spring Semester
- ECC: STATIC
- ECC: DIGITAL LOGIC
- ENGINEERING ELECTIVE
- CORE

YEAR 3

Fall Semester
- PROBABILITY & STATISTICS
- ENGINEERING ELECTIVE
- ENGINEERING ELECTIVE
- COLOQUIUM

Spring Semester
- ENGINEERING MATERIALS
- DISCRETE MATHEMATICS
- ENGINEERING ELECTIVE
- ENGINEERING ELECTIVE
- GENERAL ELECTIVE

YEAR 4

Fall Semester
- CAPSTONE SEMINAR
- INSTRUMENTATION
- ENGINEERING ELECTIVE
- CORE

Spring Semester
- CAPSTONE DESIGN II
- ENGINEERING ELECTIVE
- GENERAL ELECTIVE
- CORE
## CIVIL ENGINEERING

### SAMPLE SCHEDULE

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

### YEAR 1

#### Fall Semester

- **CALCULUS WITH APPLICATIONS OR CALCULUS**
- **ECC: COMPUTER PROGRAMMING FOR ENGINEERS**
- **GENERAL ELECTIVE**
- **FIRST-YEARWRITING SEMINAR**
- **ETHICS**

#### Spring Semester

- **MULTIVARIABLE CALCULUS**
- **FOUNDATIONS OF SCIENCE 1**
- **FOUNDATIONS OF SCIENCE 2**
- **COLLOQUIUM**

### YEAR 2

#### Fall Semester

- **LINEAR ALGEBRA**
- **DIFFERENTIAL EQUATIONS**
- **FOUNDATIONS OF SCIENCE 3**
- **FOUNDATIONS OF SCIENCE 4**
- **CORE**

#### Spring Semester

- **ECC: CIRCUITS**
- **SOLID MECHANICS**
- **ECC: STATICS**
- **DYNAMICS**
- **FLUID MECHANICS**

### YEAR 3

#### Fall Semester

- **STRUCTURAL COMPONENTS**
- **STRUCTURAL SYSTEMS**
- **PROBABILITY & STATISTICS**
- **ECC: NUMERICAL METHODS**
- **ENVIRONMENTAL ENGINEERING**

#### Spring Semester

- **TRANSPORTATION AND TRAFFIC ENGINEERING**
- **DESIGN ELECTIVE**
- **PROJECT MANAGEMENT**
- **GENERAL ELECTIVE**

### YEAR 4

#### Fall Semester

- **CAPSTONE SEMINAR**
- **CAPSTONE DESIGN I**
- **CAPSTONE DESIGN II**
- **ECC: DESIGN & INNOVATION**

#### Spring Semester

- **ENGINEERING ELECTIVE**
- **CIVIL ENGINEERING ELECTIVE**
- **CIVIL ENGINEERING ELECTIVE**
- **CIVIL ENGINEERING ELECTIVE**

## COMPUTER ENGINEERING

### SAMPLE SCHEDULE

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

### YEAR 1

#### Fall Semester

- **CALCULUS WITH APPLICATIONS OR CALCULUS**
- **ECC: COMPUTER PROGRAMMING FOR ENGINEERS**
- **GENERAL ELECTIVE**
- **FIRST-YEARWRITING SEMINAR**
- **ETHICS**

#### Spring Semester

- **MULTIVARIABLE CALCULUS**
- **FOUNDATIONS OF SCIENCE 1**
- **FOUNDATIONS OF SCIENCE 2**
- **COLLOQUIUM**

### YEAR 2

#### Fall Semester

- **LINEAR ALGEBRA**
- **DIFFERENTIAL EQUATIONS**
- **FOUNDATIONS OF SCIENCE 3**
- **FOUNDATIONS OF SCIENCE 4**
- **CORE**

#### Spring Semester

- **ECC: CIRCUITS**
- **COMP. SYSTEMS PROGRAMMING**
- **DISCRETE MATHEMATICS**
- **ADVANCED DIGITAL LOGIC**
- **ADVANCED CIRCUITS**

### YEAR 3

#### Fall Semester

- **COMPUTER ORGANIZATION AND ARCHITECTURE**
- **PROBABILITY & STATISTICS**
- **ECC: NUMERICAL METHODS**
- **DATA STRUCTURES AND ALGORITHMS**
- **COLLOQUIUM**

#### Spring Semester

- **OPERATING SYSTEMS**
- **COMPUTER NETWORKS**
- **COMPUTER ENGINEERING ELECTIVE (HARDWARE)**

### YEAR 4

#### Fall Semester

- **CAPSTONE SEMINAR**
- **CAPSTONE DESIGN I**
- **CAPSTONE DESIGN II**
- **ECC: DESIGN & INNOVATION**

#### Spring Semester

- **ENGINEERING ELECTIVE**
- **CIVIL ENGINEERING ELECTIVE**
- **CIVIL ENGINEERING ELECTIVE**

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2018-19 | ENGINEERING 307
### Year 1

#### Fall Semester

- **Calculus with Applications or Calculus**
- **ECC: Computer Programming for Engineers**
- **General Elective**
- **First-Year Writing Seminar**

#### Spring Semester

- **Multivariable Calculus**
- **Foundations of Science 1**
- **Foundations of Science 2**
- **Colloquium**

#### January Term

- **ECC: Design & Innovation**

### Year 2

#### Fall Semester

- **Linear Algebra**
- **Differential Equations**
- **Foundations of Science 3**
- **Foundations of Science 4**
- **Core**

#### Spring Semester

- **Complex Variables**
- **Discrete Mathematics**
- **ECC: Digital Logic**
- **ECC: Circuits**
- **Advanced Circuits**

#### January Term

- **General Elective**

### Year 3

#### Fall Semester

- **Signals and Systems**
- **Probability & Statistics**
- **ECC: Numerical Methods**
- **Electronics**
- **Colloquium**

#### Spring Semester

- **Analog and Digital Communication**
- **Electrical Engineering Elective**
- **General Elective**

#### January Term

- **General Elective**

### Year 4

#### Fall Semester

- **Capstone Seminar**
- **Capstone Design I**

#### Spring Semester

- **Capstone Design II**
- **ECC: Control Laws**
- **ECC: Statics**

#### January Term

- **General Elective**

### footnote

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

Engineering courses are 4-credit courses that include lectures and labs, unless stated otherwise.

ENGINEERING COMMON COURSES

ENGR-UH 1000
Computer Programming for Engineers
(Formerly ENGR-AD 101)
Typically offered: fall
Prerequisites: Restricted to Freshmen and Sophomores only
Crosslisted with Sound and Music Computing
The objective of the course is for students to acquire the 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)
Typically offered: spring
Lecture only
1 credit
Real-world engineering problems require engineers with theoretical mastery of their chosen field as well as dexterity with a broad range of conceptual and practical tools. Professional ethics as well as the concepts and practical applications of field research and ethnography are introduced. Students research, discuss, and analyze relevant aspects of engineering ethics case studies and apply learned techniques of cultural discovery to reflect on the challenges, opportunities, and aspirations of a communities within which students will be embedded as active participant observers.

ENGR-UH 1021J
Design and Innovation
(Formerly ENGR-AD 101J)
Typically offered: January
Prerequisite: ENGR-UH 1000 (ENGR-AD 101)
Crosslisted with Design: Interactive Media
2 credits
The course introduces students to the history and culture of design and development philosophies and practices, the modern principles of technology design, and concepts of innovation, sourcing, shaping, and evaluating ideas and inventions. The labs emphasize experiential learning and innovation, and require students to use existing innovations to create and build prototypes of new technology/design products, with real-life constraints. The course touches on social, cultural, economic, ethical, and other factors that shape engineering solutions and how to approach incorporating them in conjunction with problem solving and designing systems, components, or processes.

ENGR-UH 2011
Engineering Statics
(Formerly ENGR-AD 111)
Typically offered: fall, spring
Prerequisites: Foundations of Science I-2
2 credits
This course introduces students to the field of mechanics through study of rigid bodies in static equilibrium. Knowledge and understanding of static equilibrium is essential for future study of topics as diverse as dynamics, solid mechanics, structures, and fluid mechanics. The methods, techniques, theory, and application of equilibrium in the solution of engineering problems are presented for two-dimensional systems. Topics covered include collinear forces, coincident forces, general equilibrium, moments and torques, analysis of trusses, frames and machines, Coulomb friction, centroid, center of mass, and moments of inertia.

ENGR-UH 2012
Conservation Laws in Engineering
(Formerly ENGR-AD 112)
Typically offered: fall, spring
Prerequisites: Foundations of Science I-2
2 credits
Conservation laws play a fundamental role in the analysis of engineering problems by providing a framework to derive the relationships between various physical properties of isolated systems. This course introduces the students to these laws, namely, the conservation of mass, conservation of linear momentum, conservation of angular momentum, conservation of energy, and conservation of charge. These laws of conservation will be derived in integral forms and applied to selected case studies involving electrical, chemical, thermal, and fluid mechanical systems. In addition to the development of a unified framework for analysis of engineering problems, this course will also help the students develop a deeper understanding of the concepts of control volume and mass, work and heat, fluid pressure and hydrostatics, properties of pure substances, and the fundamental laws of thermodynamics.

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

ENGR-UH 2014E
Experimental Methods
(Formerly ENGR-AD 114E)
Typically offered: spring
Prerequisite: Only for students following the 2015–2016 or earlier bulletin, and they must be a declared Engineering Major
2 credits
Note: Required only for students following the 2015–2016 or earlier Bulletin
Experimental methods course is presented as a process of investigation starting with an observation, leading to one or more hypotheses tested by experiments involving measurements, collection of results, analysis and conclusion. Students are first introduced to the historical significance of experimental discoveries, the importance of experimental design and measurement. Key examples are discussed. The importance of measurements, errors, uncertainty and its justification will be discussed in detail and students will learn how to estimate, use and report uncertainties. Techniques to compare, analyze and report different measurements are studied. Students are introduced to error propagation rules, random and systematic errors and standard deviation as the uncertainty in a single measurement. The measurement system in an engineering context and practical examples of measurement systems and how they will be discussed, as will be professional ethics within this context. Students will be introduced to the basic concepts in dynamic measurements, first order systems, rejection of data and Chauvenet’s criterion.

ENGR-UH 2017
Numerical Methods
(Formerly ENGR-AD 117)
Typically offered: fall
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: following: finding roots of equations, numerical differentiation and integration, time marching methods in solving ordinary differential equations, and computer simulation. MATLAB software is the primary computing environment.

ENGR-UH 2019
Circuits Fundamentals
(Formerly ENGR-AD 119)
Typically offered: fall, spring
Prerequisite: Sophomore standing or higher
2 credits
This module provides an introduction to electrical circuits. The topics covered include DC circuits, passive DC circuit elements, Kirchhoff’s laws, electric power calculation, and analysis of DC circuits, nodal and loop analysis techniques, voltage and current division, Thévenin’s and Norton’s theorems, and source free and forced responses of RL, RC and RLC circuits.

REQUIRED MATH COURSES

ENGR-UH 2010Q
Probability and Statistics for Engineers
(Formerly ENGR-AD 291)
Typically offered: fall
Prerequisite: MATH-UH 1012 (MATH-AD 111) or equivalent
Lecture and recitation included
2 credits
Note: This course may be replaced with MATH-UH 1003Q (MATH-AD 107) 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 the application of probability and statistics and highlights the limitations of each method presented.
ENGR-UH 2025 Fundamentals of Discrete Math
(Formerly ENGR-AD 195)
Typically offered: spring
Prerequisite: MATH-UH 1012 (MATH-AD 111)
or equivalent
Lecture and recitation included
2 credits
Note: This course may be replaced by 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.

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; Mathematics; Physics

MATH-UH 1020 Multivariable Calculus with Application to Science and Engineering
Prerequisite: MATH-UH 1012 (MATH-AD 111)
or equivalent
Crosslisted with Biology; Chemistry; Mathematics; Physics

MATH-UH 1023 Fundamentals of Linear Algebra
Prerequisite: MATH-UH 1012 (MATH-AD 111)
or equivalent
Crosslisted with Mathematics
2 credits

MATH-UH 1024 Fundamentals of Ordinary Differential Equations
Prerequisite: MATH-UH 1023 (MATH-AD 115)
or equivalent
Crosslisted with Mathematics
2 credits

ENGINEERING REQUIRED AND ELECTIVE COURSES

ENGR-UH 2121 Engineers for Social Impact
(Formerly ENGR-AD 324)
Typically offered: spring
Prerequisite: Sophomore standing
2 credits
Field experience included
This course is intended for students who are highly motivated and seek the opportunity to investigate and co-develop transformative concepts and solutions wherein the application of engineering and design methodologies are put to productive use in affecting social impact. Students with the necessary background course work and who, in the opinion of the faculty, possess intellectual independence and ability may register for this course. The course includes a required fieldwork component to be completed during spring break with the support of the faculty involved in the course. Course application forms are available from the instructor.

ENGR-UH 2120 Engineering Dynamics
(Formerly ENGR-AD 239)
Typically offered: spring
Prerequisite: ENGR-UH 2011 (ENGR-AD 111)
2 credits
Civil (required); Mechanical (required)
This course introduces students to the principles of rigid dynamics. The course covers both the kinematic (geometric aspects of motion) and kinetic (analysis of forces causing motion) approaches. The first section of the course focuses on particle dynamics, with rigid body dynamics covered in the second section. The applications of these methods to engineering problems are presented, and students have the opportunity to develop solutions to problems in applying these principles. Specific topics include the following: rectilinear and curvilinear motion, equations of motion for a system of particles, work and energy for a system of particles, impulse and momentum for a system of particles, angular momentum, relative and absolute motion analysis, rigid body rotation, and general 2D rigid body motion.

ENGR-UH 2211 Solid Mechanics
(Formerly ENGR-AD 237)
Typically offered: spring
Prerequisite: ENGR-UH 2011 (ENGR-AD 111)
2 credits
Civil (required); Mechanical (required)
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 covers the two-dimensional transformations of stress and strain. Topics include stress-strain relationships for members subject to axial forces, torsion, bending moments, and shear forces.

ENGR-UH 2212 Fluid Mechanics
(Formerly ENGR-AD 231)
Typically offered: spring
Prerequisite: ENGR-UH 2012 (ENGR-AD 112)
2 credits
Civil (required); Mechanical (required)
This course introduces students to the basic principles and equations of fluid mechanics. The course covers properties and definitions of fluids, hydrostatics, Bernoulli’s Equation and the use of control volume analysis and conservation laws previously introduced in the curriculum. These concepts are applied to internal flows, such as wind and water, and open channel to external flows, such as over flat surfaces and airfoils. The course introduces dimensional analysis and flow similarity. Common methods used for flow measurements in closed systems and open channels are also introduced. This course is limited to incompressible flow regimes.

ENGR-UH 2310 Advanced Digital Logic
(Formerly ENGR-AD 201)
Typically offered: spring
Prerequisite: ENGR-UH 2013 (ENGR-AD 113)
2 credits
Computer (required); Electrical (required)
This course follows Digital Logic and tunes 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 testing of logic designs.

ENGR-UH 2311 Advanced Circuits
(Formerly ENGR-AD 214)
Typically offered: spring
Prerequisite: ENGR-UH 2019 (ENGR-AD 119)
2 credits
Computer (required); Electrical (required)
This course builds on the foundations of the Circuits Fundamentals Course. The topics covered include sinusoidal steady-state response, complex voltage, current and the phasor concept; impedance, admittance; average, apparent and reactive power; polyphase circuits; node and mesh analysis for AC circuits; frequency response; parallel and series resonance; and, operational amplifier circuits.

ENGR-UH 2510 Object-Oriented Programming
(Formerly ENGR-AD 202)
Typically offered: spring
Prerequisite: ENGR-UH 1000 (ENGR-AD 101)
2 credits
Computer (required); Electrical (elective)
This intermediate-level programming course focuses on object oriented programming using C++. 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 mechanical systems. Topics include: data representation, pointers, dynamic memory allocation and recursion; inheritance and templates; polymorphism, the process of compiling and linking using makefiles, memory management, exceptional control flow, introduction to performance evaluation, and optimization.

ENGR-UH 2610 Fundamentals of Complex Variables
(Formerly ENGR-AD 194)
Typically offered: spring
Prerequisite: MATH-UH 1020 (MATH-AD 112)
or equivalent
Lecture and recitation included
2 credits
Electrical (required)
The course covers functions of a complex variable. The topics covered are: derivatives and Cauchy-Riemann equations, integrals and Cauchy integral theorem, harmonic functions, the exponential function, trigonometric functions, logarithmic functions, Complex 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 3110 Instrumentation, Sensors, Actuators
(Formerly ENGR-AD 116)
Typically offered: fall
Prerequisite: ENGR-UH 2019 (ENGR-AD 119)
Crosslisted with Heritage Studies
Civil (elective); Electrical (required); General Engineering (required); Mechanical (required)
The course focuses on theory of measurement systems, selected electrical circuits and components for measurement, including passive and active filtering for signal conditioning, dynamic measurement system response characteristics, analog signal processing, and digital conversion, data acquisition, sensors, actuators, and actuator characteristics. The laboratory involves topics related to the design of measurement systems pertaining to all disciplines of engineering such as data acquisition, operational amplifiers, sensors for the measurement of force, vibration, temperature etc. In addition, actuators will also be introduced, including electric motors and pneumatics. Design of virtual instrumentation systems using LabVIEW is also included.

ENGR-UH 3120 Engineering Materials
(Formerly ENGR-AD 118)
Typically offered: fall
Prerequisite: Sophomore standing or higher
2 credits
Civil (required); General Engineering (required); Mechanical (required)
The course introduces students to the fundamentals of structural components analysis thereby enabling them to employ that knowledge for structural analysis and for design of structural mechanical systems. Topics include: data representation, pointers, dynamic memory allocation and recursion; inheritance and templates; polymorphism, the process of compiling and linking using makefiles, memory management, exceptional control flow, introduction to performance evaluation, and optimization.
ENGR-UH 3210 Structural Components Analysis
(Formerly ENGR-AD 335)
Typically offered: fall
Prerequisite: ENGR-UH 2211 (ENGR-AD 237)
2 credits
Civil (required); Mechanical (required)
The course introduces students to the fundamentals of structural components analysis thus enabling them to employ that knowledge for structural analysis and for design of structural members. Topics include: three-dimensional analysis of stress; torsion of thin-walled sections; inelastic torsion; analysis of composite and unsymmetrical beams; inelastic bending; beam deflections; elastic buckling of columns; and strength failure criteria.

ENGR-UH 3230 Finite Element Modeling, and Analysis
(Formerly ENGR-AD 341)
Typically offered: spring
Prerequisites: ENGR-UH 2211 (ENGR-AD 237), 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 stimulating behavior of materials and structures. Topics include use of shape functions, numerical integration, assembly of finite elements into a structure, and solution of the resulting system of equations. The course emphasizes both theory and application of modeling for simulation. Students also learn to recognize modeling errors and inconsistencies that could lead to either inaccurate or invalid results.

ENGR-UH 3320 Very Large Scale Integration Circuit Design
(Formerly ENGR-AD 367)
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 an integrated circuit-design process: planning, design, fabrication and testing; device physics; PN junction, MOSFET and Spice models; inverter static and dynamic behavior and power dissipation; interconnects: cross talk, variation and transistor sizing; logic gates and combinational logic networks; sequential machines; memory system design; subsystem design: adders, multipliers, static memory (SRAM), dynamic memory (DRAM). Topics include floor planning, clock distribution, power distribution and signal integrity; Input/Output buffers, packaging and testing; IC design methodology and CAD tools; implementations: full custom, application-specific integrated circuit (ASIC), field programmable gate arrays (FPGA). The course provides foundations of VLSI design and custom VLSI design methodology and state-of-the-art CAD tools.

ENGR-UH 3410 Structural Systems
(Formerly ENGR-UH 336)
Typically offered: fall
Prerequisite: ENGR-UH 3210 (ENGR-AD 335)
2 credits
Civil (required)
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)
Typically offered: fall
Prerequisite: ENGR-UH 2212 (ENGR-AD 231)
Civil (required)
This course introduces water and wastewater treatment; air pollution; and public health; introduction to air pollution and solid waste management; and laboratory analysis of water and wastewater samples and treatment process trains. This course provides 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.

ENGR-UH 3412 Geotechnical Engineering
(Formerly ENGR-AD 342)
Typically offered: spring
Prerequisites: ENGR-UH 2211 (ENGR-AD 237) and ENGR-UH 2212 (ENGR-AD 231)
Civil (required)
This course introduces soils mechanics and foundation engineering, including soil classification; 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 3413 Transportation and Traffic Engineering
(Formerly ENGR-UH 344)
Typically offered: fall
Prerequisites: ENGR-UH 100G (ENGR-AD 101), ENGR-UH 2210 (ENGR-AD 239), and MATH-UH 1024 (MATH-AD 120)
Civil (required)
The course introduces students to fundamental concepts that underlie highway design, traffic operations, and transportation systems planning and operations. The course begins with vehicle performance and the role it has to play in the design of highways. Vehicle corning, highway superelevation, and horizontal and vertical design of highways are introduced. The topics covered related to traffic operations include individual vehicle motion, elementary traffic characteristic relationships, traffic dynamics, and traffic control. Topics related to transportation systems include routing, dynamic programming and shortest path algorithms, network traffic management, and route choice.

ENGR-UH 3420 Project Management
(Formerly ENGR-AD 296)
Typically offered: spring
Prerequisite: ENGR-UH 2310 (ENGR-AD 201)
Civil (required)
The course provides students with practical and best practice project management theory and concepts so that they may effectively contribute in and lead multicultural team projects from new global economy. The practical component includes a team-based software development project that runs throughout the duration of the course.

ENGR-UH 3430 Steel Structures Design
(Formerly ENGR-AD 357)
Typically offered: fall
Prerequisite: ENGR-UH 3410 (ENGR-AD 336)
2 credits
Civil (elective; also qualifies as design elective)
This course introduces students to the concepts of steel design related to solving problems in environmental engineering. It provides an exposure to real-world problems in water systems and wastewater treatment. Students work in small teams and experience the design process, including the definition of the design objectives and constraints, formation of the design concept, synthesis, and analysis of design options, as well as the development and testing of the proposed solution.

ENGR-UH 3450 Geographical Information System
(Formerly ENGR-AD 275)
Typically offered: every year
Prerequisite: CROS 108 (CROS-AD 101)
The course introduces the concepts and principles of Geographical Information Systems (GIS) techniques. 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
(Typically offered: fall)
Prerequisite: ENGR-UH 2510 (ENGR-AD 202)
Corequisite: ENGR-UH 2025 (ENGR-AD 195)
Crosslisted with Sound and Music Computing
Computer (required); Electrical (elective)
This course presents an overview of fundamental data structures, which are commonplace in programming, and advanced basic algorithms. Complexity analysis, linked lists, stacks, queues, trees, hashing, storing, 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
(Typically 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, mechanisms for data with operating systems, user and program interfacing concepts. Topics include an overview of user interface, process structure, creation and context switching; system calls; process cooperation, memory management; virtual memory, I/O management; interrupt handling, file structures; directories, fault-tolerance. The course also covers performance and distributed system models. The labs emphasize experiential learning of computer organization and architecture concepts, and require students to use learned knowledge to create and build prototypes and evaluate their performance.

ENGR-UH 3512 Computer Networks
(Typically offered: fall)
Prerequisite: ENGR-UH 2310 (ENGR-AD 201)
Computer (required); Electrical (elective)
The course introduces the basic concepts of computer and communication networks, including flow control, congestion control, end-to-end reliability, routing protocols, error-recovery, multiple access, and statistical multiplexing. There is in-depth presentation of the different networking layers, with emphasis on the Internet reference model and related protocols such as the TCP, IP, Ethernet, wireless networks etc. are described in order to illustrate important networking concepts. The course includes an introduction to quantitative analysis and modeling of networks. The labs cover basic concepts of computer networking and applications, and require students to use existing networking APIs to create and build computer network prototyes and real-life applications.

ENGR-UH 3515 Database Systems
(Typically offered: fall)
Prerequisite: ENGR-UH 3510 (ENGR-AD 204)
Computer (required)
Offered occasionally
Prerequisite: ENGR-UH 3510 (ENGR-AD 204)
Computer (required)
The course covers modeling an application and logical database design, the relational model and relational data definition and data manipulation languages, design of relational databases and normalization theory, physical database design, query processing and optimization, transaction processing focusing on concurrency and recovery. The social and ethical responsibility of database architects and administrators are also discussed. Lab sessions emphasize experiential learning of database systems and applications and an insight into various database management systems and query languages.

ENGR-UH 3520 Operating Systems
(Typically offered: fall)
Prerequisite: ENGR-UH 3510 (ENGR-AD 204)
Computer (required)
The course discusses the operating systems that run computers. The course is designed to familiarize students with running systems, user and program interfacing concepts. Topics include an overview of user interface, process structure, creation and context switching; system calls; process cooperation, memory management; virtual memory, I/O management; interrupt handling, file structures; directories, fault-tolerance. The course also covers performance and distributed system models. The labs emphasize experiential learning of computer organization and architecture concepts, and require students to use learned knowledge to create and build prototypes and evaluate their performance.

ENGR-UH 3530 Embedded Systems
(Typically offered: fall)
Prerequisite: ENGR-UH 2310 (ENGR-AD 201) and ENGR-UH 2510 (ENGR-AD 202)
Computer (required); Electrical (elective)
This course presents an overview of embedded systems, including microcontrollers, assembler programming, interrupts, peripheral interfacing, embedded system design, higher-level languages on embedded systems, and real-time operating systems. Practical lab exercises complement the lectures. The students further specialize and consolidate their knowledge through semester-long hands-on projects.

ENGR-UH 3610 Signals and Systems
(Typically offered: fall)
Prerequisite: MATH-UH 1012 (MATH-AD 111) or equivalent
Corequisite: ENGR-UH 2610 (ENGR-AD 194)
Crosslisted with Sound and Music Computing
Computer (elective); Electrical (required)
This module covers analytical techniques for analyzing, characterizing, and synthesizing engineering systems. Systems approaches where the entire system or each of the sub-systems is considered as single units are introduced. Interconnections between time and frequency, and phase, and addition of signals with different frequencies via the introduction of the frequency spectrum concept. Topics on discrete time systems include: FIR and IIR filtering, impulse response causality, linearity, time invariance, and convolution. Time and frequency domain representations of systems and conversions between these representations are also studied. Z-transform domain, the concept of poles and zeros, stability and their relevance to the time and frequency domains are also covered. Topics on continuous time systems include continuous-time signals, the Laplace transform, Fourier analysis for continuous-time signals, and the Sampling theorem.

ENGR-UH 3611 Electronics
(Typically offered: fall)
Prerequisite: ENGR-UH 3510 (ENGR-AD 204)
Computer (required)
The course introduces the principles of electronics theory and design. The topics covered include semiconductor physics, diodes, diode circuits such as limiters, clamps; bipolar junction transistors; small-signal models; cut-off, saturation, and active regions; common emitter, common base and 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 rectifiers, BJTs, amplifiers, large signal operation and FET characteristics, providing hands-on experience of design, theory and applications, with emphasis on small signal analysis and 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 LTSPice or Cadence simulation tool.

ENGR-UH 3631 Electromagnetics
(Typically offered: fall)
Prerequisite: ENGR-UH 2311 (ENGR-AD 214) and ENGR-UH 2610 (ENGR-AD 194)
Electromagnetic wave propagation in free space and in dielectrics is studied starting from a consideration of distributed inductance and capacitance on 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 oblique propagating plane waves. Guidance of waves by dielectric and by metal waveguides is demonstrated.

ENGR-UH 3620 Analog and Digital Communication Theory
(Typically offered: fall)
Prerequisite: ENGR-UH 2310 (ENGR-AD 203)
Crosslisted with Media, Culture and Communication; Sound and Music Computing
Computer (elective); Electrical (required)
The course introduces the principles of the various analog communication fundamentals. Topics covered include: analog modulation techniques such as FM, AM, and PM; noise performance of various radio receivers; digital data encoding, BER, modulation techniques such as ASK, FSK, PSK and QAM, and the effects of noise and bandwidth constraints on signal transmission. The course also covers the basics of digital communication systems and their relevance to the time and frequency domain representations of systems and conversions between these representations are also studied. Z-transform domain, the concept of poles and zeros, stability and their relevance to the time and frequency domains are also covered. Topics on continuous time systems include continuous-time signals, the Laplace transform, Fourier analysis for continuous-time signals, and the Sampling theorem.

ENGR-UH 3650 Multimedia Systems and Communications
(Typically offered: fall)
Prerequisite: ENGR-UH 1000 (ENGR-AD 101)
Crosslisted with Sound and Music Computing
Computer (elective); Electrical (required)
The course introduces the basic concepts of multimedia enabling technologies, services, and applications. Topics covered in this course include systems and signal processing, multimedia networking standards and protocols (such as RTP, RTSP, and IRTP), multimedia and synchronization, Multimedial Internet, Quality of Service and QoS, 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
(Typically offered: ENGR-AD 233)
Prerequisite: ENGR-UH 2012 (ENGR-AD 112)
2 credits
Mechanical (required)
This course introduces students to the basic concepts of thermodynamics and their applications to engineering problems. The following topics include: first and second 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
(Typically offered: fall)
Prerequisite: ENGR-UH 3210 (ENGR-AD 335)
2 credits
Mechanical (required)
This course introduces students to the fundamentals of machine elements thus enabling them to employ the knowledge gained to design machine elements for various engineering applications. The course is divided into two parts. In the first part, fundamental topics such as materials, stress, strain, deflection and failure are reviewed. In the second part, basic machine elements such as screws, springs, shafts are analyzed. Bearings, gears, belts, clutches and brakes are also discussed.

ENGR-UH 3720
Computer-Aided Design
(Typically offered: fall)
Prerequisite: Must be Junior or Senior standing Crosslisted with Design; Interactive Media
2 credits
Mechanical (required)
This course provides an introduction to computer-aided design (CAD) using solid modeling. Students learn to create solid object models using extrusions, 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 time hands-on using software tools. The labs emphasize experiential learning of CAD concepts and applications using software tools.

ENGR-UH 3750
Vibrations
(Typically offered: ENGR-AD 232)
Prerequisite: ENGR-UH 2210 (ENGR-AD 239) and MATH-UH 1024 (MATH-AD 120)
2 credits
Mechanical (elective)
This course covers 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
(Typically offered: ENGR-AD 235)
Prerequisite: ENGR-UH 2212 (ENGR-AD 231) and ENGR-UH 3710 (ENGR-AD 233)
2 credits
Mechanical (required)
This course introduces students to the basic principles and engineering applications of heat transfer. Fundamental concepts and principles of convection, conduction, and radiation heat transfer are introduced and the pertinent governing equations are developed. This is followed by an 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 convection, 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 4141
Fundamentals and Applications of MEMS
(Typically offered: ENGR-AD 380)
Prerequisite: ENGR-UH 3110 (ENGR-AD 116)
Electrical (elective); Mechanical (elective)
This 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 case studies, 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
(Typically offered: spring)
Prerequisite: ENGR-UH 3110 (ENGR-AD 116)
Computer (elective); also qualifies as hardware elective; Electrical (elective); Mechanical (elective)
This course covers biosensors and bio-chip design, fabrication, and application of biosensors and bioelectronic devices. The fundamentals of measurement science are applied to optical, electrochemical, mass, and pressure signal transduction. Upon successful completion of this course, students are expected to be able to explain biosensors and transducing techniques, design, and construct biosensors instrumentation.

ENGR-UH 4150
Directed Study in Engineering
(Typically offered: ENGR-AD 298)
Prerequisite: Must be declared Engineering major Civil (elective); Computer (elective); Electrical (elective); Mechanical (elective)
This course is intended for students who are highly motivated and seek the opportunity to conduct research or work on a specialized project under the supervision of an NYUAD Engineering faculty member. The coursework is expected to result in a deliverable, such as a research paper, tool or device. Students with the necessary background in coursework and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Registration requires permission of the sponsoring faculty member.

ENGR-UH 4160
Selected Topics in Biomedical and Health Systems
(Typically offered: every year)
Prerequisite: Junior standing
This course explores advanced topics of special interest in biomedical and health care systems and applications and is designed to aid students in gaining extra knowledge in an area not covered in the program’s mainstay courses. The course may be repeated for credit. The course is open to junior and senior students. Students must obtain permission from their faculty mentor.

ENGR-UH 4320
Hardware Security
(Formerly ENGR-AD 312)
Offered occasionally
Prerequisites: ENGR-UH 2310 (ENGR-AD 201)
Computer (elective; also qualifies as hardware elective; Electrical (elective)
This course covers topics related to security and trust in computer hardware. Lectures and in-class discussions on recent research papers cover the following topics: Trustworthiness of integrated circuits; counterfeit chips, hardware Trojans, reverse engineering and IP piracy. Design- for-Trust; hardware metering, logic encryption, split manufacturing, IC camouflaging, Encryption hardware; AES, DES, etc. Testability vs Security; misuse of test infrastructure to attack encryption 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. Practical lab and simulation exercises complement the lectures. The students further specialize and consolidate their knowledge through semester-long hands-on projects that involve the design, implementation, and testing of robotic systems and applications.
This course introduces students to the science of game theory and mechanism design with a specific emphasis on applications in engineering. Topics include non-cooperative game theory; strategic form games; Nash equilibrium and existence properties; market equilibrium and pricing; auction and mechanism design; optimal auctions; revenue-equivalence theorem; social choice viewpoint; cooperative game theory; network effects and games over networks.

ENGR-UH 4420 Urban Infrastructure Systems (Formerly ENGR-AD 270) Offered occasionally Crosslisted with Urbanization Civil (elective) The course provides a basic descriptive overview of key urban infrastructure systems and technologies with reference to management, operation, and maintenance of these systems. These systems include infrastructure of water supply; solid and liquid waste treatment and disposal, mass transit, power, communication networks, and buildings, roads and bridges.

ENGR-UH 4421 Water Resources Engineering (Formerly ENGR-AD 346) Offered occasionally Crosslisted with Urbanization Civil (elective) This course covers the basic principles of water resources engineering, including both analysis and design elements. Topics covered: open-channel flow; pipe networks; reservoir balances; hydrologic techniques; surface water and ground-water supplies; water demand; and development of water resources for multiple purposes.

ENGR-UH 4422 Data Analysis for Urban Systems (Formerly ENGR-AD 347) Offered occasionally Crosslisted with Economics 2 credits Civil (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 focuses on 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 includes the discussion of models with limited (discrete and censored) dependent variables, with emphasis on Logit and Probit models for discrete data, and Tobit and duration models for censored data. Sampling strategies are introduced.

ENGR-UH 4430 Monitoring for Smart Cities (Formerly ENGR-AD 271) Offered occasionally Crosslisted with Urbanization Civil (elective) This course covers approaches for instrumentation and monitoring for condition assessment of physical civil infrastructure and the natural environment in cities. These include sensors for monitoring strains, fracture, corrosion, and movements. Interconnected conditions including air and water quality and techniques for monitoring. The course includes lectures on hardware, signal conditioning, error analysis, data processing and archival methodologies.

ENGR-UH 4431 Foundation Engineering Design (Formerly ENGR-AD 343) Offered occasionally Crosslisted with Civil (elective) This course introduces the development of foundation engineering, including site exploration, soil sampling, determination of bearing loads, bearing capacity of footings, settlement of structures, lateral earth pressure. Design of retaining walls, design of braced excavations and sheet pile walls; and design of deep foundations are covered.

ENGR-UH 4460 Selected Topics in Urban Systems (Formerly ENGR-AD 379) Offered occasionally Crosslisted with 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 4430 Computer Graphics and Vision (Formerly ENGR-AD 322) Offered occasionally Crosslisted with Interactive Media Computer (elective) The course introduces the basic concepts of computer graphics and vision. Topics covered in this course include 3D modeling and geometry, simulation, animation, and character animation, graphics pipeline, geometric transformations, lighting and light transfer, illumination and color models, and computer vision theory including image transformation and filtering, color vision, feature extraction, and visual recognition. The labs cover practices of computer graphics and 3D modeling and authoring tools, and require students to use existing platforms to create and build 2D and 3D graphics models and applications.

ENGR-UH 4450 Human Computer Interaction and Tangible Interfaces (Formerly ENGR-AD 262) Offered occasionally Crosslisted with Computer (elective) Computer (elective) This course introduces the basic concepts of psychological principles of human-computer interaction, evaluation methods, usability engineering, user-centered design and prototyping, interaction paradigms and models, tangible interfaces and virtual reality. The course presents techniques in advanced design and analysis of algorithms. Topics include: optimized analysis of algorithms; advanced data structures; binary 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, network flow, and analysis of algorithms theory of NP completeness and approaches to finding (approximate) solutions to NP complete problems. Selected additional topics may vary.
students to power generation systems. Topics covered include gas and vapor power systems and their components; refrigeration and heat pump systems; combustion; boiling heat transfer characteristics; design of heat exchangers and cooling systems. Students gain an understanding of the fundamentals of such systems and the issues related to their operation from economic, environmental, ethical and safety points of view.

**CAPSTONE DESIGN PROJECT**

**ENGR-UH 4010**

Senior Capstone Seminar
(Formerly ENGR-AD 400)

Typically offered: fall
Prerequisite: Senior Standing
2 credits

This course discusses project management, design process, decision, risk, and ethics in the context of design and project planning and implementation through lectures and skill building exercises. Applications of some of these topics are practiced via mini-projects, with the goal to integrate these in the actual capstone design project undertaken by each student.

**ENGR-UH 4011**

Senior Design Capstone Project I
(Formerly ENGR-AD 401)

Typically offered: fall
Prerequisite: ENGR-UH 4010
2 credits

The students focus on refining the problem definition and project specifications of their chosen project, reviewing literature, developing the preliminary design, generating solution concepts and selection criteria, and evaluating and choosing the design. Students must consider social, economic, lifecycle, environmental, ethical, and other constraints, and must document the design process and the evolution of their design. Engineering and other appropriate codes and standards, and applicable regulations must be incorporated. This project culminates with a final report and presentation that proposes the actual design selected for further development and/or prototyping and testing in the subsequent semester.

**ENGR-UH 4020**

Senior Design Capstone Project II
(Formerly ENGR-AD 402)

Typically offered: spring
Prerequisite: ENGR-UH 4011 (ENGR-AD 401)

The students finalize the proposed design solution, and test and verify the solution. Design modifications based on the test data are incorporated, if applicable, prototypes are built and tested. A final report for the project is prepared and the students make a presentation of their project to peers, faculty, and other professionals.

**ENGINEERING GRADUATE-LEVEL COURSES**

**ENGR-GH 6350**

Game Theory
Offered occasionally

This course is an introduction to the fundamentals of cooperative, non-cooperative game theory. Motivations are drawn from systems developed for wireless communications, traffic networks, resource allocation, power grid, multi-agent systems, cyber-physical systems, and social models (including social and economic networks). The course emphasizes theoretical foundations, mathematical and algorithmic tools, modeling, and equilibrium notions, and learning algorithms in different environments.

**ENGR-GH 6422**

Data Analysis for Urban Systems
Typically offered: fall
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 ordinary least squares estimators under idealized conditions, and an 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-GH 7001-7890**

Graduate Advanced and Special Topics and Independent Studies
Offered occasionally
1-4 variable credits

Advanced and special topics courses, as well as independent studies for graduate students, are offered by faculty in subject areas of interest to graduate students.

**ENGR-GH 7900**

Graduate Seminar Series
Offered occasionally
0 credit

Weekly seminar series addressing a variety of engineering topics, delivered by experts from academia and industry.

**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 Biomedical Engineering, Cybersecurity, Smart Cities, Robotics and Environmental and Energy Sustainability.

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 subsequently 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 a NYU Tandon School of Engineering PhD diploma upon graduation. The program is supported by generous scholarships covering up to four years of tuition and fees, stipends for New York and Abu Dhabi, housing allowance for New York and guaranteed housing on campus in Abu Dhabi, annual conference travel support, and career development support at NYU Abu Dhabi.

More information on the Global PhD program can be obtained from the Graduate and Postdoctoral Programs Office at NYU Abu Dhabi.
Although it is not always obvious from the compartmentalized approach often taken in higher education, the most important issues facing humankind require consideration from multiple perspectives. A multidisciplinary approach is a central feature of the NYUAD core curriculum and is present in NYUAD’s major programs as well. NYUAD’s natural science majors draw on the multi-disciplinary Foundations of Science sequence. The social science major programs have introduced a comparable Foundations of Social Science series. The majors within the arts and humanities are in the process of transitioning from a required Arts and Humanities colloquia courses to a requirement that all majors in this division complete at least one course from another Art or Humanity program. Even the different programs within engineering draw on a common core of science, engineering, and mathematical courses.

NYUAD’s multidisciplinary major and minors take this integration of discipline even further, supporting work across the disciplines and requiring students to think about particularly complex issues from multiple angles.

The major in Arab Crossroads Studies explores the Middle East through political, historic, and cultural lenses that consider the region’s rich history of interconnectedness with other parts of the world. NYUAD’s location and cultural home make it a natural location to consider ways to end or prevent conflict. The UAE’s major initiatives in the environment, technology, and urbanization afford students unusual opportunities for research, fieldwork, and first-hand experiences. The Legal Studies major 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 Literature 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.

Learning Outcomes
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
14 courses, distributed as follows:

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 MINOR IN ARAB CROSSROADS STUDIES
4 courses, distributed as follows:

1 Anthropology and the Arab World
1 Introduction to Modern Arabic Literature
1 Emergence of the Modern Middle East
1 Non-language 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 students 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.

• Conduct advanced research, including fieldwork, master the use of primary and secondary sources, library resources, and relevant new technologies as appropriate;
• Create strong scholarly arguments drawing on appropriate sources, literature, and evidence;
• Display competence in Modern Standard Arabic in reading, writing, and oral comprehension;
• Demonstrate expertise in a particular approach to Arab Crossroads Studies resulting in the production of a senior capstone project;
• Compete effectively for places at elite doctoral programs in the United States and around the world in Middle Eastern Studies, Islamic Studies, Anthropology, History, Arabic Literature, and Comparative Literature, and with additional coursework in the social sciences, in Sociology or Political Science;
• Bring a solid background in knowledge of the Arab world and Arabic to job opportunities in policy making, journalism, diplomacy, consulting, and finance.

2018–19 | MULTIDISCIPLINARY PROGRAMS | ARAB CROSSROADS STUDIES
# ARAB CROSSROADS COURSES

## REQUIRED COURSES

### ACS-UH 1010X

**Anthropology and the Arab World**

(Formerly ACS-AD 101X)

Typically offered: spring

Crosslisted with Anthropology; Arab Music Studies

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 1100X

**Introduction to Modern Arabic Literature**

(Formerly ACS-AD 110X)

Typically 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 1101X

**Emergence of the Modern Middle East**

(Formerly ACS-AD 1101X)

Typically 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 1102X

**UAE from Pre-History to 2030: History, Environment, Society and Culture**

(Formerly ACS-AD 1102X)

Typically offered: spring

This course 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 1110X

**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 1121X

**UAE 121X**

**UAE from Pre-History to 2030: History, Environment, Society and Culture**

(Formerly ACS-AD 112X)

Typically offered: Pre-History

This course 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.

## SAMPLE SCHEDULE

### ARAB CROSSROADS

**Sample Schedule**

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

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<thead>
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<th>YEAR 1</th>
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<td>ELEMENTARY ARABIC 1</td>
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<td>INTERMEDIATE ARABIC 1</td>
<td>MODERN ARABIC LITERATURE AND SOCIETY</td>
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Typically offered: January
Crosslisted with Art and Art History
This course is an exploration of modern architecture in the city. Gulf countries have witnessed an unprecedented construction boom since the beginning of oil exploitation. New cities have been built and old cities have been renewed, often with the help of such world-class architects as Le Corbusier, Frank Lloyd Wright, Walter Gropius, and Constantin Doxiadis. In Abu Dhabi, infrastructures, public buildings, and residential projects have been designed by Roger Tallibert, Benjamin Thompson, Norman Foster, and Zaha Hadid, to name but a few. Students contribute to writing the story of modern architecture in the city. They visit and document remarkable buildings, explore local archives, and reconstitute the trajectories of architectural forms and patterns. The final project is an architectural guide designed for students, faculty, and the Abu Dhabi community.

ACS-UH 2210JX
Cities and Modern Arabic Literature
(Formerly ACS-AD 261.JX)
Typically offered: January
Crosslisted with Literature and Creative Writing
We use fiction as a tool to visit (figuratively) five cities: Cairo, Alexandria, Beirut, Hafs, and Baghdad. The novels are our guides in order to understand the multiple layers of a city, and to build knowledge about the relationship between literature and social life. We read works by Naguib Mahfouz, Tawfic Yussuf Awad, Sinan Antoun, and Ghassan Kanafani. We reconceptualize the novels as both individual and collective experiences, and we discuss how the new literary genre reflected and participated in the process of social change.

ACS-UH 2211X
Orientalism Debates
(Formerly ACS-AD 264.JX)
Typically offered: January
Crosslisted with Heritage Studies
In 1978 Edward Said published Orientalism, a book that presented a strong critique of Western scholarship on the Middle East. Thirty-five years later it is hard to find a discipline in the humanities and the social sciences that has not been influenced by the book, which is often credited with having founded the field of post-colonial studies. In this course we will read Orientalism, study Said’s complex relationship with the work of Foucault, his long feud with Bernard Lewis, the influence of Orientalism on fields as disparate as art history and political science, and read the works of recent critics of Said such as Daniel Varisco and Robert Irwin.

CCEA-UH 1072
Discovery and Recognition in Narrative, Film, and Drama
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Literature and Creative Writing

ACS-UH 2410X
Making of the Muslim Middle East (Formerly ACS-AD 201X)
Typically offered: fall odd years
Crosslisted with Anthropology; History; Heritage Studies; Museum and Curatorial Studies
How do those who live in “the Middle East” relate to their past(s), and what discourses do they draw on to represent and authorize it today? How are the Middle Eastern pasts commemorated, embodied, erased, marketed and consumed in the modern Middle East? This course focuses on various themes of history, heritage, and memory practices: national commemorations and contested sites and events; embodied and gendered memories; invented traditions and structural nostalgias: the problems of writing oral histories;
the politics of archaeology; museums and exhibitions; and the construction (and destruction) of tangible, intangible, and world heritage.

ACS-UH 2414X
Jews in the Muslim World in the Middle Ages
(Formerly ACS-AD 206X)
Offered occasionally
Crosslisted with History Pre-1800
This course examines the history and culture of the Jews in the medieval Islamic world, beginning with the historiographical debate about this contentious subject. The syllabus moves from the early centuries of the Muslim caliphate, through the time of the Prophet Muhammad, discussing the Qur'an and other foundational texts, to the legal and actual status of the Jews. We will examine how the famous Cairo Geniza documents illuminate Jewish (and Islamic) life, and how changes in the economy affected developments in Jewish law. The course will also examine the organization and functions of the Jewish community and will address the large question of how much autonomy the Jews actually had. We will also read literary sources showing how deeply influenced the Jews were by Arabic culture. Where relevant, comparisons will be drawn with the situation of the Christian minority in the Islamic world and with that of Jews living in Medieval Latin Europe.

ACS-UH 2416X
Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman
(Formerly ACS-AD 205X)
Typically offered: January
Crosslisted with History Pre-1800
In this course, we will immerse ourselves in the lives and cultures of the Arab merchant communities that settled in China from the early days of Islam until the early modern period. We will learn about Arab seafaring and trade in the Indian Ocean and the creation of the “Arabian Seas.” We will learn to think like medieval seamen and seafarers. We will read the narratives of Arab merchants such as Suleiman the Merchant and Abu Hassan al-Sirafi who came to China from the Gulf in the 9th and 10th centuries. We will also read the rihla travelogue by Abu Abdallah Ibn Battuta who traveled from North Africa to China in the 14th century. We will study the history of the corresponding periods in Chinese history—the Tang, Song, and Yuan and early Ming dynasties. We will also read the narratives of later Arab navigators such as Ahmad ibn al-Majid. In addition to reading texts, we will study in depth several sites such as Canton (Guangdong), and Quanzhou, better known as Zaytun (Zayton), the city that was dominated by Arab merchants for several centuries. We will visit one of the earliest sites of Muslim settlement in China—the small community of Yangzhou, north of Shanghai.

ACS-UH 2417
Ottoman Crossroads
(Formerly ACS-AD 209)
Offered occasionally
Crosslisted with History Pre-1800
Connecting three continents for four centuries, the Ottoman Empire brought locations as far flung as Yemen, Tunisia and Bosnia into the same cultural, legal and economic space. This course explores the Empire’s legacy in what has come to be known as the Middle East and beyond. After examining themes in Ottoman history starting in the 13th century through to World War I, we will discuss the Empire’s legacy in the twentieth and twenty-first centuries, revisiting our ideas about nation-states, constructions like the Middle East and the Arab World, and the boundaries between East and West.

ACS-UH 2418X
Politics and Cultures of Nationalism in the Modern Middle East
(Formerly ACS-AD 210)
Offered fall
Crosslisted with Heritage Studies; History; Social Research and Public Policy
As one of the most influential political ideas that has shaped the modern world nationalism has had a long lasting impact on the history of the modern and contemporary Middle East. Covering the Arab World, Turkey and Iran this course examines nationalist cultures and political experiences across the region in the nineteenth and twentieth centuries, from the Ottoman and Qajar empires to the world of nation states that emerged after the First World War. The development of nationalism is analyzed from a variety of perspectives: as a state practice and idea of imperial reform and nation building; as a powerful social imaginary that increasing numbers of people in time and space; and as an ideological and narrative construction of nations as ‘natural’ entities anchored in mythical pasts. This course places particular emphasis on various ‘entrepreneurs’ of nationalism: imperial, colonial and national governments, bureaucrats, intellectuals, educators, political activists, urban crowds, workers and peasants.

ANTH-UH 211X 
Listening to Islam
Crosslisted with Anthropology; Music; Theater

AW-UH 111
Archaeology of the Near East from the Origins of Agriculture to Alexander the Great
Crosslisted with Anthropology; History; The Ancient World

AW-UH 111X
Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period to the Roman World
Crosslisted with Art and Art History; History; The Ancient World

CSTS-UH 1052X
History and the Environment: The Middle East
Crosslisted with History; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society; The Environment

CSTS-UH 1059
Urban Violence: The Middle East
Crosslisted with New Core: Structures of Thought and Society

HERST-UH 1100
World Heritage Sites & Universal Collections
Crosslisted with Art and Art History; Core: Cultural Exploration and Analysis; Heritage Studies; Museum and Curatorial Studies

HERST-UH 2300X
Sharing Heritage of the Arabian Trade Routes
Crosslisted with Art and Art History; Heritage Studies; Museum and Curatorial Studies

HIST-UH 3510X
Muslim Societies in African History
Crosslisted with African Studies; History

HIST-UH 3511X
Islam in the Indian Ocean World
Crosslisted with History

HIST-UH 3512J
Science and the Sea
Crosslisted with Heritage Studies; History

HIST-UH 3710X
Central Asia and the Middle East
Crosslisted with History

HIST-UH 3711
Cold War in the Middle East
Crosslisted with History

LAW-UH 2122X
Introduction to Islamic Law
Crosslisted with Legal Studies

PHIL-UH 2211X
Classical Arabic Philosophy
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120) (PHIL-AD 101-120)
Crosslisted with Philosophy; The Ancient World
SOCIETY AND POLITICS ELECTIVES

ANTH-UH 3110X
Anthropology of the Fatwa
Crosslisted with Anthropology; Legal Studies; Social Research and Public Policy

CCEE-UH 1065
Nationalism and the Popular: European Romanticism and the Arab Renaissance
Crosslisted with Core: Cultural Exploration and Analysis; Literature and Creative Writing

CCEE-UH 1078X
Representing the Middle East: Issues in the Politics of Culture
Crosslisted with Core: Cultural Exploration and Analysis; Film and New Media

CSTS-UH 1059
Urban Violence: The Middle East
Crosslisted with New Core: Structures of Thought and Society

ECON-UH 2451X
Economic History of the Middle East
Prerequisite: ECON-UH 1111 (ECON-AD 101) or Economics Placement Test
Crosslisted with Economics; History

ECON-UH 3351X
Islamic Economics and Finance
Prerequisite: ECON-UH 2510 (ECON-AD 302)
Crosslisted with Economics; Legal Studies

LAW-UH 2115X
Comparative Legal Systems: United States and United Arab Emirates
Crosslisted with Legal Studies

LEAD-UH 1000J
Critical Issues in Social Entrepreneurship: Innovations in the Middle East
Crosslisted with Business and Organizational Studies; Leadership and Social Entrepreneurship

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

POLSC-UH 3410X
Iraq War and its Consequences
Crosslisted with Political Science

SRPP-UH 2111
Ethnographic Field Research
Prerequisite: SOCS-UH 1210Q (SRPP-AD 12Q)
Crosslisted with Anthropology; Heritage Studies; Social Research and Public Policy

SRPP-UH 2412X
Islamist Social Movements in the Middle East
Crosslisted with Political Science; Social Research and Public Policy

SRPP-UH 2612X
State Formation: The Case of the United Arab Emirates
Crosslisted with Social Research and Public Policy

SRPP-UH 2614X
Women and Work in the Gulf
Crosslisted with Social Research and Public Policy

TOPICAL RESEARCH

ACS-UH 3910
Directed Study
(Formerly ACS-AD 298)
Typically offered: by Application
Under the supervision of a faculty member, students develop a research plan and complete a 26-page research paper, which is assessed based on the strength of research (both primary and secondary materials), the robustness and originality of the argument, and the quality of the student’s writing.

CAPSTONE EXPERIENCE

ACS-UH 4000
Arab Crossroads Studies Senior Capstone Seminar
(Formerly ACS-AD 400)
Typically offered: fall
Prerequisite: Declared Arab Crossroads Studies Major
The capstone seminar is designed as a workshop offering graduating seniors a communal environment in which to conceptualize, share and refine a year-long research project, self-designed in consultation with a faculty advisor. In this semester, particular attention will be paid to the organization and practice of research as well as evidence, method and scholarly habit and process. The fall semester culminates in the presentation of significant writing (at least 20 pages/6000 words) toward the final scholarly product, the written and publicly presented capstone. Each student should also be working with their faculty advisor throughout the semester, submitting drafts to their advisor and working with her/him on the research process.
From the electric telegraph to personal computers, from the participatory web to intelligent networks, our tools for communication and media production are constantly changing the ways we connect with one another. Interactive Media’s mission aims to make sense of these developments by demystifying their inner-workings and leveraging them as a means for creative expression, communication, and participation. While Interactive Media courses attempt to keep pace with the latest in transformative technologies, the program’s questions remain the same: Can these technologies improve society and enrich the lives of everyone? Can their application address issues of equity, beauty, diversity, or the environment? Can they facilitate delightful experiences, engaging conversations, and meaningful relationships?

The Interactive Media program at NYU Abu Dhabi approaches these questions through an ethos of creativity, community, accessibility, playful exploration, and critical investigation. In practice, the program rests at the convergence of art, design, communications, computer science, and engineering. The specific goals of the Interactive Media program are twofold. It aims to empower students with the knowledge and ability to explore expressive possibilities brought about by existing and emerging forms of technology. It also strives to cultivate an intellectual framework to investigate, understand, and navigate a world infused with media and communication technologies. The technologies are posited not as an end in themselves but as a means to address fundamental questions pertaining to the human condition, complex relationships between ourselves and our mediated environment, and what it means to be an active participant in a world increasingly informed by computation and automation.

Course work routinely involves electronics, programming, practical research, and design. Students create interactive projects and prototypes of their own choosing that involve the creative use of hardware, software, and digital media. Iteration, implementation, and analysis are key factors throughout this active learning process. The intent is not to master any one technical domain, but rather to foster the confidence and literacy to critically engage in a diverse technical landscape. Emphasis is directed towards questioning the socio-cultural roots and effects of the tools as well as their aesthetic, political, and ethical implications.

The strength of the Interactive Media program ultimately lies in its ability to facilitate a supportive environment where students are encouraged to imagine new possibilities for expression. Through an ever-evolving project-based curriculum, communal work spaces, and an emphasis on bringing creative ideas to life, the program embodies a culture of collaboration and inclusivity applicable to people of all backgrounds and interests. As a result, a student graduating as an Interactive Media major might land at a major entertainment studio creating immersive virtual games or they might pursue a career in the health care sector designing innovative print-at-home prostheses. Regardless, graduates of this major will be empowered to more fully engage in a world where technical change is anticipated, collaboration between humans and technology is expected, and a fluency in interactive media is fundamental.

Study Away Pathway for Interactive Media

Students interested in studying away are encouraged to leverage the Interactive Media program’s strong relationships with its sibling programs, Interactive Media Arts, at both portal campuses in New York and Shanghai. If interested in studying away in New York, students are recommended to study there during the fall semester of their Junior year. Interactive Media is also developing both Berlin and Tel Aviv as primary satellite sites.

Prior to studying away, students should have taken at least two Interactive Media courses, one of which must be one of the required foundation courses—Introduction to Interactive Media, Communications Lab, Communications & Technology, or Understanding Interactive Media—Critical Questions & Theories. There are currently no restrictions on how many courses at study away sites can be counted towards the major. While the above-listed sites are the recommended locations for Interactive Media majors, the program is amenable to students visiting another site relevant to their specific area of interest pending approval by both the student’s mentor and the program head.

REQUIREMENTS FOR THE MAJOR IN INTERACTIVE MEDIA

The Interactive Media major consists of 12 courses. Students are required to take four foundation courses, a minimum of six elective courses, a Capstone Seminar, and a Capstone Project.

The required courses are Introduction to Interactive Media (IM-UH 1010), Communications Lab (IM-UH 1011), Communication & Technology (IM-UH 1012), and Understanding Interactive Media—Critical Questions and Theories (IM-UH 1013). The program’s elective courses are organized into three clusters—Physical Computing, Computational Media, and Media & Design Thinking. The Physical

1 As this Bulletin went to press, accreditation for the proposed major in Interactive Media was pending. Please refer to the NYUAD website (www.nyuad.nyu.edu) for a final decision and/or any alterations to the program requirements.
Computing course cluster entails human-centric design patterns expressed through electronics and physical interaction design. The Computational Media course cluster focuses on logic and creative expression through programming and screen-based interaction design. The Media & Design Thinking course cluster emphasizes critical communication skills through a combination of theoretical discourse, mixed media, multimedia, and problem-based learning.

Students must take at least one elective within each of the three clusters, at least two electives at the 2000 level, and at least one elective at the 3000 level. The Interactive Media curriculum culminates in an Undergraduate Capstone during the senior year.

12 courses, distributed as follows:
4 Required Courses: Introduction to Interactive Media, Communications Lab, Communication & Technology, and Understanding Interactive Media—Critical Questions and Theories
6 Electives: at least one from each cluster—Computational Media, Media & Design Thinking, and Physical Computing; at least two at the 2000 level, at least one at the 3000 level
2 Capstone Seminar and Project

Minor in Interactive Media
The minor in Interactive Media is open to all NYU AD students. It is designed to allow students 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 or augmented with emerging media technologies. The minor requires students take two required courses, Introduction to Interactive Media (IM-UH 1010) and Communications Lab (IM-UH 1011), and any two Interactive Media electives.

REQUIREMENTS FOR THE MINOR IN INTERACTIVE MEDIA
4 courses, distributed as follows:
1 Introduction to Interactive Media
1 Communications Lab
2 Interactive Media Electives; these may be taken from any of the three elective clusters

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

YEAR 1
Fall Semester
GENERAL ELECTIVE
GENERAL ELECTIVE
CORE
FIRST-YEAR WRITING SEMINAR
January Term
Spring Semester
INTRO TO INTERACTIVE MEDIA
COMMUNICATION LAB
GENERAL ELECTIVE
COLLOQUIUM

YEAR 2
Fall Semester
COMMUNICATION & TECHNOLOGY
COMPUTATIONAL MEDIA ELECTIVE (TIER 1)
GENERAL ELECTIVE
COLLOQUIUM
January Term
Spring Semester
UNDERSTANDING INTERACTIVE MEDIA
PHYSICAL COMPUTING ELECTIVE (TIER 1)
GENERAL ELECTIVE
CORE

YEAR 3
Fall Semester
MEDIA & DESIGN THINKING ELECTIVE (TIER 1)
INTERACTIVE MEDIA ELECTIVE (TIER 2)
GENERAL ELECTIVE
CORE
January Term
Spring Semester
INTERACTIVE MEDIA ELECTIVE (TIER 3)
INTERACTIVE MEDIA ELECTIVE (TIER 2)
GENERAL ELECTIVE
CORE

YEAR 4
Fall Semester
CAPSTONE SEMINAR
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
Spring Semester
CAPSTONE PROJECT
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
INTERACTIVE MEDIA COURSES

REQUIRED COURSES

IM-UH 1010
Introduction to Interactive Media
Offered fall, spring
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
Offered fall, spring
Crosslisted with Design; Music, Media, Culture and Communication
Communications Lab is a production-based class that introduces the students to the hardware and software technologies are explored in a laboratory context of experimentation, collaboration, and discussion. Much of class time will be spent investigating and building electronic and computerized systems. Topics include web development, 2D design, digital imaging, audio, video, and animation. Throughout the semester students will leverage theory to analyze interactive media and build a vocabulary for making sense of our increasingly mediated world. The course thus serves to lay a conceptual foundation for students to understand the interaction between media and communication, and explore the use of software and computation from the perspective of the visual arts. The course will also serve as an introduction to the OpenFrameworks platform for creating web experiences of our own. As such, Software Art: Text 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.

IM-UH 2316
Software Art: Text
Typically offered: spring
Prerequisite: IM-UH 1010, IM-UH 2310, IM-UH 2318, IM-UH 3310, AHC-UH 1008, CS-UH 1001, or Instructor approval
Crosslisted with Literature and Creative Writing
2 credits
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 interaction of choice and consequence as a 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 tools and techniques of computing and 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 are expected to approach new creative perspectives on reading and writing in the digital age. Software Art: Text is a complement to Software Art: Image—Image, a 7-week course. The approach to Software and computation from the perspective of the visual arts. The two courses can be taken in series or independently.

IM-UH 2318
Decoding Nature
Typically offered: fall
Prerequisite: IM-UH 1010 (MDMED-AD 101), IM-UH 2310 (MDMED-AD 101), IM-UH 3310 (MDMED-AD 207), IM-UH 2314 (MDMED-AD 209), MUCISC-UH 2417 (MUSIC-AD 317), CS-UH 1001 (CS-AD 101), or Instructor approval
Crosslisted with Art and Art History
2 credits
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 appearance of computers as a new tool for artists to integrate in their artistic practice, and how it shaped a specific aesthetic language across traditional practitioners and newcomers alike. We will be elaborating on discussing concepts and paradigms specific to computing platforms, such as system art, generative art, image processing and motion art. Drawing on those areas, 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 platform. 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.
human behaviors. This course attempts to address these questions by focusing on the programming strategies and techniques behind computer simulations of natural systems using p5.js (a JavaScript library in the spirit of Java’s Processing framework). We will explore a variety of forces and behaviors that occur naturally in our physical world. This includes properties of movement, physics, genetics, and neural networks. For each topic, we will write code to simulate those occurrences to those systems. The results will usually be visual in nature and manifested in the form of interactive animated coding sketches.

**IM-UH 2319**

**A rt I ntel**

Typically offered: spring

Prerequisite: Students should have taken one of the following: IM-UH 1010 (MDDMED-AD 101), IM-UH 2310 (MDDMED-AD 116), IM-UH 2318, IM-UH 3310 (MDDMED-AD 207), CS-UH 1001 (CS-AD 101), or Instructor approval

Artificial intelligence and machine learning algorithms affect many aspects of our lives whether we realize it or not: banking transactions, healthcare treatments and diagnoses, entertainment recommendations, smart car functionality, customer service agents, financial trading… the list goes on and on. The power of these algorithms lies in their ability to leverage computers to "study" and "learn". Instead of programming a computer to do a specific task, we program the computer to learn and teach itself how to do any number of tasks. As artists, how can we harness the power of these algorithms and apply them towards creative endeavors? This class will explore that basic question. Through a combination of high level applied machine learning techniques, speculative design of artificial intelligence, and some basic understanding of how these algorithms work at a low level, students will explore this rich new field. With their machine counterparts, they will create images, sounds, text, intuitive interactions, chatbots, and more.

**IM-UH 3310**

**Po liti cs of Code**

(Formerly MDDMED-AD 207)

Typically offered: fall

Prerequisite: IM-UH 1010, IM-UH 2310, CS-UH 1001, ENGR-UH 1000, or Instructor approval

This course is aimed at deconstructing the design and implementation of software as a political medium, such as Facebook’s timeline algorithm, city officials’ use of computer simulations to orchestrate urban life, blockchain-backed proof of ownership and algorithmic criminal assessment. Along with an introduction to political theory and media studies, coupled with an exploration of the underlying political impacts of those systems, students will work on several hands-on projects to offer alternative models. To that end, this course will include several workshops in JavaScript and Python.

**IM-UH 3311**

**A lternate Realities**

(Formerly MDDMED-AD 118)

Typically offered: spring

Prerequisite: IM-UH 1010, IM-UH 1011, IM-UH 2310, IM-UH 2318, IM-UH 3310, CS-UH 1001, or Instructor approval

This course will introduce students to the design and development of Virtual Reality experiences. We will examine these increasingly popular 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 prototypes. The class will also cover case studies of effective use of VR in information delivery, as well as social and artistic experiences.

**CADT-UH 1015J**

**E xplorable Stories**

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

Requirements: IM-UH 1010, IM-UH 1011, IM-UH 2310, IM-UH 2318, CS-UH 1001, or Instructor approval

Crosslisted with Computer Science

Design

**ENGR-UH 3720**

**Computer- Aided Design**

Prerequisite: Must be Junior or Senior standing

Crosslisted with Design, Engineering

2 credits

**ENGR-UH 4530**

**Computer Graphics and Vision**

Prerequisites: ENGR-UH 2510 and ENGR-UH 3610

Crosslisted with Engineering

**FILMM-UH 2513**

**Principles of Post-Production for Film and Video**

Crosslisted with Film and New Media

2 credits

**MUSIC-UH 1002**

**Music Technology Fundamentals**

Crosslisted with Music; Sound and Music Computing

**MUSIC-UH 1410**

**Introduction to Musical Programming 1— An Introduction to Max**

Crosslisted with Music; Sound and Music Computing

2 credits

**MUSIC-UH 1420**

**Intro to Musical Programming 2— Generative Music**

Prerequisite: MUSIC-UH 1410

Crosslisted with Music; Sound and Music Computing

2 credits

**MUSIC-UH 2416**

**Recording and Production Techniques**

Prerequisite: MUSIC-UH 1002

Crosslisted with Music; Sound and Music Computing

**MUSIC-UH 2417**

**Advanced Musical Programming**

Crosslisted with Music; Sound and Music Computing

2 credits

**IM-UH 1511X**

**Introduction to Digital Humanities**

(Formerly AHC-AD 139)

Typically offered: spring

This course explores making digital maps and 3D models about the human cultural record, in both contemporary and historical contexts. The course has a regional focus and will be organized around specific case studies: Abu Dhabi & the UAE, the historical Arabian peninsula and ancient Egyptian archeology. Alongside theoretical readings, students will explore conceptual and technical elements of modeling, representing and analyzing location-based phenomena in order to tell stories in space, time and dimension. We will learn how to map data with a locational dimension, while doing research within the city of Abu Dhabi on urban environmentalism. We will manipulate digitized maps of the Arabian Peninsula to explore how this general area has been represented in historical cartography. Lastly, we will explore some of the many z-axis representations that have been created about ancient Egyptian civilization to reflect on the use of 3D for the study of material culture and historical built space. Students interested in literature, history, geography, Arab Crossroads Studies, and the social sciences will benefit from this course.

**IM-UH 1513**

**Temporary Expert: Developing a Research-based Art Practice**

Typically offered: spring

Crosslisted with Art and Art History; Design

What does it mean to become a “temporary expert”? How does one develop one’s own creative research-based practice? This course will address these questions by engaging with Abu Dhabi’s environmental dimensions as a subject for research, context and imaginative art and design opportunities. Students will adopt a wide variety of tools and strategies in order to lay the foundation for a research-based art practice that considers materials, media, context, and audience, as well as one’s personal strengths and desires. Over the course of the semester, students will develop art and design projects that interface with a multiplicity of other disciplines, and engage in idea exchange with experts in the field. Through hands-on practice, case studies, and readings on systems thinking, communication, and the idea of “the public,” we will explore method, documentation and presentation of research, as well as the merits of both success and failure.
Making Education (Regional Seminar)  
Typically offered: spring  
Prerequisite: IM-UH 1010, IM-UH 1011, or IM-UH 1012, or Instructor approval  
Crosslisted with Design; Education  
Making Education is a regional seminar course that will focus on education theory, instructional design, creative collaboration, and production of site-specific “maker” learning materials. Rooted in the Interactive Media culture of openness, accessibility and making, students will be challenged to thoughtfully navigate the education system in Kathmandu, Nepal and meaningfully affect learning opportunities in collaboration with our local partner organization. Iterative design cycles and project-based work will be paired with semi-formal research, theoretical analysis, ethnographic interviews, reflective writing, and project documentation. By researching, investigating, and applying creative educational models, students will experience a unique opportunity to apply the processes and principles of the Interactive Media Program onto a real-world use case. Ideally, a combination of making, teaching, and learning will result in insights that are both personally significant, locally relevant, and globally transferable. This course does involve a week-long Spring Break trip to Kathmandu, Nepal and a formal commitment to engage with our local partners.  
IM-UH 3990  
Directed Study  
(Formerly MDMED-AD 298)  
Typically offered: by Application  
Supervised, individual research on a particular topic by arrangement with a faculty member, resulting in a final project of significant scope.  
CADT-UH 1000  
Multidisciplinary Artistic Collaborations  
Crosslisted with Core: Arts, Design and Technology; Film and New Media; Music  
CADT-UH 1001  
Manus et Machina  
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design; Heritage Studies  
CADT-UH 1020  
Wayfinding: Graphic Design in the Built Environment  
Crosslisted with Art and Art History; Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design  
CCEA-UH 1002J  
Narrative, Media, and Technology  
Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis; Media, Culture and Communication  
CCEA-UH 1047  
Utopias and Dystopias  
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Literature and Creative Writing  
CDAD-UH 1024Q  
Reading Like a Computer  
Crosslisted with Core: Data and Discovery  
CDAD-UH 1033Q  
Data and Human Space  
Crosslisted with Core: Data and Discovery; Heritage Studies  
ENGR-UH 1021J  
Design and Innovation  
Prerequisite: ENGR-UH 1000 (ENGR-AD 101) Crosslisted with Design; Engineering  
2 credits  
FILMM-UH 251I  
Episodic Storytelling  
Crosslisted with Film and New Media: Practice  
MCC-UH 1005  
Media: Objects, History, Theory  
Crosslisted with Film and New Media; Pre-Professional Media, Culture and Communication  
THEAT-UH 251I  
Art, Performance, and Social Practice  
Crosslisted with Theater; Art and Art History  
VISAR-UH 1013  
Foundations of 4D  
Crosslisted with Art and Art History  
PHYSICAL COMPUTING ELECTIVES  
IM-UH 1110  
Circuit Breakers!  
(Formerly MDMED-AD 117)  
Typically offered: fall  
Circuit Breakers! is a course designed to introduce students to the world of hardware hacking and circuit bending for artistic and mainly sonic ends. By literally opening up common battery powered objects such as toys and finding their circuit boards, one can 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 1112  
Machine Lab  
Typically offered: spring  
Crosslisted with Art and Art History; Design  
The saying goes, “If all you have is a hammer, then every problem looks like a nail.” What if all you have is a 3D Printer? In this course, students will be introduced to, and engage critically with, a range of contemporary machines inside and around the Interactive Media Lab. Leveraging historical perspectives, current use-cases, and hands-on making, the course will explore how machines enhance, or limit, our creative processes. Readings and discussion will be paired with practical designing, prototyping, and making of creative computer controlled devices, such as drawing machines, musical instruments, and a collaborative Rube Goldberg contraption. Over the course of the semester, students will be exposed to a variety of tools, materials, and fabrication techniques as well as learn how to use microcontrollers and software to give their machines unique behaviors and abilities. By thinking about machines, using machines, and making machines, the course will offer insight into our creative relationships with our tools.  
IM-UH 2112  
Network Everything  
(Formerly MDMED-AD 203)  
Offered occasionally  
Recommended Prerequisite: IM-UH 1010, CS-UH 1001 or ENGR-UH 1000 or Instructor approval  
This course explores the possibilities and challenges of designing alternate physical network interfaces. Through weekly readings, class discussions, and a series of projects, students will create physical objects that talk to each other over distance. Various wireless communication mechanisms such as radio (Bluetooth, Zigbee, WiFi, and raw), infrared, and ultrasonic 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. Opportunities to build collaborative and creative campus-wide networked projects and systems will also be explored.  
IM-UH 2114  
Sensors, Body, & Motion  
(Formerly MDMED-AD 209)  
Typically offered: fall  
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 wearsables, cameras and code, generates a unique feedback loop, or dialogue-like relationship, where a person and a computer are continuously reacting to each other’s senses. This course will examine this feedback loop, specifically how a person is directly integrated into the artistic expression of the work. Ultimately, students will create interactive installations and performances where the human body is the central component of the art work. No experience is necessary but having taken Introduction to Interactive Media or a course equivalent is highly encouraged.
The course will culminate with a final public presentation and performance, allowing students to demonstrate their understanding of the course content. Offered occasionally, this course focuses on the analysis of robotic systems in the context of art and theatrical performance. Crosslisted with Art and Art History, VISAR-UH 2117, students will explore the significance of today’s robots through the context of art and theatrical performance. In parallel, students will learn about electronics, programming, and robotics, as well as physical computing through Introduction to Physical Computing, IM-UH 1010.

Over the course of the semester, students will be exposed to critical analysis regarding the historical and contemporary use of machines in art and theatrical performance. In parallel, students will also learn about electronics, programming, robotics, and mechanical construction techniques. The course will culminate with a final public performance by the robots. Experience with physical computing through Introduction to Physical Computing, IM-UH 1010, will be highly encouraged.

**VISAR-UH 2117**
Sound Art
Crosslisted with Art and Art History

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**IM-UH 2117**
Performing Robots
Offered occasionally
Recommended prerequisite: IM-UH 1010

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 theatrical 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. Experience with physical computing through Introduction to Physical Computing, IM-UH 1010, will be highly encouraged.

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**IM-UH 2117**
Sound Art
Crosslisted with Art and Art History

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**CAPSTONE EXPERIENCE**

**IM-UH 4000**
Capstone Seminar
Typically offered: fall
Prerequisite: Must be senior standing

The Interactive Media Capstone Seminar is the fall course in a year-long Undergraduate Capstone in Interactive Media. The beginning of the Seminar focuses on reflection and conceptualization, emphasizing the need for a strong thematic approach and foundational inquiries underlying the Capstone Project. Through research, prototyping, and iteration, students will solidify their artistic and technical practice as well as create a plan for an interactive, production-ready work to be designed and developed in the second part of the Capstone. The Seminar involves student-led discussions of both readings and inspirations that formed their creative identity, as well as design and ideation exercises that will allow them to frame their multidisciplinary work in terms that are accessible to a wider audience. At the end of the course, students will have produced a statement of creative intent that will include the research question they want to engage with, as well as a production document outlining the practical steps towards the realization of a Capstone Project.

**IM-UH 4001**
Capstone Project
Typically offered: spring
Prerequisite: IM-UH 4000

The Capstone Project builds upon the conceptual and iterative design process of the Capstone Seminar and serves as a semester-long production course for Interactive Media majors. Students will leverage the skills they have learned in terms of software, hardware, media study, and design thinking. The Capstone Project involves rigorous planning, testing, and documenting that follows a trajectory from low-tech prototypes to finished work. The process will reflect the conditions and requirements of modern professional production in any media organization, be it commercial, social, or artistic. Students will also be expected to share their project with the Interactive Media community. Emphasis in the Capstone Project thus lies in both production and presentation through the sharing and re-examining of the work over the course of the semester. Upon completion, students will have demonstrated an ability to build, deliver, and reflect upon an interactive media product or experience that pushes the boundary of what is possible, needed, or desirable with contemporary and emerging media tools.
Minor in Legal Studies
The minor in Legal Studies is open to all students who wish to gain a basic understanding of fundamental legal concepts, institutions, and method. As virtually all fields of academic inquiry entail some legal consideration, the minor serves as a complementary field of study to disciplines in the Social Sciences, Arts and Humanities, Sciences, and Engineering. The minor requires four Legal Studies courses, at least two of which must be drawn from the Required Courses listed above.

Requirements for the Minor in Legal Studies
4 courses, distributed as follows:
- 2 of the Required Courses for the Major
- 2 Additional Required or Legal Studies Electives

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

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<tr>
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<td>GENERAL ELECTIVE</td>
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<td>WHAT IS LAW?</td>
<td>LEGAL WRITING &amp; RESEARCH</td>
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<th>Year 2</th>
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<td></td>
<td>LEGAL SYSTEM &amp; METHOD</td>
<td>BUSINESS LAW</td>
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<td>LEGAL INSTITUTIONS</td>
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<th>Year 3</th>
<th>Fall Semester</th>
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<th>Fall Semester</th>
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<td>LEGAL ETHICS</td>
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<td>CAPSTONE THESIS</td>
<td>GENERAL ELECTIVE</td>
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LEGAL STUDIES COURSES

REQUIRED COURSES

LAW-UH 1010
What Is Law? Comparative Global Jurisprudence
(Formerly LAW-AD 101)
Typically offered: fall, spring
This course poses the fundamental questions: “What is law?”; “What is a legal system?”; and “What is the rule of law?” Appreciating that law reflects different cultural and historical facts, the course employs a comparative methodology in order to explore the fundamental questions from the perspective of various legal traditions. This comparative methodology considers jurisprudence from African, Chinese, Hindu, Marxist, Islamic, Southeast Asian, and Western legal traditions. In relation to these diverse legal traditions, the course examines the topics of natural law, legal positivism, interpretivism, legal realism, justice, human rights, critical legal studies, feminist jurisprudence, critical race theory, and post-modernist jurisprudence.

LAW-UH 1011
Legal Writing and Research
(Formerly LAW-AD 119)
Typically 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 methodologies for basic legal research. It develops and honours students’ ability to write about complex legal issues in a variety of settings and for a variety of audiences. The course focuses on the interpretation of texts, developing clear and persuasive arguments, 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)
Typically offered: fall
The history of Western law is that of the two Romeos, of the Papacy, of papacy–papalism and imperium. 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 inanitary 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. And so begins the concept of the rule of law, 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 fortibus—no one is born a lawyer. To this end, the methods course will also entail socially supported by a vigorous legal writing and research program.

LAW-UH 1013
Business Law
(Formerly LAW-AD 118)
Typically 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, letters of credit, negotiable orders, and other legal documentation. The course will then examine business organizations such as sole proprietorships, partnerships, limited liability companies and different topics that dictate how to form, buy, manage, run, close or sell a business.

LAW-UH 1010
Legal Institutions
(Formerly LAW-AD 223)
Typically 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 Papacy of such a 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 intellectual property and Intellectual Property law will be tracked and framed.

LAW-UH 3010
Legal Ethics and Professional Responsibility
(Formerly LAW-AD 117)
Typically offered: fall
This course examines the ethical issues raised by the practice of law and lawyers in protecting individual rights and advancing the common good. The increasing globalization and transformation of professional 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, social, economic, political, and religious perspectives.

LEGAL STUDIES ELECTIVES

LAW-UH 1110
Contracts
(Formerly LAW-AD 216)
Typically offered: fall
The course in Contracts will provide an international and comparative introduction to the law of contractual obligations. The course will familiarize students with the basic concepts of promise, consideration, offer and acceptance, vitiating factors, terms and conditions, interpretation, performance, breach, and remedies. Comparing the international regulation of sale of goods and the Roman principles underpinning European contract law, the course will then develop the key features of the common law of contract and trace its roots and future in European law.

LAW-UH 2110
Punishment in Politics, Law and Society
(Formerly LAW-AD 114)
Typically offered: January
Crosslisted with Political Science
This seminar investigates the state’s power to punish. We read foundational works from philosophy, sociology, political science, and law to explore why states punish, how they punish, and whom they punish. 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 an arraignment court, observing a sentencing hearing, and visiting a correctional facility.

LAW-UH 2111
Civil Rights
(Formerly LAW-AD 210)
Typically offered: January
This course will cover interpretation of the Bill of Rights, the rights of the accused, freedom of speech and press, free exercise of religion, 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 citizenship. Cases are read and discussed closely for their legal and philosophical content.

LAW-UH 2112
Gender in Law
(Formerly LAW-AD 211)
Typically offered: January
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 (as well as failing to protect other gender identities) and examine the political effects of those legal constructions.

LAW-UH 2113
International Law
(Formerly LAW-AD 212)
Typically offered: January
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, religious organizations, and others with whom they interact. The focus is on understanding the basics of international law (treaties and customary law) as well as the actors that influence their development, interpretation, and enforcement (especially governments, international organizations, non-governmental organizations, and international courts).
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offering Period</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>LAW-UH 2114</td>
<td>Climate Change Law and Policy (Formerly LAW-AD 213)</td>
<td>Typically offered: fall</td>
<td>Crosslisted with The Environment</td>
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<tr>
<td>LAW-UH 2116</td>
<td>International Business Law (Formerly LAW-AD 219)</td>
<td>Typically offered: spring</td>
<td>Crosslisted with The Environment</td>
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<td>LAW-UH 2117</td>
<td>International Business (Formerly LAW-AD 220)</td>
<td>Typically offered: spring</td>
<td>Crosslisted with Arab Crossroads Studies</td>
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<tr>
<td>LAW-UH 2118</td>
<td>Law in Literature (Formerly LAW-AD 221)</td>
<td>Typically offered: fall</td>
<td>Crosslisted with Social Research and Public Policy; The Environment</td>
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<td>LAW-UH 2119</td>
<td>Speech, Debate, and Oral Argumentation (Formerly LAW-AD 222)</td>
<td>Typically offered: fall</td>
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<tr>
<td>LAW-UH 2120</td>
<td>Law in Entrepreneurship (Formerly LAW-AD 224)</td>
<td>Typically offered: January</td>
<td>Crosslisted with Economics: Leadership and Social Entrepreneurship</td>
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<tr>
<td>LAW-UH 2121</td>
<td>Renewable Energy Law and Policy (Formerly LAW-AD 142)</td>
<td>Typically offered: fall</td>
<td>Crosslisted with Social Research and Public Policy; The Environment</td>
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<tr>
<td>LAW-UH 2122</td>
<td>Introduction to Islamic Law</td>
<td>Typically offered: spring</td>
<td>Crosslisted with Arab Crossroads Studies</td>
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Typically offered: fall
This course introduces the principles and rules that govern the relations between States, and their interactions with other international actors on the global stage. It is designed to give students an understanding of the rules governing international relations, their historic development, and their application in the modern world. The course will focus on doctrinal aspects of international law and their critical application, including how politics and power inform the negotiation and enforcement of international agreements. The course will cover a range of topics including: sources of international law, subjects of international law, the use of force in international law, the operation of the United Nations system, settlement of disputes in international law (including the role of the International Court of Justice), international human rights, and international environmental law. It offers a rigorous foundation for further study in this field.

Typically offered: spring
This course analyzes the legal foundations, global politics, and history of the conception, protection, and violation of human rights law. It presents analytical frameworks, concepts, facts, legal theories, and empirical methods used in the study of the politics of human rights law. It examines how democracy and democratization, international law and institutions, the activities of powerful democracies, and global civil society each influence human rights law around the world. It incorporates perspectives from the disciplines of law, political science, economics, history and sociology.

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Typically offered: spring
In this seminar forum under the guidance of a legal studies faculty member and in the academic community of the seminar participants, students identify a discrete legal text, case, or issue (or several thereof), and then engage in critical analysis from not only legal but also from philosophical, cultural, social, economic, religious, and ethical perspectives. While identifying the question(s), students undertake requisite research and begin drafting a senior thesis.

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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
1 Africa-focused elective from Arts & Humanities
1 Africa-focused elective from Social Sciences
1 Additional Africa-focused elective from either area

African Studies Courses

Required Courses

HIST-UH 1105
Africa in the World
Crosslisted with History; History

Arts and Humanities Electives

ANTH-UH 2117J
The Other Crisis: Migration and Displacement across the Red Sea
Crosslisted with Anthropology; Arab Crossroads Studies; Social Research and Public Policy

ARABI-UH 2120
Intermediate Arabic 2
Crosslisted with Arabic Language
Note: This course may be substituted with higher level Arabic language course

CDAD-UH 1020JQ
Challenges in Global Health: Wash your Hands of it
Crosslisted with Core: Data and Discovery; New Core: Structures of Thought and Society; Social Research and Public Policy

FRENL-UH 2002
Intermediate French 2
Crosslisted with French Language
Note: This course may be substituted with higher level French language course

FILMM-UH 1515J
Audiovisual Ethnography: Music and Heritage in Zanzibar
Crosslisted with Anthropology; Film and New Media; Music

HIST-UH 3310
Humanitarianism in Africa: A Critical History
Crosslisted with History

HIST-UH 3315
Love in Africa
Crosslisted with 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; Arab Music Studies; Heritage Studies; Music

Music-UH 1662
African Popular Music
Crosslisted with Anthropology; Heritage Studies; Music

Theat-UH 1514
African Women Playwrights
Crosslisted with Literature and Creative Writing; Theater

Social Science Electives

ECON-UH 1410J
Research Design, Fieldwork, and Data Analysis for Development Economics
Crosslisted with Economics; Political Science; Social Research and Public Policy

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

Srpp-UH 1412J
Wealth and Inequality in the Global City
Crosslisted with Social Research and Public Policy; Urbanization
The Ancient World multidisciplinary minor focuses on the shared and overlapping periods in the development of cultures and societies around the Mediterranean basin, in the Near East, and across Central Asia to the Pacific Ocean.

Abu Dhabi's location at the center of this geographical expanse makes it an ideal site for exploring the intellectual and material riches of the ancient world. This minor encompasses a number of disciplines, including archaeology, art history, history, literature, and philosophy.

Minor in The Ancient World

The minor in the Ancient World requires that students complete four approved courses. These courses must be distributed across at least two disciplines or geographic regions and may include up to two semesters of intermediate or higher level ancient language study. Students are strongly encouraged to include among these four courses one on archaeology or material culture.

Requirements for the Minor in the Ancient World

4 courses, distributed as follows:

- 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
- Typically offered: fall
- Crosslisted with Anthropology; Arab Crossroads Studies; Literature

**Ancient World Courses**

**AW-UH 1110 Ancient Empires**
(Formerly MDANC-AD 110)
Offered occasionally.
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, coreperiphery 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)
Typically offered: fall
Crosslisted with Anthropology; Arab Crossroads Studies; History
Pre-1800
This course offers an interdisciplinary approach to the material culture of the ancient Near East, from the rise of agriculture to the destruction of the Persian Achaemenid Empire by Alexander the Great—from the Neolithic to the Late Iron Age. Geographically the course covers the territory from the Levantine coast of Syria and Lebanon, through Iraq, to Iran. The course surveys major archaeological sites and monuments from the perspectives of archaeology, anthropology and art history; it covers wide-ranging topics in a chronological framework, including the development of complex societies, urbanism, state formation, technology, landscapes and settlements, and art and architecture.

**AW-UH 1112X Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period**
(Formerly MDANC-AD 114X)
Typically offered: spring
Crosslisted with Arab Crossroads Studies; Art and Art History; History
The course explores relations between the various steppe and oasis cultures in Central Asia and the Mediterranean world from the Achaemenid period up to the early Middle Ages. These relations are characterized by a broad spectrum of different forms of contact and exchange. Direct contacts were established, for example, by military campaigns, diplomatic exchanges, migrations or colonization. Less direct forms of cultural transmission resulted from complex transcontinental trade flows. The course will focus on the consequences different forms of communication with the Mediterranean had on Central Asian art and material culture. Students will consider topics such as urbanism, architecture, iconography, and historiography as well as specific aspects of material culture including ceramics, arms and costume.

**AW-UH 3190 Directed Study**
(Formerly MDANC-AD 198)
Typically offered: by Application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper. Ancient Greek, Latin and Classical Chinese are offered.

**CSTS-UH 1008 Birth of Science**
Crosslisted with Core: Science, Society and History; New Core: Structures of Thought and Society

**HIST-UH 3712 Ancient Roman Empire**
Crosslisted with History

**LITCW-UH 2361 Travel, Geography, and Imagination in Arabic and Islamicate Literatures**
Crosslisted with Arab Crossroads Studies; Literature and Creative Writing

**PHIL-UH 2210 Ancient Mediterranean Philosophy**
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101–1120 (PHIL-AD 101–120))
Crosslisted with Philosophy

**PHIL-UH 2211X Classical Arabic Philosophy**
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101–1120 (PHIL-AD 101–120))
Crosslisted with Arab Crossroads Studies;

**PHIL-UH 2214X Classical Indian Philosophy**
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101–1120 (PHIL-AD 101–120))
Crosslisted with Philosophy
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>
<th>Course</th>
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<tbody>
<tr>
<td>1 Arab Music Cultures</td>
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<tr>
<td>1 Arab Crossroads Course, selected from: Anthropology and the Arab World, Emergence of the Modern Middle East, or Intro to Modern Arabic Literature</td>
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</tbody>
</table>

**ARAB MUSIC STUDIES COURSES**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td><strong>REQUIRED COURSES</strong></td>
</tr>
<tr>
<td>MUSIC-UH 1611X Arab Music Cultures Crosslisted with African Studies; Anthropology; Arab Crossroads Studies; Heritage Studies; Music</td>
</tr>
</tbody>
</table>

**ARAB CROSSROADS ELECTIVES**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ACS-UH 1010X Anthropology and the Arab World Crosslisted with Anthropology; Arab Crossroads Studies</td>
</tr>
<tr>
<td>ACS-UH 1011X Introduction to Modern Arabic Literature Crosslisted with Arab Crossroads Studies; Literature and Creative Writing</td>
</tr>
<tr>
<td>ACS-UH 1012X Emergence of the Modern Middle East Crosslisted with Arab Crossroads Studies; History</td>
</tr>
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</table>

**ARAB MUSIC ELECTIVES**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MUSIC-UH 1204 Beginning Group Music Instruction—Oud Crosslisted with Music 2 credits</td>
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<tr>
<td>MUSIC-UH 1208 Beginning Group Music Instruction—Arabic Percussion Crosslisted with Music 2 credits</td>
</tr>
<tr>
<td>MUSIC-UH 1220 Music Ensembles (dependent upon instrument) Crosslisted with Music 2 credits</td>
</tr>
<tr>
<td>MUSIC-UH 1251 Private Music Instruction 1 (dependent upon instrument) Crosslisted with Music 2 credits</td>
</tr>
</tbody>
</table>

**MUSIC-UH 1252 Private Music Instruction 2 (dependent upon instrument) Prerequisites: MUSIC-UH 1251 and (Declared Music major/minor or one 4-credit seminar (i.e. non-practice) course in Music Crosslisted with Music 2 credits**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>MUSIC-UH 1611X Arab Music Cultures Crosslisted with Anthropology; African Studies; Arab Crossroads Studies; Music</td>
</tr>
</tbody>
</table>

**MUSIC-UH 2201 Continuing Group Music Instruction (dependent upon instrument) Prerequisite: One Beginning Group Music Instruction course or Instructor Permission Crosslisted with Music 2 credits**

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<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>MUSIC-UH 2251 Private Music Instruction 3 (dependent upon instrument) Prerequisites: MUSIC-UH 2252 and (Declared Music major/minor or two 4-credit seminar (i.e. non-practice) courses in Music, one of which may be taken as a corequisite Crosslisted with Music 2 credits</td>
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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MUSIC-UH 2252 Private Music Instruction 4 (dependent upon instrument) Prerequisites: MUSIC-UH 2251 and (Declared Music major/minor or two 4-credit seminar (i.e. non-practice) courses in Music, one of which may be taken as a corequisite Crosslisted with Music 2 credits</td>
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<th>Course</th>
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<tbody>
<tr>
<td>MUSIC-UH 3251 Private Music Instruction 5 (dependent upon instrument) Prerequisites: MUSIC-UH 2252 and (Declared Music major/minor or three 4-credit seminar (i.e. non-practice) courses in Music, one of which may be taken as a corequisite Crosslisted with Music 2 credits</td>
</tr>
</tbody>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MUSIC-UH 3252 Private Music Instruction 6 (dependent upon instrument) Prerequisites: MUSIC-UH 3251 and (Declared Music major/minor or three 4-credit seminar (i.e. non-practice) courses in Music, one of which may be taken as a corequisite Crosslisted with Music 2 credits</td>
</tr>
</tbody>
</table>
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 realization. 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**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Design Thinking course</td>
<td>4 credits</td>
</tr>
<tr>
<td>1 Visual Communication course</td>
<td>4 credits</td>
</tr>
<tr>
<td>1 Design Elective</td>
<td>4 credits</td>
</tr>
<tr>
<td>1 Additional Elective</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

**DESIGN COURSES**

**DESIGN THINKING COURSES**

- CADT-UH 1001
  - Manus et Machina
  - Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Heritage Studies; Interactive Media

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

- CADT-UH 1016
  - Utilitas, Venustas, Firmitas
  - Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology

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

**VISUAL COMMUNICATION COURSES**

- VISAR-UH 1110
  - Types of Art: From Calligraphy and Stone Carving to Digital Type
  - Crosslisted with Art and Art History

- VISAR-UH 1111
  - Graphic Design Studio
  - Crosslisted with Art and Art History

- VISAR-UH 1112
  - Foundations of Graphic Design
  - Crosslisted with Art and Art History

- VISAR-UH 1114
  - Yes Logo
  - Crosslisted with Art and Art History

- VISAR-UH 1115X
  - Arabic Typography
  - Crosslisted with Art and Art History

**DESIGN ELECTIVES**

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

- ENGR-UH 1021J
  - Design and Innovation
  - Prerequisite: ENGR-UH 1000 (ENGR-AD 101)
  - Crosslisted with Engineering; Interactive Media

- ENSR-UH 1007Q
  - Wood
  - Crosslisted with Art & Art History; Core: Art, Technology and Invention; Core: Arts, Design and Technology

- CDAD-UH 1020
  - Wayfinding: Graphic Design in the Built Environment
  - Crosslisted with Art and Art History; Core: Art, Technology and Invention; Core: Arts, Design and Technology; Interactive Media

- CDAD-UH 1010Q
  - Data
  - Crosslisted with Core: Data and Discovery; Core: Experimental Discovery in the Natural World

- CSTS-UH 1064J
  - Well-Being and the Design of the Built Environment
  - Crosslisted with New Core: Structures of Thought and Society

- CS-UH 2215
  - Computer Graphics
  - Prerequisite: CS-UH 1052 (CS-AD 105)
  - Crosslisted with Computer Science; Interactive Media

- ENGR-UH 1021J
  - Design and Innovation
  - Prerequisite: ENGR-UH 1000 (ENGR-AD 101)
  - Crosslisted with Engineering; Interactive Media

- ENGR-UH 3720
  - Computer-Aided Design
  - Prerequisite: Must be Junior or Senior standing
  - Crosslisted with Engineering; Interactive Media

- IM-UH 1011
  - Communications Lab
  - Crosslisted with Interactive Media; Music; Media, Culture and Communication

- IM-UH 1012
  - Communication and Technology
  - Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Interactive Media; Pre-Professional Media, Culture and Communication

- IM-UH 1112
  - Machine Lab
  - Crosslisted with Art and Art History; Interactive Media
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**

4 courses, distributed as follows:

1. Environmental Science course
2. Environmental Policy course
3. Environmental Culture and Society course
4. Additional elective (from any of the categories above)
THE ENVIRONMENT COURSES

ENVIRONMENTAL SCIENCE

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 paleoclimate record, the coupled atmosphere ocean ice-land system, and climate modeling. The course addresses local and global issues such as desertification, carbon production by fossil fuels, and green technology as exemplified in Abu Dhabi's Masdar City, which is attempting to become the world's first 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, paleoclimate, 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
Prerequisites: Foundations of Science 1-6
Crosslisted with Biology

CDAD-UH 1006E-JQ
Coastal Urbanization and Environmental Change
Crosslisted with Core: Data and Discovery; Core: Experimental Discovery in the Natural World; Urbanization

CDAD-UH 1016EQ
Where the City Meets the Sea: Studies in Coastal Urban Environments
Crosslisted with Core: Data and Discovery; Core: Experimental Discovery in the Natural World; Urbanization

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; conservation of natural resources; and 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; Political Science

CSTS-UH 1056J
Protecting the World's Health: Triumphs and Challenges
Crosslisted with Core: Science, Society and History; New Core: Structures of Thought and Society; Social Research and Public Policy

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

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

ENVIRONMENT, CULTURE AND SOCIETY

CSTS-UH 1052X
History and the Environment: The Middle East
Crosslisted with New Core: Structures of Thought and Society; Arab Crossroads Studies

HIST-UH 2111
Global Environmental History
Crosslisted with History

HIST-UH 3110
Economic Development and Environmental Change in China
Crosslisted with Economics; History; Social Research and Public Policy

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

THEAT-UH 1513
Making the Anthropo[s]cene: Figuring Climate Change Across the Arts
Crosslisted with Art and Art History; Film and New Media: Literature and Creative Writing; Theater
In recent decades, heritage has become an attractive term for scholars in various disciplines, ranging from archaeologists, sociologists and conservation scientists, to policy makers, communities, and the commercial sector. The minor in Heritage Studies introduces students to the theory and practices of the disciplines associated with heritage from local and global perspectives. It combines courses from various divisions at NYUAD reflecting the multidisciplinary nature of heritage studies. The program offers courses that are related to heritage production, consumption and use, identity politics, cultural contestation and legislation on one side, and scientific methods of investigation and data interpretation for the recovery and conservation of cultural heritage on the other.

The learning outcomes are structured around two overlapping themes:

Heritage & Society courses focus on the uses of heritage as a political, economic and social agent. The theme includes broader and more holistic concepts of heritage such as cultural landscapes, which combine the physical, cognitive and cultural reality of a site.

The conservation and analysis of heritage sites, (ar)objects and their narratives is central in heritage management, interpretation and presentation. Courses taken in the Heritage & Science area center on the scientific methodologies applied in heritage studies and management.

**Minor in Heritage Studies**

Minors in Heritage Studies must complete four courses (16 credits), with at least one course in each of the following three areas:

- Foundational;
- Heritage Theory;
- Heritage Management & Research Methods.

**Requirements for the Minor in Heritage Studies**

4 courses, distributed as follows:

1. Foundational course (4 credits)
2. Heritage Theory elective (4 credits)
3. Heritage Management & Research Methods elective (4 credits)
4. Elective from any of the categories above (4 credits)

**Heritage Studies Courses**

**Foundational Course**

**HERST-UH 1100**

*World Heritage Sites & Universal Collections (Formerly MUSST-UH 1002J)*

Crosslisted with Arab Crossroads Studies; Art and Art History; Core: Cultural Exploration and Analysis; Museum and Curatorial Studies

The heritage field has become a complex international industry that involves international prestige, conservation, site management and museum development. Multi-faceted perspectives of heritage underpin the methodology that heritage doesn't just represent a static link with the past, but is part of a dynamic social process that involves the creation of heritage as an evolving interpretation of "the past" for the use in the present. During the course theoretical conceptions of heritage will be challenged by case studies and the fieldwork on heritage sites and collections in Abu Dhabi and the UAE. These investigations will provide context for understanding the multi-layered and multi-vocal aspects of heritage. The main focus for the 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.

**Heritage Theory Courses**

**HERST-UH 1300J**

*Places of Human Suffering as Global Heritage Sites (Formerly MUSST-UH 1003J)*

Crosslisted with Museum and Curatorial Studies

The course will focus on how media can reorient itself from covering disasters after they happen to serving as an early warning about calamities that are sure to take place. These can be slowly unfolding emergencies like climate change or sudden events like earthquakes. Media coverage can draw attention to the lack of emergency preparedness, and alert the public about worst-case scenarios, so mitigation measures can be undertaken. However, the format of journalism and the prevalent definition of news precludes adequate pre-disaster coverage. How can media practices be changed to cover silent emergencies, the precursors to conflict, or even predicting likely natural hazards? Is there a way to go beyond body-bag journalism and extend the media’s attention span when a disaster does strike? How is traditional coverage distorting reality with its exclusive focus on death and destruction?

**HERST-UH 2300JX**

*Sharing Heritage of the Arabian Trade Routes (Formerly MUSST-UH 2001JX)*

Crosslisted with Arab Crossroads Studies; Art and Art History; Museum and Curatorial Studies

In the 17th century the Ya‘rubī dynasty drove the Portuguese from Muscat and East Africa and reinstalled Omani dominance in the region. The Omani 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 Kiwai (Tanzania), where Oman once ruled, were named as UNESCO World Heritage sites for their universal and outstanding value. But what do these values mean and for whom? What makes historical remains heritage? What happens if “universal values” are not shared but contested? These fundamental questions steer us to understand the principles of heritage production and management.

The Arabian trading routes provide an excellent context to explore the multi-layered and multivocal aspects of heritage. The course includes a field project in Zanzibar.

**ACS-UH 2211JX**

*Orientalism Debates*

Crosslisted with Arab Crossroads Studies

**ACS-UH 2411X**

*Heritage, History and Memory in the Modern “Middle East”*

Crosslisted with Arab Crossroads Studies; History; Museum and Curatorial Studies

**ACS-UH 2418X**

*Politics and Cultures of Nationalism in the Modern Middle East*

Crosslisted with Arab Crossroads Studies; Social Research and Public Policy; Museum and Curatorial Studies

**ARTH-UH 2810**

*Silk Roads, Sea Routes and Shared Heritage*

Crosslisted with Arab Crossroads Studies; Art and Art History; History; Museum and Curatorial Studies

**CCEA-UH 1004**

*Identity and Object*

Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis
The Peace Studies Program examines the factors that foster or undermine peace within local and national communities and across nations as well as peace within individuals and between individuals. The program is motivated by the conviction that understanding the complex dynamics of peace and conflict can facilitate the work of making the world a more just and peaceful place.

The Peace Studies Program draws on tools and methods from an array of disciplines in order to examine both the sources of conflict and the strategies and institutions that aim to resolve or prevent conflict, from methods of grass-roots local engagement to diplomacy, mediation, and international intervention. The Program analyzes peacemaking strategies across vastly divergent scales, from the contributions of individuals and small groups to the work of nations and multilateral organizations. In addition to the social, economic, and political dynamics affecting peace and conflict, the Peace Studies Program also investigates the psychological factors that can cause or resolve conflict, such as the psychological roots of prejudice and aggression and the psychological origins of attitudes of reconciliation and cooperation that allow enemies to transcend seemingly intractable conflicts and societies to build bridges across painful and deeply-rooted divides.

Additional courses rooted in the humanities and arts aim to deepen our understanding of the philosophical and human dimensions of peace and conflict. They pose questions such as: Can war ever be just? Can the priority of peace ever be used as a tool to preserve unjust institutions? More generally, these courses raise the question of whether the exercise of artistic creativity or inquiry into the human condition can foster peacebuilding, cross-cultural communication, and a greater sense of empathy with other human beings.
The ideas and issues addressed by the Peace Studies minor include:

- the challenges and strategies involved in promoting the peaceful resolution of conflict
- the costs of conflict and of the reconstruction of post-conflict societies from economic, social, psychological, and legal perspectives
- conflict and non-violence
- the psychological dimensions of conflict, prejudice, cooperation, and reconciliation
- neuropsychological and physiological evidence of the effects of meditation
- transitional justice and post-conflict reconciliation
- post-conflict state-building
- migration and post-conflict economic development
- disarmament
- international law and governance
- the ethics of war and peace
- the history of wars and peacemaking
- artistic responses to war and roles for art in peacebuilding
- the role of cultural institutions in preserving cultural heritage in conflict and post-conflict contexts
- the practice of the arts and music as cultural diplomacy in post-conflict zones
- soft power, hard power, and smart power strategies practiced through the arts
- UN cultural diplomacy and the preservation & promotion of the arts in the service of peace-building initiatives

Minor in Peace Studies
The Program draws on courses in the Arts and Humanities, Social Science, and Science as well as pre-professional courses in Leadership and Social Entrepreneurship. Students interested in international relations, comparative politics, economic development, social change and social justice, public service, anthropology, the arts and humanities may find special relevance in the Peace Studies Program, as will students participating in Engineers for Social Impact, an activity organized by the Engineering Program.

Requirements for the Minor in Peace Studies
Courses, distributed as follows:

1. Foundations of Peace: Psychological Perspectives
2. Foundations of Peace: Economic and Political Perspectives
3. Peace Studies Electives

PEACE STUDIES COURSES

REQUIRED COURSES

PEACE-UH 1010
Foundations of Peace: Psychological Perspectives
(Formerly PEACE-AD 101)
Typically 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)
Typically 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 120)
Typically offered: Fall
Crosslisted with Political Science
How do societies emerging from authoritarian rule and intra-state armed conflict deal with past mass human rights violations? In their attempts to address past gross human rights violations, what types of justice mechanisms do such societies employ? Ruti Teitel first coined the term transitional justice in her book Transitional Justice (2000). Since then the term has circulated widely in scholarly and policy communities to describe a set of mechanisms and approaches to address past violence. This course analyzes the problems facing societies with past human rights violations, the numerous options they have at their disposal to engage these abuses and the political, economic, legal and ethical ramifications of each choice. The course is organized into two sections. The first section introduces theoretical approaches to the study of transitional justice. The second section analyzes the most frequently used mechanisms, focusing on their potency in advancing democratization and reconciliation. Case studies include: the prosecutions of Nuernberg and Tokyo; the international tribunals of the former Yugoslavia and Rwanda; the hybrid tribunals of Timor Leste, Cambodia, and Sierra Leone.

PEACE-UH 1111
International Organizations and Global Governance
(Formerly PEACE-AD 121)
Offered occasionally
Crosslisted with Political Science
The creation of international organizations (IOs) is a crucial moment in historical efforts at structuring and civilizing international affairs. Organizations such as the League of Nations and the UN have been at the heart of attempts to create a peaceful international order. In today’s international system, international organizations perform a huge variety of challenging tasks: they provide safeguards against the military use of nuclear technology, destroy chemical weapons, convict war criminals, assist developing countries with loans, and deliver food to populations in need. This course will examine international organizations’ origin, logic and impact within both global and local contexts. It will provide students with a better understanding of both the theory and the practice of international cooperation and global governance. Specifically, it will study why states cooperate in IOs, how member states and international bureaucracies interact, and how IOs con tribute to peaceful conflict management and human development in today’s international system.
PEACE-UH 111J
Truth, Reconciliation and Justice in Post-Conflict Situations
(Formerly PEACE-AD 122J)
Typically offered: January
This course will study violence as a problem in the world and to dire contemporary questions, such as how to avoid the world falling into permanent struggle and decline? Understanding the historical situation and its normative context, especially treating the Other as a dhimmi, may help transfer those experiences when Christians, Jews and Muslims found a way to live in relative peace, with respect and interchange present at several levels, Abu Dhabi itself recently discovered evidence of this type of community between Muslims and Christians. A careful reading of these examples might lead to cautious propositions and hopes for finding solutions to ethnic, religious and civilizational tensions not only on a greater scale, but also on particular grounds in a world that lives for good reasons in the global age.

ACS-UH 261X
War and Media in the Middle East
Crosslisted with Arab Crossroads Studies; Film and New Media

CSTS-UH 1038
Peace
Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

EDUC-UH 100J
International Peacebuilding and the Role of Education
Crosslisted with Education; Political Science; Social Research and Public Policy

FILMM-UH 111J
War and Cinema
Crosslisted with Film and New Media

HIST-UH 2115
World War II in Global Perspective
Crosslisted with History; Global Thematic

LAW-UH 2113J
International Law
Crosslisted with Legal Studies; Political Science; Social Research and Public Policy

MUSIC-UH 1710
Music: Conflict, Protest, and Peace
Crosslisted with Music

POLSC-UH 2512
Women and Peace-building
Crosslisted with Political Science; Social Research and Public Policy

POLSC-UH 2510
International Conflict
Prerequisite: POLSC-UH 1112 (POLSC-AD 170)
Crosslisted with Political Science

POLSC-UH 251I
International Organization
Prerequisite: POLSC-UH 1112 (POLSC-AD 170)
Crosslisted with Political Science

POLSC-UH 2512J
Understanding Insurgency and Counterinsurgency
Crosslisted with Political Science
Sound and Music Computing (SMC) is an emerging field combining music, computer science and engineering. Addressing topics that range from procedural audio or music for video games to automatic genre detection for music recommendation systems such as iTunes or Spotify, SMC has established itself as an important multidisciplinary field that opens up key areas of enquiry, interesting opportunities for graduate study, as well as new professional opportunities for those interested in combining music and computing.

**Minor in Sound and Music Computing**

The minor in Sound and Music Computing at NYU Abu Dhabi is a cross-divisional collaboration between the Music, Computer Science, and Engineering Programs that is open to all students. In this minor, students become familiarized with the state of the art in this field by learning current approaches to digital signal processing, music information retrieval, and procedural generation of music and audio.

**REQUIREMENTS FOR THE MINOR IN SOUND AND MUSIC COMPUTING**

The minor requires a minimum of five courses:

1. CS-UH 1001 Introduction to Computer Science or ENGR-UH 1000 Computer Programming for Engineers
2. MUSIC-UH 1002 Music Technology Fundamentals
3. Electives from the following list (including at least one CS-UH or ENGR-UH numbered course and one MUSIC-UH numbered course): CS-UH 1002 Discrete Mathematics; CS-UH 1050 Data Structures; CS-UH 1052 Algorithms; any elective in Computer Science; ENGR-UH 3610 Signals and Systems; ENGR-UH Analog and Digital Communication Theory; ENGR-UH 3630 Digital Signal Processing; ENGR-UH 3650 Multimedia Systems and Communications; ENGR-AD 3510 Data Structures and Algorithms; MUSIC-UH 1001 Music Theory and Analysis I; MUSIC-UH 1410 Introduction to Musical Programming I and MUSIC-UH 1420 Introduction to Musical Programming II; MUSIC-UH 2801 Music Theory and Analysis II; MUSIC-UH 2215 Designing Sound for Scene and Screen; MUSIC-UH 2216 Recording and Producing Techniques; MUSIC-UH 2417 Advanced Musical Programming.

**Note 1:** Students may double count no more than two courses for this minor.

**Note 2:** When registering for the electives, students have to make sure that they observe the specific prerequisite and corequisite requirements for those courses (e.g. Data Structures and Algorithms courses from Computer Science require Intro to CS and Discrete Mathematics as a prerequisite, while Engineering course Data Structures and Algorithms requires Computer Programming for Engineers).
SOUND AND MUSIC COMPUTING COURSES

REQUIRED COURSES

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>CS-UH 1001</td>
<td>Introduction to Computer Science</td>
<td>Computer Science</td>
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<tr>
<td>ENGR-UH 1000</td>
<td>Computer Programming for Engineers</td>
<td>Engineering</td>
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<tr>
<td>MUSIC-UH 1002</td>
<td>Music Technology Fundamentals</td>
<td>Interactive Media, Music</td>
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SOUND AND MUSIC COMPUTING ELECTIVES

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<tr>
<td>CS-UH 1002</td>
<td>Discrete Mathematics</td>
<td>Computer Science</td>
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<tr>
<td>CS-UH 1050</td>
<td>Data Structures</td>
<td>CS-AD 101, CS-AD 116</td>
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<tr>
<td>CS-UH 1052</td>
<td>Algorithms</td>
<td>CS-AD 103, CS-AD 116</td>
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<tr>
<td>ENGR-UH 3510</td>
<td>Data Structures and Algorithms</td>
<td>ENGR-AD 102, ENGR-AD 195</td>
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<tr>
<td>ENGR-UH 3610</td>
<td>Signals and Systems</td>
<td>MATH-AD 111, ENGR-AD 194</td>
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<tr>
<td>ENGR-UH 3620</td>
<td>Analog and Digital Communication Theory</td>
<td>Engineering, Media, Culture and Communication</td>
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<tr>
<td>ENGR-UH 3650</td>
<td>Multimedia Systems and Communications</td>
<td>ENGR-AD 101</td>
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The Urbanization minor takes advantage of the setting in Abu Dhabi, a rapidly growing city which is making major investments in infrastructure, public transportation, and environmental sustainability, and drawing international attention as a model of advanced urban planning. Through course work, internships, and research projects, this program gives students first-hand exposure to the complex issues associated with urbanization.

At the start of the 20th century, only one person out of every ten lived in a city. Today, half the world population is urbanized. The United Nations projections suggest that more than 70 percent of the human population will reside in cities by 2050, with the largest increases expected in the developing world.

The multidisciplinary minor in Urbanization focuses on this process—the forces that drive it, the cities it creates, and their impacts on well-being and social interactions. Encompassing the social, economic, political, and physical dimensions of urbanization, the minor provides students with a cross-disciplinary set of perspectives for understanding the urbanization process, across cultures, countries, and time.

The minor is inherently global in nature, with a particular concern for the role of urbanization in the developing world, the multicultural nature of much of current urbanization, and the intersection of this process with the environment and associated issues.

Minor in Urbanization

Students who elect to take this multidisciplinary minor take four approved courses for the Urbanization minor, listed below. Students should develop their program in close consultation with their mentor.

REQUIREMENTS FOR THE MINOR IN URBANIZATION

4 Electives selected from the courses listed
URBANIZATION COURSES

URBAN-UH 110J
Planning Abu Dhabi
(Formerly MDURB-AD 114J)
Typically offered: January
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, critical 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 111J
Metropolis: Culture, Climate, and Politics in the 21st Century City
(Formerly MDURB-AD 116J)
Typically offered: January
This course provides an introduction to key themes in urban studies, focusing on a selected set of issues that are particularly relevant for New York City but important for cities throughout the world. Students will read classic and important contemporary works, including selections from great books in urban scholarship whose significance transcends any one discipline. This course will include readings from authors such as Weber, Jacobs, Ballon, Mumford, Simmel, Sennett, Wirth, Jackson, and Sassen, as well as several case studies of emerging issues, particularly questions regarding climate change mitigation and adaptation, sustainable development, and urban inequality. This course culminates with an intensive study of how New York City can respond to the challenges posed by climate change.

URBAN-UH 118J
Nature of Urban Design: a New York Perspective on Resilience
(Formerly MDURB-AD 123J)
Offered occasionally
This course is an introduction to the role of urban design in global sustainability. The first step is to understand how cities affect climate and how climate affects cities by examining New York as a model. New York is a coastal city faced with the simultaneous requirement to grow its population by a million people yet to improve the quality of its civic life when climate events threaten both its urban fabric and critical infrastructure. How New York uses urban design not just to survive but to thrive is the subject of this course. This course will introduce the people, products and processes of urban design. The city itself will frequently serve as classroom, with students exploring and recording examples of urban design through the neighborhoods they transform.

URBAN-UH 119J
Urban Form of Shanghai
(Formerly MDURB-AD 124J)
Offered occasionally
Crosslisted with History
Shanghai has evolved markedly through key stages in the history of urban form, vestiges of which are found within the city today: an old walled “Chinese city”; tree-lined boulevards and commercial avenues of 19th and 20th century foreign settlements; and suburban development in Pudong. This class examines each key stage, combining readings with in situ urban inquiry. Readings 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 112J
Public Space and the Life of Cities
(Formerly MDURB-AD 127J)
Offered occasionally
Public spaces play an essential role in the life of cities and their residents. Public squares and parks, streets and plazas, often the signature spaces that constitute a city’s distinctive identity. They are also the settings of everyday life, mixing bowls where a city’s diverse communities interact, forums for individual as well as collective action and expression. This course explores the nature of public space in cities around the world, with attention to their physical character and design, their history, their pictorial and literary representation, and the political and social practices that activate public space. This course will explore three overarching questions. What do we mean by “public” and “public space”? What are common characteristics of public spaces and how do people use them? And why are public spaces important to city life? In addition to historical and contemporary squares and streetscapes of Europe and the Middle East, the course will draw upon case studies in Sydney as well as the hometowns of the students.

URBAN-UH 1122J
Contested Cities: Difference, Inequality, and the Metropolis
(Formerly MDURB-AD 128J)
Typically 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)
Typically offered: 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

CCSA-UH 107J
Imagining the Renaissance City: Florence and Siena Crosslisted with Core: Cultural Exploration; Art and Art History

CDAD-UH 10060JQ
Coastal Urbanization and Environmental Change Crosslisted with Core: Data and Discovery; Core: Experimental Discovery in the Natural World: The Environment

CDAD-UH 1016EQ
Where the City Meets the Sea: Studies in Coastal Urban Environments Crosslisted with Core: Data and Discovery; Core: Experimental Discovery in the Natural World: The Environment

CSIS-UH 1032J
City in Crisis: Refuge and Resilience Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

CSTS-UH 1053
Understanding Urbanization Crosslisted with Core: New Urbanization and the Metropolis

CSTS-UH 1054J
Green Mobility & Cities: Sustainable Urban Transportation Planning and Policy Crosslisted with New and Previous Core: Structures of Thought and Society; Engineering

ENGR-UH 3450
Geographic Information System Crosslisted with Engineering

ENGR-UH 4430
Monitoring for Smart Cities Crosslisted with Engineering

HIST-UH 2114
Urbanism and Modernity: Paris, Istanbul, Berlin Crosslisted with History

HIST-UH 3320
Port Cities of the Atlantic World Crosslisted with New Core: Structures of Thought and Society; History

SRPP-UH 1412J
Wealth and Inequality in the Global City Crosslisted with African Studies; Social Research and Public Policy

SRPP-UH 2613
Urban Poverty and Social Policy Crosslisted with Social Research and Public Policy

VISAR-UH 2121
Art and Architecture: Reinventing the City Crosslisted with Art and Art History; Design

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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.
Business and Organizational Studies
The courses in this pre-professional area are designed to expose students to the principles of building effective organizations, with a particular focus on the for-profit sector. Organizations can be conceptualized in many ways—as a group of groups, a vehicle for creating economic value and sustainable competitive advantage, or a community of people pursuing a common mission. Each metaphor adds unique insights into the challenges and rewards of building an integrated network of people, systems, and financial resources that create economic and social capital.

In addition to courses offered by NYU Abu Dhabi, students who elect to study away in New York, Florence, London, Prague, Shanghai, and Washington, DC have the opportunity to take courses offered by the Leonard N. Stern School of Business. Stern courses that are part of the NYU cross-school business minors are readily available to NYUAD students. For students interested in registering for intermediate or advanced-level Stern courses, prerequisites for those courses must be met. Registration is available to NYUAD students one week after registration initially opens. NYUAD students should work closely with their mentors well in advance of the semester they plan to study away if they would like to take upper-level business courses offered by the Stern School.

Education
Education is a central organizing activity of most societies, and the institutions created around education take many forms across the world. The courses in the Education pre-professional area ask questions that run to the core of understanding cultures and societies: What is the purpose of education, and how do societies educate their people through both formal institutions (most typically schools) and other types of socialization? What are the interrelationships between schools and other cultural institutions? How does education both mirror and shape the societies that create it? How do schools engage with issues of equity, social justice, educational “rights,” and civic responsibilities? Why do schools so often sit at the center of cultural controversies?

The pre-professional courses in Education engage students in the investigation of the history and sociology of education, educational policy and research, and a comparative study of educational practices in a variety of national and international perspectives. Specifically, there is a focus on urban education across the globe: in complex, multicultural settings how do societies engage in the education and schooling of diverse groups of people?

Education pre-professional courses are appropriate for students considering careers and/or further study in education, including teaching, education leadership, policy making, 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, Culture, and Communication is for students looking to develop their creative media skills and build a successful career in today’s ever more dynamic media, communications and cultural industries around the world. Studying media culture and communication provides insight into the development of our contemporary, globally-connected media landscapes. It teaches you how to develop media content and communicate effectively to diverse audiences. Media, Culture and Communications courses not only provide you with the technical skills a professional requires to produce significant media content. They also foster critical thinking about the philosophical, political, psychological and technological impact media production has on our contemporary societies.
Courses will explore the diverse patterns of media and offer a comprehensive understanding of media power, media use, and the increasing significance of digital media in contemporary culture and society.

**Museum and Curatorial Studies**
Pre-professional courses in Museum and Curatorial 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 Curatorial 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. It is best to verify what course requirements are expected of you directly with the institution or application service you are applying to.

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 1001U**  
*Principles of Marketing*  
(Formerly BUSOR-AD 111J)  
Typically 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, branding, 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)  
Typically 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)  
Typically offered: fall

This course provides an introduction to strategic management. The course has two broad goals. The first is to understand why some companies are financially much more successful than others. The second is to analyze how managers can devise a set of actions (“the strategy”) and design processes that allow their company to obtain a financial advantage. To gain a better understanding of strategic issues and begin to master the analytic tools that strategists use, students study the strategic decisions of companies in many different industries and countries and learn from tools utilized by business researchers.

**BUSOR-UH 1005J**  
*Language of Business*  
Typically offered: January

This course will teach students how to identify and apply effective business language and communication techniques in real-world settings. It will examine and explain the words, visuals and video that change the way people think, the way they interact, even how they behave. With an emphasis on student/faculty interaction, we will explore the verbal and visual cues that shape corporate communication and public opinion. From marketing to advertising to public relations, students will be taught how to identify effective messaging in all its formats, and how to apply them for maximum impact. Topics will include the basics of market research to give students the skills to conduct their own research, a review of the best and worst advertising from around the globe, and a discussion of a visual and verbal lexicon that can be applied in global business situations. The focus will be on the practical, fundamentals of real-life public communications in the real world—with recent and current case studies. The class will include presentations by global experts in their fields.
BUSOR-UH 1006J
Cross-Cultural Negotiation
Typically offered: January
Crosslisted with Economics
This course will highlight the components of effective negotiations across cultures and provide you with a framework to analyze your own behavior in cross-cultural negotiations. The course allows you the opportunity to develop negotiation skills and understand negotiation in a useful conceptual framework. Several cognitive and emotional aspects that affect negotiation behavior in the global context will be highlighted and discussed. The course uses exercises, simulations and case studies designed to reflect on the role negotiators play in cross-cultural negotiations.

BUSOR-UH 1007
Introduction to Entrepreneurship
Typically offered: fall, spring
Crosslisted with Economics
Introduction to Entrepreneurship is an introductory course intended to provide students with a foundation in terms of the role played by entrepreneurs and entrepreneurship in the 21st century global economy. The students will get an understanding of what entrepreneurship is, they will develop entrepreneurial skills and eventually write a real-life business plan, which they can further develop after the course. During this course we will focus on the creation of new businesses, the ways that they come into being, and what determines their success. This course is a mix of theory and practice and also integrates a number of other disciplines such as finance, strategic management, marketing, human resource management, economics and psychology.

BUSOR-UH 1501
Introduction to Accounting
(Formerly ECON-AD 321)
Typically offered: fall, spring
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 1501J
Managerial Economics
Crosslisted with Economics

ECON-UH 1550J
Euro-American Financial System in Crisis
Crosslisted with Economics

ECON-UH 2510
Foundations of Financial Markets
Prerequisites: BUSOR-UH 1501J (ECON-AD 321), SOCSC-UH 1010Q (SOCSC-AD 110) and SOCSC-UH 1111 (ECON-AD 101)
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
SRPP-UH 1617
Sociology of Entrepreneurship
Crosslisted with Leadership and Social Entrepreneurship; Social Research and Public Policy

EDUC-UH 1001J
International Peacebuilding and the Role of Education
(Formerly EDUC-AD 115J)
Typically offered: every other January
Crosslisted with Peace Studies; Political Science; Social Research and Public Policy

Foundations of Financial Markets
Prerequisites: BUSOR-UH 1501J (ECON-AD 321), SOCSC-UH 1010Q (SOCSC-AD 110) and SOCSC-UH 1111 (ECON-AD 101)
Crosslisted with Economics

SOCSC-UH 1006J
International Peacebuilding and the Role of Education
(Formerly EDUC-AD 115J)
Typically offered: every other January
Crosslisted with Peace Studies; Political Science; Social Research and Public Policy

LEAD-UH 3710
Economics of Education
Prerequisites: ECON-UH 2100 (ECON-AD 105) and ECON-UH 2020 or SOCSC-UH 3220 (ECON-AD 210)
Crosslisted with Economics

IM-UH 2520
Making Education (Regional Seminar)
Prerequisite: Students should have taken at least one of the following IM-UH 1010 (MDMED-AD 101) or IM-UH 1011 (MDMED-AD 102)
Crosslisted with Design; Interactive Media
SRPP-UH 2620
Education and Society
Crosslisted with Social Research and Public Policy; New Core: Structures of Thought and Society

LEAD-UH 1001
Critical Issues in Social Entrepreneurship: Innovations in the Middle East
(Formerly LEAD-AD 115J)
Typically 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.”

LEAD-UH 3001
Business Acceleration and Disciplined Entrepreneurship
(Formerly LEAD-AD 300)
Offered occasionally
This course provides a framework for teams to move from an idea about a product or service to forming a viable company. Students will walk through initial customer discovery, market size, customer value, marketing to customers and many other areas. The process will allow students to understand their idea, the competitive landscape, the scale and economics of their potential business and have a sense of customer needs as it relates to their product or service.

BUSOR-UH 100U
Principles of Marketing
Crosslisted with Business and Organizational Studies

LAW-UH 2120J
Law in Entrepreneurship
Crosslisted with Economics; Legal Studies

EDUC-UH 1001J
International Peacebuilding and the Role of Education
(Formerly EDUC-AD 115J)
Typically offered: every other January
Crosslisted with Peace Studies; Political Science; Social Research and Public Policy

Actors pursue peace and security, and the role of education in this process. We explore international peacebuilding, including peacekeeping, institution building, and humanitarian aid. We examine how specific education initiatives such as peace education, education for democracy, Education for All, and citizenship education fit into these strategies. We also examine how education may be used to disrupt peacebuilding. Case studies may include Syria, Afghanistan, Israel/Palestine, Guatemala, UAE, and the United States. Guest speakers are invited from relevant organizations to speak about their responsibilities; students prepare questions to interview the guests. This course will include a regional seminar in Jordan.

ECON-UH 3710
Economics of Education
Prerequisites: ECON-UH 2100 (ECON-AD 105) and ECON-UH 2020 or SOCSC-UH 3220 (ECON-AD 210)
Crosslisted with Economics

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Crosslisted with Business and Organizational Studies

LAW-UH 2120J
Law in Entrepreneurship
Crosslisted with Economics; Legal Studies
MEDIA, CULTURE, AND COMMUNICATION COURSES

MCC-UH 1004
Media Landscapes: The Wire
Typically offered: spring
Crosslisted with Film and New Media; Social Research and Public Policy
This course will investigate the landscapes brought into view by a specific media artifact, in this case the critically acclaimed HBO show, The Wire. This is a TV series about a “black site” ostensibly in Baltimore but in fact stretched across the American heartland, namely the African American urban underclass. The series could be called a case study in making the urban underclass simultaneously spectacular and theoretically invisible. It has been seen as an example of the critical and creative turn taken by a segment of the cultural industry, as a maturation of the audience and a demassification of viewer tastes in the era of addressable mass culture. The show’s creator David Simon has also described it as a move away from postmodern irony and narrative fragmentation and as based on the mythical traditions of ancient Greece.

MCC-UH 1005
Media: Objects, History, Theory
Typically offered: spring
Crosslisted with Film and New Media; Interactive Media
Media are everywhere—from optic fibers underground, and devices like smartphones and touchpads, to apps such as Snapchat and Yik-Yak. As technologies keep changing, so too do media theories, although much of the old media doesn’t go away. We have newspapers, radio, and television, but have we theorized them adequately in their new incarnations? This course links the global history of media technology with the history of ideas, and in doing so to relate theory to media objects in ways that will empower students and clarify how we understand our media environment. Drawing on materials from film and television to political history, the course examines the emergence and spread both of media and of “media theory,” in close connection with and occasional divergence from each other. Surveying select case studies from across the globe, students will seek to establish historical and theoretical frameworks for understanding media’s global impact.

CCEA-UH 1002J
Narrative, Media, and Technology
Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis; Interactive Media

ENGR-UH 3620
Analog and Digital Communication Theory
Prerequisite: ENGR-UH 3610 (ENGR-AD 203)
Crosslisted with Engineering; Sound and Music Computing

SOCSC-UH 1111
Markets
Crosslisted with Business and Organizational Studies; Economics

SRPP-UH 1617
Sociology of Entrepreneurship
Crosslisted with Business and Organizational Studies; Social Research and Public Policy

SRPP-UH 2619
Leadership and Diplomacy
Crosslisted with Political Science; Social Research and Public Policy

SRPP-UH 2620
Education and Society
Crosslisted with New Core: Structures of Thought and Society; Social Research and Public Policy

MCC-UH 1001J
Food in the Global Kitchen
(Formerly JOUR-AD 114J)
Offered occasionally
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 1003J
Reporting Disasters Before They Happen To Save Lives
Typically offered: January
The course will focus on how media can reorient itself from covering disasters after they happen to serving as an early warning about calamities that are sure to take place. These can be slowly unfolding emergencies like climate change or sudden events like earthquakes. Media coverage can draw attention to the lack of emergency preparedness, and alert the public about worst-case scenarios, so mitigation measures can be undertaken. However, the format of journalism and the prevalent definition of news precludes adequate pre-disaster coverage. How can media practices be changed to cover silent emergencies, the precursors to conflict, or even predicting likely natural hazards? Is there a way to go beyond body-bag journalism and extend the media’s attention span when a disaster does strike? How is traditional coverage distorting reality with its exclusive focus on death and destruction?
MUSEUM AND CURATORIAL STUDIES COURSES

MUSST-UH 1001
Introduction to Museum Studies
(Formerly MUSST-AD 110)
Offered occasionally
Crosslisted with Art and Art History
Introduction to the social, cultural, and political history of museums. This course focuses on the formation of the modern museum. Museums of art, natural history, science, technology, and anthropology are examined from a variety of disciplinary approaches that explore the institution and its practices with respect to governance, colonialism, nationalism, class, gender, ethnicity, and community. Visits to the museums and cultural institutions in the region are an important part of this course.

MUSST-UH 2003J
Museum History, Theory, and Practice: Case Study, Berlin
(Formerly MUSST-AD 216J)
Typically 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. 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).

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

ANTH-UH 2110J
Anthropology of Indigenous Australia: Art, Politics and Cultural Futures
Crosslisted with Anthropology

ARTH-UH 2121J
Museums in a Global Context
Crosslisted with Art and Art History; Heritage Studies

ARTH-UH 2123
Museums, Art and Society
Crosslisted with Art and Art History

ARTH-UH 2810
Silk Roads, Sea Routes and Shared Heritage
Crosslisted with Arab Crossroads Studies; Art and Art History; Heritage Studies; History

FILMM-UH 1115
Introduction to Film and New Media Curating
Crosslisted with Film and New Media

HERST-UH 1100
World Heritage Sites & Universal Collections
(Formerly MUSST-UH 1003J)
Crosslisted with Heritage Studies

HERST-UH 1300J
Places of Human Suffering as Global Heritage Sites
(Formerly MUSST-UH 1003J)
Crosslisted with Heritage Studies

HERST-UH 1300
Shipwrecks and Seascapes
(Formerly MUSST-UH 1004)
Crosslisted with Heritage Studies

HERST-UH 2300JX
Sharing Heritage of the Arabian Trade Routes
(Formerly MUSST-UH 2001JX)
Crosslisted with Arab Crossroads Studies; Art and Art History; Heritage Studies

PREMEDICAL AND HEALTH STUDIES COURSES

SUGGESTED COURSES FOR APPLICATION TO MEDICAL SCHOOL

ESSENTIAL:

SCIEN-UH 1101E-1603
Foundations of Science 1–6
Crosslisted with Biology, Chemistry, Engineering, Physics
Note: This covers the pre-med requirements of one year of general biology, one year of general chemistry, one year of general physics, and one year of lab work in each of those areas.

CHEM-UH 2010 and CHEM-UH 3010
Organic Chemistry 1 and 2
Crosslisted with Biology, Chemistry

MATH-UH 1012
Calculus with Applications
Crosslisted with Biology, Chemistry, Computer Science, Engineering, Physics

RECOMMENDED:

BIOL-UH 2010
Human Physiology
Crosslisted with Biology

CHEM-UH 3020
Biochemistry: Macromolecular Structure and Function
Crosslisted with Biology, Chemistry

PSYCH-UH 1001
Introduction to Psychology
Crosslisted with Biology, Psychology

MATH-UH 1003Q
Introduction to Probability and Statistics
Or an alternative statistics class such as SOCS-UH 1010Q
Crosslisted with Mathematics

SRPP-UH 2617J
Global Burden of Non-communicable Diseases
Crosslisted with Social Research and Public Policy
The January Term offers a distinctive learning experience, different from what can be offered during the fall and spring semesters.

Students take one course full-time for approximately three weeks. The courses are designed as immersive experiences: they intensify the student’s focus; reach beyond the classroom to incorporate experiential learning; and are often site-specific, connecting students to the place where they study. Taking a single course during the January Term gives students more time for concentrated reflection on a dedicated topic than is the case during the semester when students must split their time between several courses. The intensity of the shared experience also forges an unusually strong bond between the students and their professor. Although the January Term is short, it has great impact because of its immersive character and integration of theoretical and experiential learning.

January Term (J-Term) courses are taught by renowned visiting scholars, writers, artists, journalists, and policy analysts from institutions around the world as well as distinguished professors from NYU Abu Dhabi and NYU New York, including NYU Law School, Stern School of Business, and NYU’s other professional schools.

The January Term includes options to study outside 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.
Students may take a maximum of two Core courses during January Term, and they must be in different Core categories.

Among their three Term courses, students are permitted at most one course at an NYU global site and only one Abu Dhabi-based course that includes an international trip. Students entering Fall 2015 or earlier are subject to different Term location limitations.

The application deadline for January Term is September 15.

Questions about January Term should be directed to the Office of Global Education, which coordinates the program.

NYU New York and NYU Shanghai students are welcome to apply for NYUAD January Term courses. Applications for participation in January Term courses are due by October 1. Interested students must meet all application conditions and deadlines. For information about study away options at NYU Abu Dhabi, please contact studyaway.nyuad@nyu.edu.

### JANUARY 2018 COURSES

January 2019 offerings will be available at www.nyuad.nyu.edu in late summer 2018.

#### COURSES IN ABU DHABI

**ACS-UH 2210JX**  
Cities and Modern Arabic Literature

**ARABLUH 2210J**  
Colloquial Arabic: Emirati Dialect

**BUSOR-UH 1005J**  
Language of Business

**BUSOR-UH 1006J**  
Cross-Cultural Negotiation

**CADT-UH 1006J**  
Nomads

**CADT-UH 1014EJQ**  
Heuristics

**CADT-UH 1032J**  
Documenting Identity

**CCEA-UH 1025J**  
Experience of Art

**CDAD-UH 1005EJQ**  
Forensic Science (Guilty or Not Guilty?)

**CDAD-UH 1009EJQ**  
Behavior

**CDAD-UH 1014J**  
Social Chameleons

**CDAD-UH 1021J**  
Neural Basis of the World’s Languages

**CDAD-UH 1022JQ**  
Sustainable Development

**CDAD-UH 1023J**  
Economic Decisions and the Brain

**CSTS-UH 1064J**  
Green Mobility and Cities

**CSTS-UH 1058JX**  
God or Reason? The Controversy over Law

**ECON-UH 2321J**  
Economic Rationality and Behavior

**ENGR-UH 1021J**  
Design and Innovation

**LAW-UH 2120J**  
Law in Entrepreneurship

**POLSC-UH 2320J**  
Diversity and Society

**POLSC-UH 2322J**  
Civil Liberties: Legal and Theoretical Perspectives

**POLSC-UH 2419J**  
Nationalism and Identity Politics

**POLSC-UH 2517JQ**  
Modeling Politics and International Relations

**POLSC-UH 3516**  
Digital Diplomacy

**SRPP-UH 1610J**  
Child Development and Social Policy in a Global Society: Knowledge for Action

#### COURSES IN ABU DHABI WITH INTERNATIONAL TRIPS

**ACS-UH 2416JX**  
Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman

**ANTH-UH 2117J**  
The Other Crisis: Migration and Displacement across the Red Sea

**CDAD-UH 1010EJQ**  
Diversity

**CDAD-UH 1017J**  
Re-Performing Death

**CDAD-UH 1020JQ**  
Challenges in Global Health: Wash your Hands of It

**CSTS-UH 1019J**  
Aristocrats

**CSTS-UH 1023J**  
Democracy and Its Critics

**CSTS-UH 1032J**  
City in Crisis: Refuge and Resilience

**CSTS-UH 1033J**  
Culture, Context, and Psychology

**CSTS-UH 1056J**  
Protecting the World’s Health: Triumphs and Challenges
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<td>CSTS-UH 1057J</td>
<td>Religion and the Boundaries of Tolerance</td>
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<td>EDUC-UH 1001J</td>
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<td>FILMM-UH 1515J</td>
<td>Audiovisual Ethnography: Music and Heritage in Zanzibar</td>
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<td>HIST-UH 3512J</td>
<td>Science and the Sea</td>
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<td>PEACE-UH 1115J</td>
<td>Arts for Transformation: The Case of Cambodia</td>
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<td>SOCSC-UH 3221EJ</td>
<td>Experimental Methods in Social Science</td>
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<td>Children, Youth and Sustainable Development of the World’s Cities</td>
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<td>Wealth and Inequality in the Global City</td>
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<td>CDAD-UH 1006EJQ</td>
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<td>BUSOR-UH 1001J</td>
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<td>THEAT-UH 1114J</td>
<td>“Under the Radar” at The Public Theater</td>
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<td>ECON-UH 2621J</td>
<td>Financial Crises and Financial Macroeconomics</td>
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<td>POLSC-UH 2522J</td>
<td>Global Crisis in the European Context</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 a small sampling of introductory courses for various 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 often available to students interested in courses in Abu Dhabi. Funding is significantly more limited for programs offered elsewhere in the NYU global network; there is no guarantee that even the most meritorious application can be supported.
Global education is an essential component of NYU Abu Dhabi's educational mission and curriculum. It is realized through a careful sequence of interrelated academic and intercultural experiences that provide students with intellectually rigorous, research-focused learning environments to complement and extend their coursework. They include semester-long study away programs, January Term programs, and course-related study trips in the United Arab Emirates and the broader Middle East that are typically combined with January Term or semester courses.

The NYUAD Office of Global Education coordinates the study away programs and course-related study trips. The office supports students before, during, and after their experiences abroad to maximize intercultural learning, promote safety and health, and help students contribute as responsible global citizens in the communities they join—wherever they are in the world.
**STUDY AWAY PROGRAMS**

**Semester-Long Study Away in the NYU Global Network:** Students may spend up to two semesters over their four years at NYU Abu Dhabi studying abroad at academic sites mostly within the NYU global network, which includes degree-granting campuses in New York, Abu Dhabi, and Shanghai, and 11 global academic centers on six continents: Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Sydney, Tel Aviv, and Washington, DC. The global academic centers connect students from NYU Abu Dhabi, NYU Shanghai, and NYU New York who study together and experience the diversity of NYU’s global network. Each of the centers offers courses in the local language, history, and culture, academic lectures by distinguished faculty and leaders of the local communities, and co-curricular activities to explore the region, meet local students and figures, and use new language skills. For a description of the NYU global academic centers, see pp. 451–456.

**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.

**GENERAL STUDY AWAY POLICIES**

**Preparation:** 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 for spring semester study. 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. Students from NYU New York and NYU Shanghai are also eligible to apply for available summer courses and/or summer undergraduate research opportunities in Abu Dhabi.

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 1001
Beginner Fitness for Life
Typically offered: fall, spring
This introductory course introduces students to the various 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
Typically offered: fall, spring
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
Typically offered: fall, spring
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 1006
Beginner Hip Hop
Typically offered: spring
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, locomotor movements, and choreography.

PHYED-UH 1009
Fencing
Typically offered: Occasionally in spring
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
Typically offered: Occasionally
This is a women’s only course that introduces students to dance by exploring elements of a variety of dance styles and practices through hands-on experiences, movement exploration, dance-making and discussions. Students will be engaged with the art form and move toward a fuller appreciation of the influence of dance in our everyday lives as well as a reflection and expression of the world we live in. Dance styles include, but are not limited to, hip-hop, belly dancing, modern ballet and jazz.

PHYED-UH 1011
Jiu Jitsu
Typically offered: fall
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 Yogalates
Offered occasionally
Yoga is a conditioning program emphasizing the concepts of core strength and stabilization. Through highly focused and controlled movements, individuals experience increased body awareness, flexibility, coordination, and strength. In the yoga portion of this course, individuals learn the basic disciplines of yoga, focusing on body awareness, beginning yoga postures, breathing, and relaxation skills. Upon successful completion, students will understand and be 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
Typically offered: fall, spring
This driving range and putting green based golf course aims to teach students the essential components of a weight lifting program and proper execution and techniques for safe and effective strength training. Students will be encouraged to explore their personal health and fitness goals and how strength training may be incorporated into their lifelong fitness plan.

PHYED-UH 1015
Triathlon Training
Offered occasionally
This challenging class is appropriate for students of all skill levels who are interested in learning about indoor triathlons. Students will learn proper swim, cycle and run techniques as well as the structure and unique challenges presented by an indoor triathlon. The class will culminate with students completing an ITR 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
Typically offered: fall, spring
This introductory course orients students to the crawl with rotary breathing and can swim basic swim strokes, freestyle and backstroke. Students learn drills for skill improvement. Emphasis is on body form, positioning, leverage, joint locks, escapes, submissions, and self-defense.

PHYED-UH 1017
Squash
Typically offered: spring
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. No previous experience necessary.

PHYED-UH 1018
Performance Boxing
Typically offered: fall, spring
This course aims to gain a greater understanding of boxing technique and how to adapt authentic boxing training for pure fitness. Boxing for fitness is fun and at the same time builds muscle strength, improves body tone, promotes cardiovascular health, and enhances confidence.

PHYED-UH 1019
Introduction to Strength Training
Typically offered: fall, spring
This course aims to teach students the essential components of a weight lifting program and proper execution and techniques for safe and effective strength training. Students will be encouraged to explore their personal health and fitness goals and how strength training may be incorporated into their lifelong fitness plan.

PHYED-UH 1020
Women Only Performance Boxing
Offered occasionally
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
Typically offered: fall, spring
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 work within their own individual body’s capacity to ultimately let go of any physical or mental barriers.

PHYED-UH 1023
Badminton
Typically offered: fall, spring
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. No previous experience necessary.

PHYED-UH 1024
Running 101
Typically offered: fall, spring
Through this course students will become educated in proper running form and efficient running. Students will learn how to prepare for a race, learn to run for pleasure, and discuss the ways to maintain running as a lifelong habit. Although you do not need anything except running shoes to attend, students will be guided and informed about the latest running technologies that can be used to enhance progress.

PHYED-UH 1026
Speed and Agility
Offered occasionally
Speed and agility training can help you develop explosive power and athleticism for any sport or fitness goal. Training to develop speed and agility also provides a great way to mix up your regular workouts with some fun, metabolically challenging exercises. It also creates unique, proprioceptive challenges that reinforce muscle firing sequences and motor patterns that transfer directly into movements commonly found in sport and life. This course is best suited for students with experience in sports or group fitness classes.
PHYED-UH 1027
Beginner Rock Climbing
Typically offered: fall
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
Typically offered: fall, spring
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 1030
Women Only Yoga
Offered occasionally
This course will commence with an introduction to the Yoga practice, inuring breathing techniques, physical movement, detox, meditation, strength, flexibility & balance conditioning with balance of body and mind. This program will allow students to work within their own individual body's capacity to ultimately let go of any physical or mental barriers.

PHYED-UH 1031
Introduction to Sports Medicine
Typically offered: fall
This introductory course will involve the philosophy, principles and techniques of Karate. Overall fitness will be improved and students will gain greater knowledge and 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 also introduce the mental aspects of Karate, including principles such as character, concentration, self-control, manners and self-discipline, and how they can be applied in everyday life to benefit themselves and society. No previous experience necessary.

PHYED-UH 1032
Karate for Beginners
Typically offered: fall
This class is open to both male and female students. As a co-ed team setting, students to modern dance through the Horton Technique as seen and performed in the work of American choreographer, Alvin Ailey. Familiarity with some form of dance is suggested.

PHYED-UH 1033
Open Water Sports
Typically offered: spring
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 the start of the class. Confidence in and around water is a must.

PHYED-UH 1034
Intermediate Golf
Typically offered: spring
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 1035
Intermediate Tennis
Offered occasionally: spring
This class will focus on the different types of spin, serves, and strokes of tennis as well as strategies involved in both doubles and singles. This class will help you take the necessary steps to advance your tennis game. Note: Students are required to have some experience with tennis basics.

PHYED-UH 1036
Ballet for Beginners
Typically offered: fall
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 1037
Volleyball
Typically offered: fall
This class is designed to help players learn and develop a basic understanding of volleyball. Topics include the basic skills of serving, passing, setting, attacking and blocking. The class will also cover tactical skills of basic volleyball offensive and defensive play and well as the rules and scoring. No previous experience necessary.

PHYED-UH 1038
Modern Dance (Intro to Horton Technique)
Offered occasionally
This course is designed for both dancers and dance enthusiasts of all levels. This course will introduce students to modern dance through the 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 Ailey. Familiarity with some form of dance is suggested.

PHYED-UH 1039
Women Only Fitness
Typically offered: fall, spring
This introductory class will involve the philosophy, principles and techniques of Karate. Overall fitness will be improved and students will gain greater knowledge and 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 also introduce the mental aspects of Karate, including principles such as character, concentration, self-control, manners and self-discipline, and how they can be applied in everyday life to benefit themselves and society. No previous experience necessary.

PHYED-UH 1040
Pilates
Typically offered: fall
Pilates is a conditioning program emphasizing the concepts of core strength and stabilization. Through highly focused and controlled movements, individuals experience increased body awareness, flexibility, coordination, and strength. This is a women’s only course.

PHYED-UH 1041
World Dance
Typically offered: fall, spring
An introduction to the properties and elements of dance in a variety of cultural contexts. Dance is considered as art, recreation, social interaction, and entertainment through investigation and practice of 6-7 different dance styles from around the world including folk dances, flamenco, hula, samba, and others.

PHYED-UH 1042
Partner Dance
Typically offered: fall, spring
Intro to Partner Dance gives students an overview of 6-7 dances at a beginner level. Students will take two classes each to learn the basic social dance patterns in dances such as Waltz, Tango, Cha-Cha, Swing/Lindy Hop, and Salsa to name a few. We will work on timing, leading and following while dancing with rotating partners throughout each class.

PHYED-UH 1043
Pop Choreography
Typically offered: fall, spring
Students will learn choreography from 2-3 well known pop music videos. Each class will begin with a thorough warm-up combining elements of jazz, ballet, and contemporary dance.

PHYED-UH 1044
Partner Dance
Typically offered: fall, spring
Intro to Partner Dance gives students an overview of 6-7 dances at a beginner level. Students will take two classes each to learn the basic social dance patterns in dances such as Waltz, Tango, Cha-Cha, Swing/Lindy Hop, and Salsa to name a few. We will work on timing, leading and following while dancing with rotating partners throughout each class.

PHYED-UH 1045
POP Fitness (Level 2)
Offered occasionally
Prerequisite for PHYED-UH 1040
This class is aimed for students who have previously completed WO Fitness or already have a good foundation of fitness. The class will be based on providing opportunities to enhance fitness levels through a series of high intensity interval training, resistance, and cardiovascular based methods. This class is open to both male and female students.
Typically offered: fall
This course is 14 weeks in duration and will require turn limits into milestones and take part in a trip of a lifetime. This advanced course is for students who can already control their bikes (road bikes) with confidence and have the discipline to go the distance. At this level the focus will be on developing advanced skills (road cycling skills) and fitness so that students can safely cycle from Al Ain to Sheikh Zayed’s Memorial (approximately 190 km over two days). Eligible students must already know how to cycle and be available for travel December 6, 7, and 8 (3 consecutive days). This course is 14 weeks in duration and will require a minimum 4.5 hours of commitment per week with several longer rides (typically Fridays) scattered throughout the semester. Limited space available and all bikes will be provided. This course is two PE credits. All inquiries can be directed to Matt MacDonald (mam1830@nyu.edu).

Typically offered: fall
Women’s Intercollegiate Basketball
Offered occasionally
Participate as a team member in the Women’s Intercollegiate Basketball team for at least one (1) season.

Men’s Intercollegiate Badminton
Offered occasionally
Participate as a team member in the Men’s Intercollegiate Badminton team for at least one (1) season.

Men’s Intercollegiate Soccer
Offered occasionally
Participate as a team member in the Men’s Intercollegiate Soccer team for at least one (1) season.

Women’s Intercollegiate Soccer
Offered occasionally
Participate as a team member in the Women’s Intercollegiate Soccer team for at least one (1) season.

Men’s Intercollegiate Table Tennis
Offered occasionally
Participate as a team member in the Men’s Intercollegiate Table Tennis team for at least one (1) season.

Men’s Intercollegiate Volleyball
Offered occasionally
Participate as a team member in the Men’s Intercollegiate Volleyball team for at least one (1) season.

Men’s Intercollegiate Cricket
Offered occasionally
Participate as a team member in the Men’s Intercollegiate Cricket team for at least one (1) season.

Women’s Intercollegiate Cricket
Offered occasionally
Participate as a team member in the Women’s Intercollegiate Cricket team for at least one (1) season.

Women’s Intercollegiate Badminton II
Offered occasionally
Participate as a returning team member in the Women’s Intercollegiate Badminton team for at least one (1) additional season.

Men’s Intercollegiate Basketball II
Offered occasionally
Participate as a returning team member in the Men’s Intercollegiate Basketball team for at least one (1) additional season.

Women’s Intercollegiate Basketball II
Offered occasionally
Participate as a returning team member in the Women’s Intercollegiate Basketball team for at least one (1) additional season.

Men’s Intercollegiate Table Tennis II
Offered occasionally
Participate as a returning team member in the Men’s Intercollegiate Table Tennis team for at least one (1) additional season.

Men’s Intercollegiate Soccer II
Offered occasionally
Participate as a returning team member in the Men’s Intercollegiate Soccer team for at least one (1) additional season.

Women’s Intercollegiate Soccer II
Offered occasionally
Participate as a returning team member in the Women’s Intercollegiate Soccer team for at least one (1) additional season.

Men’s Intercollegiate Cricket II
Offered occasionally
Participate as a returning team member in the Men’s Intercollegiate Cricket team for at least one (1) additional season.

Women’s Intercollegiate Cricket II
Offered occasionally
Participate as a returning team member in the Women’s Intercollegiate Cricket team for at least one (1) additional season.

Men’s Intercollegiate Basketball II
Offered occasionally
Participate as a returning team member in the Men’s Intercollegiate Basketball team for at least one (1) additional season.

Women’s Intercollegiate Table Tennis II
Offered occasionally
Participate as a returning team member in the Women’s Intercollegiate Table Tennis team for at least one (1) additional season.

Men’s Intercollegiate Table Tennis
Offered occasionally
Participate as a returning team member in the Men’s Intercollegiate Table Tennis team for at least one (1) additional season.

Men and Women’s Intercollegiate Swimming
Offered occasionally
Participate as a returning team member in the Men and Women’s Intercollegiate Table Tennis team for at least one (1) additional season.
STUDENT RESEARCH

Research is an important part of the NYUAD education, and research opportunities are threaded throughout the undergraduate program. Students become active investigators and experience the challenge, creativity, and rigor involved in grappling with questions and proposing answers, considering problems from new angles, and developing and analyzing new data. At NYU Abu Dhabi, research is not limited to the senior year and to advanced courses; research is understood to be a fundamental mode of learning that is applicable at every level of study.

Most majors include required research methods courses that clarify the distinctive approaches of the disciplines. Research may be pursued at the study away sites where students learn to access, elicit, interpret, and generate knowledge within the host society. Research in this context is an important vehicle of cross-cultural inquiry and understanding. Students may devise a research topic of their choosing, participate in a larger, longitudinal research project in a particular field, or conduct research for their Capstone Project.

The Capstone Project in the senior year is a research-intensive experience. An NYUAD education equips and empowers students to enter new intellectual, experimental, or creative terrain. The capacity to think through unfamiliar problems is a distinctive outcome of a liberal arts education and an asset valued by employers.

All faculty members at NYU Abu Dhabi are research scholars, actively engaged in projects of their own and setting new directions in their fields of research and creative activity. The faculty enriches their classrooms with this cutting-edge vibrancy and draw students into their research activities. In addition, students have the opportunity to participate in advanced research projects at the NYUAD Institute and work with leading scientists, scholars, and artists who are moving the frontiers of knowledge. The low ratio of students to faculty and researchers gives the undergraduates at NYU Abu Dhabi extraordinary access to advanced research.

The NYUAD Undergraduate Research Program offers competitive grants to support students who have secured summer research positions. The Program supports non-credit summer research opportunities, in all divisions, for students that provide independent or directed research and include structured development in the skills required to perform those activities.

The NYUAD Undergraduate Research Program also offers competitive Conference Grants to enable students to participate in conferences and at other venues where they can showcase their research and creative activities.

REGIONAL 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 2017–18, regional seminars were organized to twenty countries including Bahrain, Cambodia, China, Djibouti, Ethiopia, Germany, Greece, India, Italy, Japan, Jordan, Kuwait, Nepal, Oman, South Africa, Sri Lanka, Tanzania, Uganda, and Uzbekistan along with the northern emirates of the United Arab Emirates. 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 Watham 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 advanced 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 experiences are usually led by faculty of NYU Abu Dhabi. However, when appropriate, members of the NYUAD Institute, and faculty at NYU’s campuses around the world may serve as directed study instructors. Since NYUAD course offerings may not be able to accommodate all critical special interests of the students enrolled in the undergraduate college, Directed Study experiences provide an opportunity to draw on the depth and breadth of experience and expertise at 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. Directed Studies are not generally allowed to substitute for regular NYUAD course offerings.

Individual academic programs may set minimum academic requirements for participation in a directed study. Directed Study experiences may not generally be used to satisfy requirements for New York- or Shanghai-based minors.

**SUMMER OPPORTUNITIES PROGRAM**

Through a competitive application process that begins early in the spring semester, students can gain access to grants for various summer opportunities: research, internships, and courses. Research must be done under the direct supervision of a faculty member, while internships must have a professional supervisor. These opportunities can be pursued anywhere in the world. Summer courses—designed to make up for missing credits or catch-up on coursework after switching majors—are primarily offered in New York, Abu Dhabi, and Shanghai.

**WRITING CENTER**

NYU Abu Dhabi provides students with resources to support their development as communicators, scholars, and global citizens able to articulate their ideas to a 21st century international audience.

The Writing Center is central to this support. The Writing Center is a co-curricular initiative designed both to assist undergraduates with writing across the curriculum and to implement the Writing Program’s pedagogy. It is crucially positioned to serve the needs of writers working across a range of disciplines, genres, and rhetorical conventions.

Located in the Library, the NYUAD Writing Center offers one-on-one consultations with a team of Writing Instructors and peer tutors. The Writing Center believes that every writer needs a reader, so Writing Center consultations are designed to aide and develop the writer’s project at any stage of the process—from brainstorming to fine-tuning; from developing a motive and a 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.

**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.

NYU ABU DHABI INSTITUTE

The Institute sponsors and coordinates major academic conferences, research workshops, lectures, film series, and collaborates with the Art Gallery for exhibitions.

Through a comprehensive range of activities, the Institute forms an intellectual and programmatic link between NYU New York and NYU Abu Dhabi, and bridges and creates knowledge communities across the globe.

Research: A key element of NYU Abu Dhabi is a robust research environment, one that broadly represents the disciplinary areas in the undergraduate college, nurtures the development of graduate programs, and supports research of the highest quality on topics of importance and relevance to Abu Dhabi and to our world today. The NYUAD Institute provides research funding at a significant level and with exceptional continuity of support. Among the projects supported by the NYUAD Institute are studies in neuroscience (the Neuroscience of Language Laboratory, Computational Modeling of Cortical Processing); biosciences (Center for Genomics and Systems Biology); medical and health research (Public Health Research Center, Diabetes Research Center); social programs and policy research (Global TIES for Children); environmental science (Center for Prototype Climate Modeling, Center for Sea Level Change); technology (Center for Technology and Economic Development, Center for the Interdisciplinary Study of Security and Privacy); space sciences (Center for Space Sciences). The Library of Arabic Literature translation project and the Humanities Fellowship Program both aim to build research capacity in areas of the Humanities that are relevant for the study of the Arab world; its rich intellectual, religious, and scientific history; its cultural and artistic heritage; and its interaction with other cultures. All faculty and students at NYU Abu Dhabi are actively encouraged to participate in the intellectual and scholarly opportunities afforded by the NYUAD Institute, through programming linked to faculty research interests, courses, and student Capstone Projects. NYUAD students are able to work in pioneering labs and research centers.

Scholarly and Public Programs: The NYUAD Institute hosts public programs directed both to local audiences and to the worldwide academic and research communities of Abu Dhabi and New York. It is fast becoming a center of intellectual life bringing together faculty and students from institutions of higher learning throughout the region and inviting leaders of business, policy, and the interested public.

With locations in New York and Abu Dhabi, the NYUAD Institute forms an immediate intellectual and programmatic link between NYU’s main campus in New York and Abu Dhabi, bringing the plenitude of NYU’s renowned graduate and professional schools to the Gulf region. Themes of workshops and lectures organized by the NYUAD Institute have focused on, for example, the Coral Reefs of the Gulf; Nabati Poetry; the History of Science and the Arab world; Recent Developments in Genomics; Issues in Social Migration; Cultural Heritage; Electronic Music in the Middle East—and many other topics across a variety of academic disciplines and the arts.

For more information on NYUAD Institute, including the schedule of programs and information about past programs, please visit the Institute’s website 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 encouraged to meet with Dean of Students Office staff 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.

In addition to required Physical Education courses (see pp. 414–419), 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 dragon-boat 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, Women-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 and graduate schools globally to connect NYUAD students to the world of work and graduate education. The CDC 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.

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.

Volunteer opportunities to help students engage with the UAE through meaningful community involvement, embrace the rich diversity of the emirates, and cultivate ethical and inclusive leadership to strengthen their local, regional and global communities.

Students can expand their community network and feel more at home by joining local festivals and volunteering for some of the capital’s most prominent cultural and educational events such as Abu Dhabi Art, Abu Dhabi Science Festival, or Abu Dhabi Festival.

Students interested in engaging with the Abu Dhabi community on a deeper level, while gaining valuable work experience can volunteer for sustained Service-Based Learning Programs that require a semester-long commitment. They can help teach athletics skills to young children with autism with the Special Needs Athletic Program (SNAP), mentor young girls to explore leadership through the Girls’ Education Network (GEN) or Boys’ Education Network (BEN), or tutor migrant workers to improve conversational English skills with Strength in Vocational Education (STRIVE). In response to students looking to gain experience in nonprofit administration, the OCO has developed a robust and sought-after internship program.

**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.

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Our Social Impact Leaders speaker seminars helps connect students to inspiring social change thought leaders, through intimate conversations with guest lecturers such as the legendary Dr. Jane Goodall, Nancy Lublin, Celine Cousteau, or Robert Swan. NYU Abu Dhabi has joined prominent global educational campaigns such as Breast Cancer Awareness and Autism Awareness Month. Students that are driven by social purpose, what we call ‘NYUAD Heart’, are advised, supported and empowered through the office.

**OFFICE OF FIRST YEAR EXPERIENCE (OFYE):**

The Office of First Year Experience supports first year transition into the intellectual, social, and cultural community of NYUAD. First year programming enables students to find a sense of home away from home, learn from their own process of adjustment, and make the most out of their NYUAD journey from Marhaba to Ma’a Salama.

Key programs include:

- **Marhaba—Marhaba**, meaning ‘welcome’ in Arabic, is a mandatory orientation program for all first year students. The program comprises of sessions led by faculty, administration, and student leaders to help first year students to find out about essential campus resources; learn how to navigate their first semester at university; and feel more connected to one another as well as the broader NYUAD community. Marhaba programming will help first year students reflect on the experience of being new to campus and prepare themselves for their adjustment to NYUAD.

- **First Year Dialogue—First Year Dialogue** is a semester-long program that supports first-year students’ transition to university by connecting them to a group of peers in their first semester at NYUAD. The program consists of bi-weekly small group discussions and off-campus outings led by an NYUAD upperclass student and a staff/faculty member. Through FYD, first-year students build strong intercultural relationships, explore cultural expectations and visit different parts of Abu Dhabi together, and learn more about campus resources.
Students can contact the Health and Wellness Center at 02 628 8100 during regular working hours. The Health and Wellness Center is open Sunday to Thursday from 9 am to 6 pm for appointments or walk-in visits during the academic year.

After hours and on weekends, students can access medical and mental health advice by contacting the Nurse Advice Line 02 628 8100 for medical concerns or Wellness Exchange 02 628 5555, available 24/7 for mental health concerns. Non-urgent concerns or appointment requests can be sent to nyuad.healthcenter@nyu.edu.

**HEALTH PROMOTION**

The Health Promotion Office (HPO) seeks to enhance the emotional and physical well-being of students so they can experience academic and personal success. Studies show that health and wellness issues impact college age students at a high degree, and that physical and mental health concerns are heightened when students enter college. The HPO, in collaboration with the peer support group, REACH, offer a wide range of programs to address health-related concerns so students are empowered to make health-enhancing choices towards individual and collective well-being. In addition, this office facilitates sexual misconduct prevention and educational programs, and provides support to students involved in incidents related to sexual misconduct.

**INTERCULTURAL EDUCATION & SPIRITUAL LIFE**

The Office of Spiritual Life and Intercultural Engagement (SLICE) encourages meaningful, sustained engagement among members of the NYUAD community. We endeavor to create the conditions under which greater self-awareness and an understanding of others is cultivated, and where both our common humanity and our uniqueness are regarded with genuine respect.

SLICE connects NYUAD’s educational and intercultural goals by creating seamless, inter-connected, and student-centered co-educational opportunities exploring matters of identity, diversity, and inclusion.

Critical to this mission is student understanding of self, and the cultural self in relation to others across various contexts. In order to support students in developing greater self-awareness, SLICE created Intercultural Competence Core Training (ICCT), a four-part series designed to deepen student competence across four capacities: intellectual curiosity, flexibility, intercultural empathy, and authenticity. Participation in ICCT will position students to take advantage of the great diversity here at NYU Abu Dhabi and help to prepare them for their study away experiences across the NYU global network.

The Office has also introduced a Sustained Dialogue Project in an effort to engage students, staff, and faculty in conversation about issues affecting our campus community. Like most SLICE efforts, this initiative has been created specifically with our unique community in mind.

SLICE also recognizes and supports the spiritual development of its students, and seeks to create an engaging environment for their personal development. Students come to SLICE seeking a deeper connection to their faith traditions; others seek to explore alternative spiritual paths. 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 events hosted by Faculty Fellows in Residence (FFIRs) who offer students an atmosphere where they can feel a sense of home, support, and connection to faculty at NYUAD. As a collective, Residence Education host programs to connect and keep students engaged, such as College Cup, Midnight Breakfast, Highline Festival, movie nights, museum visits, and beach trips. Other Residential Education-administered services include overseeing room selection, housing procedures, and general operational matters.

**STUDENT ACTIVITIES**

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 Zawara (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 Activities 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.

If you’re looking for places to meet up with friends or host events, there are several great options. The Baraha (Campus Center, 2nd Floor) features comfortable sitting areas, a variety of tables games, and television service where you can watch news, sports, or current events with friends. Our nearby Student Activity Rooms are each decorated in a unique way and lend themselves perfectly to group study sessions, small group meetings, and events. The new student union in D1 is also a prime location to gather together. Inside, you’ll find lots of different places to relax, but the space is also fully kitted out for large-scale events with high-end lighting and sound equipment. If you’re hungry, D1 also offers multiple options for a snack.

**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. Additionally, a student who fails to successfully complete at least 12 credits during a regular semester, or who earns a term GPA of less than 2.00 ceases to be in good standing.

II. Academic Support:
The university has developed a series of steps designed to help students achieve their academic goals and to communicate with students and their faculty mentors when a student is experiencing difficulty maintaining good academic standing. Typically, coordinating the communication and academic response is handled through the Office of Academic Administration and the Office of the Dean of Students. Academic support can include such things as tutoring, mentoring, and English Language support. The Office of the Dean of Students can also provide Wellness services and other organizational support.

NYU Abu Dhabi recognizes that there are situations in which appropriate academic support may include a reduced course load. When a reduced course load has been formally approved in advance, student progress toward the degree is measured against the approved reduced course load rather than against the typical 16 credit hour load. Students or faculty mentors who believe that a student would benefit from a reduced course load must apply for formal approval through the Registrars Office prior to the end of the add/drop period for that term. Approval is at the discretion of the Vice Provost for Academic Administration.

III. Definitions

Committee on Academic Standing:
The Committee on Academic Standing is chaired by the Vice Provost for Academic Administration and includes the four Divisional Deans or their designees, a member of the standing faculty, and other members as determined by the NYUAD Provost. The Committee meets at the completion of each regular semester.

Probation: A student who is not in good standing is considered to be on probation. Students who are on academic probation are expected to refocus their energies on academic success. Unless specifically permitted by the Committee on Academic Standing, students on probation are not eligible for semester study away, course overloads, summer internship or research funding, or extra-curricular travel (including for team sports). Campus employment and membership in student
interest groups, while not prohibited, should be strictly limited and not allowed to adversely impact academic progress. Students on probation, remain on probation until such time as they return to good academic standing. If a student fails to successfully complete all of his or her course work while on probation or if after two semesters on probation (consecutive or not) a student has not returned to good standing, s/he will be referred to the Committee on Academic Standing for review.

**Suspension:** Suspension separates a student from NYU Abu Dhabi for a period of at least one semester. It is intended as a time for students to reflect upon the reasons for their academic underperformance and to put in place such measures as will help them to succeed upon their return. Suspended students may opt to pursue university studies at another institution, (at their own expense), during their time away from NYU Abu Dhabi. A maximum of 8 credits from such study may be transferred to NYU Abu Dhabi following the policies and protocols for transferring credit.

**Dismissal:** Dismissal represents the permanent separation of a student from NYU Abu Dhabi.

**IV. Academic Review:** If a student ceases to be in good academic standing, s/he will automatically be placed on academic probation. In severe cases, the Vice Provost may refer such cases to the Committee on Academic Standing to consider enforcing additional measures such as a reduced course load or mandatory meetings with a mentor.

The Committee on Academic Standing will review all cases in which a student has been on probation for two or more semesters and still has not achieved good academic standing. The Committee will ordinarily recommend that such students be suspended from the university for a period of one semester. Additionally, the Vice Provost for Academic Administration may bring other students before the Committee for suspension consideration if their performance is particularly problematic—even if they have not had two semesters on probation. The actual decision to suspend rests with the NYUAD Provost.

Students who return from suspension will remain on academic probation. Upon return to NYU Abu Dhabi, these students are expected to successfully complete all of their courses. Failure to do so will result in referral to the Committee for Academic Standing. The Committee on Academic Standing may recommend allowing such students additional time on probation if, upon their return, they are accumulating credits at the normal rate and have a term GPA above 2.0. However, for students who continue to perform poorly upon return, the Committee will ordinarily recommend dismissal from NYU Abu Dhabi. The actual decision to dismiss rests with the Vice Chancellor who has sole authority to dismiss students from the University.

**V. Non-Academic Review:** The Vice Provost for Academic Administration will inform the student of any suspension or dismissal recommendation of the Committee on Academic Standing and enquire as to whether there are non-academic issues so compelling as to suggest an alternate sanction. Students asserting such a claim must document the non-academic issues. In the case of Health and Wellness reasons, this will ordinarily require that the student sign a release granting the Dean of Students and the Vice Provost access to records that would otherwise be protected under privacy regulations.

The Dean of Students and the Vice Provost will review these potentially compelling non-academic issues. In cases where they believe that a significant non-academic reason exists for the academic deficiency AND that there is reason to believe that the significant non-academic reason has been mitigated to an extent that prior academic deficiencies are not likely to be repeated, the Dean and Vice Provost will produce a formal recommendation suggesting a modification or even complete retraction of the recommendation of the Committee on Academic Standing. When no such non-academic reason exists, the Dean and Vice Provost will issue a formal statement in support of the recommendation by the Committee on Academic Standing.

**VI. Decision:** The decision to suspend or dismiss a student lies with the NYUAD Provost (for suspension) or Vice Chancellor (for dismissal) based upon the recommendation of the Academic and Non-Academic review.

**VII. Appeal:** Suspension and dismissal decisions may be appealed to the NYUAD Provost acting in conjunction with the Vice Chancellor, by delivering (via e-mail, hand delivery, delivery service, or mail) a written notice of appeal that arrives at the Office of the Provost within two weeks of a suspension or dismissal notification being sent to the student. There are only two grounds for appeal: a violation of the procedures outlined in this policy or evidence of factual error. The Provost will advise the student, the Committee on Academic Standing, and the Dean of Students in writing of his/her final determination. The decision of the Provost and Vice Chancellor of NYUAD will be final and binding.

**VIII. Reporting:** Academic Standing status will not be recorded on official transcripts or other public documents, or released outside the institution without the student’s knowledge. Academic standing will, however, be part of the student’s internal NYUAD academic record and accessible for mentoring purposes.

**ACCESS TO EDUCATIONAL RECORDS**

NYU Abu Dhabi is fully committed to the protection of the privacy of student records. To assist with the guarding of this privacy, the university complies with the United States Family Educational Rights and Privacy Act (FERPA). This specifically means that any education records maintained by the university and directly related to students, such as grades, transcripts, and test scores, will not be released to others, including parents or guardians, without the student’s consent except as provided by United States federal regulations. Education records refer to any record or document containing information directly related to a student (including computerized and electronic files, audio and video tape, photographic images, film, e-mail, etc.) and are not limited to hard copy documents or to a file with a student’s name on it.

The Family Educational Rights and Privacy Act (FERPA) was enacted by the United States Congress to protect the privacy of students’ education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have information in their records corrected which is inaccurate, misleading, or otherwise in violation of their rights of privacy. FERPA also permits the disclosure by an institution without a student’s prior consent of so-called “directory information” (see definition below), and of other personally
Among other exceptions, 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.

ADDING AND DROPPING COURSES

Within the following time frames, a student may add or drop a course (or section) without record on the student’s permanent transcript:

- The deadline for adding or dropping a 14-week class is the end of the second week of the semester.
- The deadline for adding or dropping a 7-week course is the end of the first week of the 7-week term.

Any student who adds a course after the first day of instruction is fully responsible for all work previously assigned in that course. During the second week of add/drop courses may be added only with the permission of the instructor. No course or section may be added after the stated deadline. After the stated deadlines, courses may only be dropped in accordance with the NYUAD policy on Withdrawal. Note that NYUAD students are subject to these add/drop limitations even when studying at another NYU campus, regardless of the deadlines at that campus.

ATTENDANCE

Attendance is expected in all classes. Although the administration of NYU Abu Dhabi does not supervise attendance of courses, 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).
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 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
degree. No student may take fewer than 12
credits per regular semester.

See Overloading Policy.

**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 crosslisting 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.

**FINAL SEMESTER ASSESSMENTS**

Scheduling Final Assessments: Scheduled
class periods should generally be used
for course instruction and not for final,
comprehensive summative course
assessment. Comprehensive in-class final
assessments such as final exams should
be scheduled during the official final
examination period at the date and time
assigned by the Registrar. The sole exception
to this is for courses with multiple graded
components such as Foundations of Science.
In these cases, final exams in the lab or
studio portion of the course may be held
during final regular lab or studio period

Comprehensive out-of-class final
assessments may be scheduled for
submission during the last week of the
semester or during finals week at the
discretion of the instructor and as indicated
in the syllabus. However, instructors
should remain cognizant of other student
responsibilities during this busy period and
may not schedule due dates any later than
the official end of the final exam period.

Summative assessments that are not
comprehensive and are intended to assess
only the final portion of the course, may be
scheduled during the last week of classes.
Instructors, though, are encouraged to use
the official final exam period for this type
of assessment as well, unless the course also
includes a comprehensive final assessment
during the official exam period.

No assignment of any kind may be due on
scheduled exam reading days or later than
8:00 pm on the final day of the exam period.

Weighting of Final Assessments: Other than
Capstone Projects, no single in-class or final
exam period assignment may constitute
more than 40% of the overall grade for a
course. Take-home assignments without
time constraints may be weighted more
heavily if appropriate for a particular course,
but should be considered an exception to
general institutional practice.

Proctoring of Assessments: Faculty
members and/or assigned course
instructors are expected to be physically
present during the administration of the
final examination in order to answer any
questions and ensure high standards
of academic integrity. When they are
unable to do so, the division dean must be
informed and see that appropriate proctors
(instructional staff) are provided for each
examination. Any unusual circumstances
or instances of possible academic integrity
violations should be brought to the
attention of the Vice Provost for Academic
Administration within 24 hours.

Missing a Final Exam: If a student
anticipates being unable to attend a
final exam, s/he should reach out to
the instructor as far in advance as possible.
Instructors have broad latitude to determine
what qualifies as sufficient advanced notice
and may, in exceptional cases, allow for
notice even after an exam has begun.

Consistent with NYU policies concerning
absence for religious reasons, faculty are
required to accommodate students who
provide advanced notice of their inability
to be present for a scheduled exam due
to religious reasons. Although faculty are
not obligated to make accommodations
for any reason other than religious
observance, faculty are encouraged to
accommodate students who miss an exam
for a legitimate reason—as determined by
the faculty member.

When an accommodation is made, there
is no requirement that the accommodation
be an alternative exam, but could instead
include an assessment of a different format and/or a reweighting of other assignments.

Instructor permission is required before a student can leave the room during a final exam. Failure to secure such permission may result in the exam being disallowed.

Final Examination Conflicts: The Office of the Registrar will endeavor to ensure that students do not have conflicting final examinations and will set the final exam schedule in such a way that limits the number of students having more than two exams in any one day. In the exceptional case where a student does have an exam conflict involved faculty are encouraged to work cooperatively to accommodate the student, with assistance from the Office of Academic Administration when required.

When students are scheduled for more than two exams on one day, they are welcome to seek accommodation at the discretion of the faculty involved. Faculty members are permitted to reschedule a student’s final under these circumstances, but are not required to do so.

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C−</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal (see Withdrawal Policy)</td>
</tr>
<tr>
<td>P</td>
<td>Pass (see Pass/Fail Policy)</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (see Incompletes Policy)</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 10 percent of the graduating class in each division, and cum laude to the next 15 percent of the graduating class in each division.

INCOMPLETES

An incomplete grade of “I” will be permitted only in extraordinary circumstances that prevent a student from completing required course work by the end of the semester. Students must approach the instructor of the course about whether a grade of “Incomplete” is possible and should be aware that simply leaving a course unfinished may result in a failing grade.

When an instructor believes that an Incomplete may be appropriate, the student and the instructor submit an Incomplete Request Form to the Office of Academic Administration. The form includes the specific outstanding work, a submission deadline, and a default grade to be assigned if the additional work is not submitted on time. The application is subject to review and must be approved by the Vice Provost for Academic Administration before a grade of “I” is recorded. Adjustments to the approved deadline are allowed only in exceptional circumstances upon written agreement from the instructor. Incompletes that have not been resolved according to the terms of the Incomplete Request Form will be assigned the default grade at the end of the first regular semester following the semester in which the course was taken. Students requesting a Leave of Absence during a given semester will generally be considered for an Incomplete only if the Leave of Absence is approved within the last three weeks from the end of the term.

THE NYUAD COMMUNITY’S COMMITMENT TO INTEGRITY

At NYU Abu Dhabi, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students, faculty, and staff take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential.

As part of the NYU global network, NYUAD students are also subject to NYU’s all-school policy on Academic Integrity for Students at NYU. Alleged integrity violations are resolved using NYUAD’s Academic Integrity Procedure.

LEAVE OF ABSENCE

NYU Abu Dhabi expects its students to maintain continuous registration in an academic program with the exception of summer breaks. However, it is sometimes necessary or desirable for a student to take a leave from enrollment for a period of time. Such leaves may be voluntary or involuntary, and will be handled in accordance with the NYU-wide Student Leave Policy and Procedure (http://nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-leave-policy.html). As it applies to NYU Abu Dhabi, NYU policy references to the Dean of the School and the Provost refer to the NYUAD Dean of Students and NYUAD Provost. Questions about references to specific offices within this policy should be referred to the NYUAD Dean of Students. The paragraphs below briefly summarize the NYU Policy, but individuals considering a leave are encouraged to review the full policy referenced above before making any final decisions.
Voluntary Leave: NYU recognizes that situations may arise when a student may want to voluntarily interrupt his or her academic studies. The University is committed to handling reasonable requests for leaves in a responsible manner. This policy may not be used in lieu of disciplinary action to address any violations of University rules, regulations, policies, or practices. A student who is granted a voluntary leave while on academic and/or disciplinary status will return to that same status.

Involuntary Leave: NYU may place a student on an involuntary leave of absence from that student’s academic program when that student: (1) poses a direct threat to health and safety of self or others; and (2) is not able or not willing to take a voluntary leave of absence. This policy may not be used in lieu of disciplinary actions to address any violations of University rules, regulations, policies, or practices. A student who is placed on an involuntary leave while on academic and/or disciplinary status will return to that same status.

Returning from a Leave of Absence: Students returning from a leave of absence are expected to successfully complete one academic semester (Fall or Spring) of full-time coursework in Abu Dhabi before being eligible to enroll in an NYUAD study away program.

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.

OVERLOADING
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.

Generally, course loads of 19 or 20 credit hours are approved only for students with a compelling academic need or when their previous academic work is so strong that an overload constitutes little academic risk. In particular, students will not generally be approved for more than 18 credits unless they have cumulative internal grade point averages as specified below:

<table>
<thead>
<tr>
<th>Category</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Students</td>
<td>≥3.7</td>
</tr>
<tr>
<td>Second-year Students</td>
<td>≥3.6</td>
</tr>
<tr>
<td>Third- and Fourth-Year students</td>
<td>≥3.5</td>
</tr>
</tbody>
</table>

In all cases academic risk will be weighed against the need for academic credit in granting approval.

No student is permitted to take more than 20 credit hours in a semester.

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.

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.

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 the 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.

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.

Students entering NYU Abu Dhabi in fall 2015 or earlier are subject to an earlier version of this policy. Please see Registrar for details.
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 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 NYU global network is the degree-granting, portal campuses, 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.

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, NYU Florence has 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 (United Kingdom): Students at NYU London take advantage of a wide range of academic programs complemented by the rich cultural experience of living in one of Europe's most storied cities.

Specialized programs are available in Africana studies, art and architecture, business, mathematics, British literature and writing, pre-health, and psychology. Courses in math, chemistry, and physics accommodate students whose schedules might not otherwise allow for a semester of global study. Additionally, NYU is the only institution in London to offer science courses approved by the American Medical College Application Service (AMCAS) for medical school admittance. NYU London encourages students to enroll in for-credit internships with key institutions in fields including marketing, finance, media, law, politics, health, and theatre.

Students who spend a semester at NYU London live and learn in the heart of Bloomsbury, a neighborhood that is home to the British Museum, the Royal Academy of Dramatic Art, and the West End (London's famous theatre district). Each semester, NYU London staff plans day trips to places such as the historic cities of Bath, Cambridge, and Oxford. In addition to exploring London's myriad cultural sites, students often participate in short-term or semester-long community service projects.

NYU Madrid (Spain): At NYU Madrid, students advance their command of Spanish while engaging with European traditions and culture. Established in 1958 as NYU’s first global academic center, NYU Madrid offers students with little or no Spanish language skills a Fast-Track Spanish for Beginners program that includes a set of four courses designed to bring them to proficiency in one semester. During the spring semester, students with advanced Spanish language skills may enroll in up to two courses at the Universidad Autónoma de Madrid (UAM). Homestays with Spanish host families encourage students to build a deeper connection with Spanish culture and provides an opportunity to practice speaking in a more casual environment. An Intercambio Program brings NYU Madrid students together with local college students to practice their Spanish and make friends.

Madrid is the political and cultural center of Spain and one of the liveliest and friendliest capital cities in Europe, replete with magnificent architecture, world-class museums, and delicious cuisine. Students at NYU Madrid enjoy a semester of rich cultural experiences that complement their studies, whether they’re on a class trip to the Museo del Prado to learn firsthand about Goya’s masterpieces or at an out-of-the-way tapas bar on Cava Baja.
NYU New York (USA): NYU New York is now one of the largest private universities in the United States. The university, which has no walls and no gates, is deeply intertwined with New York City, drawing inspiration from its vitality. 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’Érudes Politiques (Sciences Po). All students are carefully advised upon their arrival in Paris; students who opt to take courses in the French university system receive additional individualized in-house tutorial assistance.

NYU Paris recently moved to a new academic center in the Latin Quarter, the thriving historic and intellectual heart of Paris. In the new location, students have the opportunity to benefit from the numerous cultural, artistic, and academic institutions of this celebrated neighborhood, as well as to get to know the city through faculty-led visits and walking tours. The program offers regular day trips to places outside of the city, such as Chantilly, Giverny, and Versailles, and weekend excursions to locations that have included Avignon, the Loire Valley, Mont-Saint-Michel, and La Rochelle. These trips allow students to further embrace the richness, depth, and diversity of French history and civilization.

NYU Prague (Czech Republic): With the most courses of any of NYU’s global academic sites, NYU Prague offers students a broad curriculum in art, architecture, film, media, music, photography, politics, business, the humanities, and social science. Our faculty includes writers, ambassadors, and dissidents who helped topple the Communist regime. NYU Prague’s successful music program pairs students with the most talented musicians in the nation.

Prague is a vibrant center of culture. NYU Prague students attend global conferences hosted by NYU Prague. Internships are available with international magazines, online news agencies, NGOs and consulting firms. Students explore the bucolic Czech countryside on the many NYU Prague overnight and day trips. Our Kulturama program immerses students in Prague’s rich culture—opera, film, theatre, music, Czech cuisine, politics, hockey, and much more. NYU Prague is the only study abroad site to have a student website—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.
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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 full-time faculty, the University also draws talent from across NYU’s global network and hosts visiting faculty from outstanding universities around the work.

Today NYU Abu Dhabi has a faculty of over 250 experts who are drawn to the University by the quality and passion of our students, by a very favorable research environment, and, as importantly, by the institution’s resolve to contribute significantly to the region and to shape a better world through education and research.

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The campus of NYU Abu Dhabi is located on Saadiyat Island, a natural island that lies a short distance from the main island of Abu Dhabi and is now under development. The Cultural District of Saadiyat Island will feature three major museums: the Zayed National Museum, the Louvre Abu Dhabi, and the Guggenheim Abu Dhabi. Other districts will take advantage of the island’s spectacular beaches and mangrove lagoons. NYU Abu Dhabi is located in the Al Marina District, which will eventually have a prominent marina and downtown feel.

Occupying 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.
NYU Abu Dhabi 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: +1 212 992 7200

Measures to generate 75 percent of household hot water and 10 percent of power from renewable energy sources help the University achieve its sustainability goals.

The layout of the campus promotes interaction between the disciplines. The facilities include a wide variety of instructional spaces, including experimental laboratories, new media labs, film production facilities, music practice rooms, and classrooms with sophisticated technological infrastructure. The flexible labs in the Experimental Research Building support a range of advanced research projects. The Arts Center has four theaters and a variety of teaching and production spaces, including art studios for painting, drawing, sculpture, and animation, media labs, editing suites, and film shooting stages. The Campus Center combines the Library, Student Center, Health and Wellness Center, and a performance gymnasium with a 50-meter pool, running track, ball courts, climbing wall, squash and racquetball courts, and fitness center. The indoor athletic facilities are complemented by outdoor fields, track and tennis courts.

An open campus, NYU Abu Dhabi welcomes members of the public—to lectures and conferences at the NYUAD Institute Conference Center; exhibitions at the Art Gallery; athletic activities at the Sports Center; and performances at the Arts Center. The campus also has a Bookstore and variety of cafés and dining facilities.

WELCOME CENTER IN ABU DHABI

The NYU Abu Dhabi Welcome Center is the first point of contact for visitors at the Saadiyat Campus. Located at the main entrance, the Welcome Center provides visitors with information about all aspects of the university, including admissions, the NYU Abu Dhabi Institute, and human resources. The Welcome Center is also the meeting place for those attending an information session, joining a campus tour, seeking print literature about the university, or meeting with a member of the NYUAD faculty or staff. Prospective students and their parents are encouraged to come to the Welcome Center to schedule a visit with an admissions counselor.

DIRECTIONS TO NYU ABU DHABI

NYU Abu Dhabi is located just off of the Sheikh Khalifa Highway (E12) on Saadiyat Island.

From Downtown Abu Dhabi:
Follow Hamdan (5th) Street toward Saadiyat Island where it becomes the E12. Cross the Sheikh Khalifa Bridge and after approximately two kilometers the exit to campus, Exit 11 Saadiyat Beach West, will be visible on the right.

From Dubai or Abu Dhabi Airports:
Follow the E11 toward Yas Island. Exit for the E12 toward Yas and Saadiyat Islands. The exit for campus is Exit 11 Saadiyat Beach West. By taxi the trip from Abu Dhabi Airport takes about 30 minutes and costs approximately 90 AED.

MAILING ADDRESS

New York University Abu Dhabi
P.O. Box 129188
Abu Dhabi
United Arab Emirates

TELEPHONE

From Outside the UAE
+971 2 628 4000
Dial the international exit code for the country from which you are dialing from the UAE country code: 971
Dial the city code and the NYUAD local number: 2 628 4000

From within the UAE:
02 628 4000
**Important Contacts**

**NYU ABU DHABI WELCOME CENTERS**
- Abu Dhabi .......................... 02 628 4000
- New York .......................... 212 992 7200

**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

**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

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- Associate Vice Chancellor of Student Affairs and Dean of Students
  - Kyle Farley .......................... kyle.farley@nyu.edu

**OFFICE OF GLOBAL EDUCATION**
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  - Carol Brandt .......................... carol.brandt@nyu.edu
- Assistant Vice Provost for Global Education Administration
  - 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)

**ABU DHABI HOSPITALS**
- Al Noor Hospital ........................ 02 626 5265
- Cleveland Clinic ........................ 800 8 2223
- Gulf Diagnostics Center ........................ 02 665 8090
- New Medical Centre ........................ 02 633 2255
- Sheikh Khalifa Hospital ........................ 02 610 2000
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