Welcome Center in Abu Dhabi
NYU Abu Dhabi Downtown Campus
PO Box 129188
Behind the ADIA Tower and across Al Nasr Street from the Cultural Foundation
Abu Dhabi, United Arab Emirates
Tel: +971 2 628 4000

Welcome Center in New York
New York University
19 Washington Square North
New York, NY 10011
Tel: +1 212 992 7200
The policies, requirements, course offerings, and other information set forth in this bulletin are subject to change without notice and at the discretion of the administration. For the most current information, please see nyuad.nyu.edu.

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Welcome from Vice Chancellor Alfred H. Bloom

Welcome to NYU Abu Dhabi’s inaugural year and a very special welcome to the magnificent Class of 2014.

Together, we are creating a new, truly remarkable institution.

An institution at whose heart is a liberal arts college unmatched in its ability to equip graduates with the skills and wisdom for global leadership;

An institution that is quickly defining itself as a leading global center of intellectual discourse, research scholarship and creative advancement;

An institution that is set to contribute pivotally to Abu Dhabi’s continuing emergence as an educational and cultural capital;

An institution that is forging, with NYU New York and its global sites, a new paradigm in global higher education crafted for, and responsive to, our times.
We have recruited a first class composed of students who are dazzlingly bright, exceptionally talented, passionate about learning, united in their readiness to be educational pioneers, and resolved as individuals to make their mark on a global world. We have attracted a founding faculty composed of scholars, researchers, and artists of extraordinary distinction, who are at the same time dedicated teachers, committed to challenging and supporting students, and to transforming them into intellectual colleagues.

And, as the pages of this Bulletin so beautifully illustrate, we have designed a curriculum of singular innovative strength:

One that builds from a broad and imaginative trans-disciplinary base, and then moves through a choice among 19 rigorous, in-depth majors, towards a full-year independent scholarly, research, or artistic project;

One that invites students to construct a Multidisciplinary Concentration in such areas as The Environment, The Arab Crossroads, or The Ancient World and to explore selected professional fields;

One that offers students, through its global reach, the opportunity to spend semesters at other NYU global sites, and equips them with the intellectual and experiential foundation, and with the ethical intelligence of global scope, that is required to take leadership in bridging a divided world.

Adding further enrichment to this academic program is the NYU Abu Dhabi Institute. Its workshops, seminars, and public lectures consistently draw to Abu Dhabi top minds from around the world to explore and respond to the challenges facing the 21st century. Its leading-edge research program opens unparalleled opportunities for undergraduates to participate in the advancement of knowledge and creativity.

This is a thrilling moment for NYU Abu Dhabi, and the years ahead will bear eloquent witness to the significance of this unique global enterprise for higher education, and through higher education, for a more informed, just, and cooperative world.

Alfred H. Bloom
The World’s Honors College

Drawing on both the traditions of the finest liberal arts and sciences colleges and the exceptional resources of a major research university, NYUAD provides students with unmatched attention from professors who are leaders of their fields, and with a unique and high-talent peer group.

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

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

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

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

Site-specific programs
that take advantage of Abu Dhabi’s location, environment, research initiatives, and engagement with world problems.
Pre-professional tracks
that complement NYUAD’s big-picture focus on analytic skills and broad intellectual inquiry, draw upon the professional schools of NYU, and tap local resources and opportunities.

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

Civic responsibility
reinforced in course offerings and co-curricular activities that encourage students to become involved in the community.

Creative use of technology
to connect NYUAD, NYUNY, and other NYU study sites, and promote interaction between students and faculty on different continents.

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

Study-away programs
during both the fall and spring semesters as well as January terms allow NYUAD students to study at the NYU campus in New York as well as NYU study sites around the world.
Pathway to the Professions

NYU Abu Dhabi gives its students exceptional opportunities to explore critical professions in pre-professional courses and to gain entry to NYU’s graduate and professional schools.

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

Participating graduate and professional schools include*:

Courant Institute of Mathematical Sciences
Leonard N. Stern School of Business
NYU School of Law
NYU School of Medicine
NYU College of Dentistry
NYU College of Nursing
Polytechnic Institute of NYU
Robert F. Wagner School of Public Service
Silver School of Social Work
Steinhardt School of Culture, Education, and Human Development

*Additional programs will be available over time and noted on the NYUAD Web site: nyuad.nyu.edu. Please consult school Web sites for specific information about admissions requirements, which vary by program.
To better facilitate this special admissions consideration, a designee from the NYUAD Office of the Dean and a designated admissions officer from each of the schools will be available throughout the undergraduate years of NYUAD students to counsel them on the school’s admissions process. Both the Office of the Dean and admissions officers will be available to interested NYUAD students through e-mail, one-on-one advising in Abu Dhabi and New York, and scheduled informational sessions.

NYUAD’s Pre-Professional Tracks

NYUAD students are able to explore different professional options and get a jumpstart on graduate education through the seven pre-professional tracks in the NYUAD curriculum. Expert faculty of NYU’s professional schools participate in the pre-professional programs, connecting NYUAD students with NYU’s internationally ranked graduate and professional schools. The combination of a broad arts and sciences education with pre-professional tracks is a distinguishing feature of the NYUAD curriculum. For more information on the pre-professional tracks, see pages 170–181.
The founding of New York University in 1831 by a group of eminent private citizens was a historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of NYU intended to enlarge the scope of higher education to meet the needs of individuals aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. Since its inception, NYU had a campus on Washington Square in the heart of Greenwich Village, a major thoroughfare for cultural activities in New York City. As NYU grew and developed, its academic and student life was shaped by an integral connection to its location, becoming a University in and of the city.

Today New York University is recognized both nationally and internationally as a leader in scholarship. Of the more than 3,000 colleges and universities in America, only 60 institutions are members of the distinguished Association of American Universities. New York University is one of the 60.

From a student body of 158 during NYU’s very first semester, enrollment has grown to more than 19,000 undergraduate and 18,000 graduate students who come to the university from every state in the United States and from over 130 foreign countries. The faculty totals over 3,100 full-time members teaching more than 2,500 courses and the university awards more than 25 different degrees in programs across the humanities, arts, sciences, social sciences, and professions.

The university comprises 18 schools and colleges at five major centers in Manhattan, international centers in ten cities, and the Singapore Center of the Tisch School of the Arts. In 2007, Polytechnic University in Brooklyn merged with NYU, bringing to the university a world-renowned engineering program.

Graduate education can be pursued at the College of Dentistry, College of Nursing, Gallatin School of Individualized Study, the Graduate School of Arts and Science, Institute for the Study of the Ancient World, Institute of Fine Arts, Polytechnic Institute of NYU, School of Continuing and Professional Studies, School of Law, School of Medicine, Silver School of Social Work, Steinhardt School of Culture, Education, and Human Development, Stern School of Business, Tisch School of the Arts, and Robert F. Wagner Graduate School of Public Service.

In 2007, NYU entered into a partnership with the Emirate of Abu Dhabi to create NYU Abu Dhabi. Like the founding of NYU in the 19th century, the creation of NYUAD expands the scope of higher education—now to meet the challenges of a globally integrated, 21st-century world.
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. We are helping to build one of the world’s great idea capitals.

Abu Dhabi is located in the heart of the Middle East, on the southwestern coast of the Arabian Gulf. It is the capital of the United Arab Emirates. The city is becoming an educational, intellectual, and cultural capital, and NYUAD will play a central role in that evolution. The international composition, rigorous academic program, and rich array of extracurricular options that characterize NYUAD are aligned with the Emirate’s ambitious vision for its development into a leading global city.

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

The city has built a forward-looking agenda in health care, the arts, economic and environmental sustainability, and educational and human development, and is committed to supporting the vital talent and infrastructure required for it. Together, this strategic location and progressive commitment create an astounding array of opportunities for developing effective responses to the world’s critical challenges.
Basic Information
NYUAD offers 19 Majors and five Multidisciplinary Concentrations as well as a Core Curriculum, seven Pre-Professional tracks, numerous disciplinary concentrations for non-majors, and electives in an array of fields. The courses described in the following pages will be phased in over time as the size of the student body and faculty grows, and new courses will be developed to reflect student interests. Over four years of undergraduate study, students will have an extensive choice of courses in all disciplines and be able to fulfill all requirements.

### Majors
- Arts and Humanities
- Social Science
- Science, Engineering, and Mathematics

### Core Curriculum
- Pathways of World Literature
- Structures of Thought and Society
- Art, Technology, and Invention
- Ideas and Methods of Science

### Multidisciplinary Concentrations
- The Ancient World
- The Arab Crossroads
- The Environment
- Interactive Media and Technology
- Urbanization

### Languages
- Arabic
- Chinese

### Pre-Professional Tracks
- Business and Organizational Studies
- Education
- Journalism
- Law
- Leadership and Social Entrepreneurship
- Museum Studies
- Premedical and Health Studies

### Concentrations for Non-Majors
- Computer Science: Web Applications and Programming
- Creative Writing
- Documentary Film
- History
- Literature
- New Media
- Philosophy
- Theater
# Academic Calendar

## MARHABA (ORIENTATION)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 6–7</td>
<td>Mon–Tue</td>
<td>Students arrive</td>
</tr>
<tr>
<td>Sept. 7–11</td>
<td>Wed–Sat</td>
<td>Orientation</td>
</tr>
</tbody>
</table>

## FALL SEMESTER 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 12</td>
<td>Sun</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Sept. 16</td>
<td>Thu, 5:00 pm</td>
<td>Add/Drop and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Thu, 5:00 pm</td>
<td>Add/Drop and change of grading basis deadline for 14-week courses</td>
</tr>
<tr>
<td>Oct. 7</td>
<td>Thu, 5:00 pm</td>
<td>Course withdrawal deadline for 7-week courses</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Thu</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Thu, 5:00 pm</td>
<td>Course withdrawal deadline for 14-week courses</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Thu</td>
<td>Exam Day for 7-week courses</td>
</tr>
</tbody>
</table>

## FALL SEMESTER 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 31</td>
<td>Sun</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Nov. 4</td>
<td>Thu, 5:00 pm</td>
<td>Add/Drop and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>Sun</td>
<td>Special Thursday class schedule</td>
</tr>
<tr>
<td>Nov. 15</td>
<td>Mon</td>
<td>Special Tuesday class schedule</td>
</tr>
<tr>
<td>Nov. 16–18</td>
<td>Tue–Thu</td>
<td>No classes: Eid al-Adha</td>
</tr>
<tr>
<td>Nov. 21–25</td>
<td>Sun–Thu</td>
<td>January Term and Spring Semester advisement and registration</td>
</tr>
<tr>
<td>Nov. 25</td>
<td>Thu, 5:00 pm</td>
<td>Course withdrawal deadline for 7-week courses</td>
</tr>
<tr>
<td>Dec. 2</td>
<td>Thu</td>
<td>No classes: UAE National Day</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>Tue</td>
<td>No classes: Al Hikra (Islamic New Year)</td>
</tr>
<tr>
<td>Dec. 16</td>
<td>Thu</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Dec. 19</td>
<td>Sun</td>
<td>Study Day</td>
</tr>
<tr>
<td>Dec. 20–22</td>
<td>Mon–Wed</td>
<td>Exam Days</td>
</tr>
<tr>
<td>Dec. 23</td>
<td>Thu</td>
<td>Winter Break Begins</td>
</tr>
</tbody>
</table>
# 2010–2011

## WINTER BREAK
No classes

## JANUARY TERM
Note: The beginning and ending dates of classes may vary according to the J-Term location in London, Shanghai, New York, and Abu Dhabi.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 4</td>
<td>Tue</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Jan. 4</td>
<td>Tue, 5:00 pm</td>
<td>Add/Drop deadline for all courses</td>
</tr>
<tr>
<td>Jan. 13</td>
<td>Thu, 5:00 pm</td>
<td>Course withdrawal deadline for all courses</td>
</tr>
<tr>
<td>Jan. 20</td>
<td>Thu</td>
<td>Classes end</td>
</tr>
<tr>
<td>Jan. 21–23</td>
<td>Fri–Sun</td>
<td>No classes</td>
</tr>
</tbody>
</table>

## SPRING SEMESTER 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 24</td>
<td>Mon</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Feb. 3</td>
<td>Thu, 5:00 pm</td>
<td>Add/Drop and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>Feb. 10</td>
<td>Thu, 5:00 pm</td>
<td>Add/Drop and change of grading basis deadline for 14-week courses</td>
</tr>
<tr>
<td>Feb. 24</td>
<td>Thu, 5:00 pm</td>
<td>Course withdrawal deadline for 7-week courses</td>
</tr>
<tr>
<td>March 10</td>
<td>Thu, 5:00 pm</td>
<td>Course withdrawal deadline for 14-week courses</td>
</tr>
<tr>
<td>March 13</td>
<td>Sun</td>
<td>Classes end</td>
</tr>
<tr>
<td>March 14</td>
<td>Mon</td>
<td>Exam Day for 7-week courses</td>
</tr>
</tbody>
</table>

## SPRING BREAK
March 15–26  
Tue–Sat  
No classes; optional regional travel

## SPRING SEMESTER 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 27</td>
<td>Sun</td>
<td>Classes begin</td>
</tr>
<tr>
<td>March 31</td>
<td>Thu, 5:00 pm</td>
<td>Add/Drop and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>April 11–14</td>
<td>Mon–Thu</td>
<td>Fall Semester advisement and registration</td>
</tr>
<tr>
<td>April 21</td>
<td>Thu, 5:00 pm</td>
<td>Course withdrawal deadline for 7-week courses</td>
</tr>
<tr>
<td>May 12</td>
<td>Thu</td>
<td>Classes end</td>
</tr>
<tr>
<td>May 15–17</td>
<td>Mon–Sun</td>
<td>Exam Days</td>
</tr>
</tbody>
</table>
Graduates of NYU Abu Dhabi receive either a Bachelor of Arts or a Bachelor of Science degree. The degrees are conferred by New York University and are identical to the degrees awarded at the New York campus.

The Bachelor of Arts degree is awarded to students who major in the Arts, Humanities, Social Sciences, and Psychology, and who complete all the degree requirements.

The Bachelor of Science degree is awarded to students who major in Engineering and the Sciences (except Psychology) and who complete all the degree requirements.

The general degree requirements are the same for the B.A. and the B.S. and are described below.

**LANGUAGE OF INSTRUCTION**

English is the language of instruction at NYUAD. Mastery of English is expected for admission, but NYUAD offers non-credit classes for advanced training in spoken and written English.

**GRADUATION REQUIREMENTS**

Students must complete a minimum of 36 courses in order to graduate and have a minimum, cumulative grade point average of 2.0. Engineering students must complete 37 courses.

The academic year is divided into a Fall Semester (14 weeks plus exam period), January Term (3 weeks), and Spring Semester (14 weeks plus exam period). Students typically take four courses each semester, which may be a combination of 14- and 7-week courses, and one course in the January Term, or nine courses per year.

The degree requirements fall into the following areas: Core Curriculum; Major; Multidisciplinary Concentration; Writing; Capstone Project; and Physical Education. These requirements are described below.

Beyond these requirements, students are free to choose general electives across the curriculum, including courses in NYUAD’s seven pre-professional tracks and elective courses outside the NYUAD majors.

Electives bring the full scope of NYU to the Abu Dhabi campus. These courses provide students significant opportunities to take courses outside their majors and are often taught by scholars from NYU New York who specialize in areas not offered as majors at NYUAD, such as anthropology, linguistics, and religion.

Several disciplinary programs offer optional concentrations for non-majors. These concentrations typically involve 3-4 courses and are designed for students who wish to concentrate several electives in a particular field.

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

**Credit System:** Although the length of the course, the number of class hours, the assignments, and other requirements will vary depending on the discipline and the level of the course, all courses have the same number of credits. Each course counts for four credits. A minimum of 144 credits (36 courses) is required for graduation.
Core Curriculum: Students are required to take eight courses in the Core Curriculum. Five of the eight courses should be taken in the first two years. The Core Curriculum is divided in four areas: **Pathways of World Literature; Structures of Thought and Society; Art, Technology and Invention; and Ideas and Methods of Science.** Students take two courses in each area, and in Ideas and Methods of Science, they take one course in each of the two parts: **Experimental Discovery in the Natural World,** which has a laboratory component, and **Science, Society and History.** Students who complete Foundations of Science 1, which is required for majors in Engineering and most Science disciplines, fulfill the requirements for **Experimental Discovery in the Natural World.**

Major: Students are required to complete the requirements of a major. NYU Abu Dhabi offers 19 majors across the Arts, Humanities, Social Sciences, Engineering and Sciences. The requirements of the majors vary. Students declare a major by the end of the second year, however, Engineering and Science Programs have requirements beginning in year one.

Multidisciplinary Concentration: Students are required to complete a Multidisciplinary Concentration. NYUAD offers five Multidisciplinary Concentrations; each requires four courses.

Writing: Students are required to take one Writing Intensive Core Curriculum course in the first year. This 14-week course includes a weekly writing workshop in addition to two regular class meetings. Writing, reading, and thinking are inextricably linked creative processes; students will be challenged to take risks; to reason and question rather than merely report on assigned texts.

Students will complete a writing proficiency assessment prior to enrollment and those who would benefit from additional writing development will be placed in College Writing. Those who take College Writing in the first year may, if necessary, defer the Writing Intensive Core Curriculum Course to the first semester of the second year. These courses are described in greater detail under Courses of Instruction.

Capstone Projects: During the fourth year, every NYUAD student will produce a Capstone Project, which may be either an individual or team project. Students may do a Capstone Project in their major field or Multidisciplinary Concentration. The Capstone Project is a demanding, year-long endeavor aiming at a significant piece of research or creative work—a 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 or creating something new.

Students will also have the opportunity to organize and participate in a college-wide team project. A **College Capstone** draws together students from different fields and with different strengths to focus on a multifaceted problem or creative endeavor. For example, a College Capstone might be to design a new stringed instrument with students from Engineering, Music, Physics, and Theater. In the course of designing the instrument, the team might study different types of music, address the science of vibrations and sound, consider the requirements...
for sound generation and utilization in the theater, and evaluate materials selections and fabrication. Or students from Biology, Film and New Media, and Political Science might team up to make a documentary film about mangrove ecology and regeneration. Or a Capstone to design a game for learning might involve students from Brain and Cognitive Science to address how the brain learns, from Computer Science to design algorithms and image displays, from Literature and History to contribute content and historical context, and from Visual Arts and Interactive Media and Technology to design the graphics and interactive devices.

No matter what form the Capstone takes, each student will have a faculty mentor and participate in a Capstone seminar that serves as a forum to discuss the research process and present work in progress. These seminars offer a model of intellectual community and collaborative learning in which participants offer their thoughts across fields of study and engage in active critique and revision. At the end of the school year, the students will present their Capstone work at a university-wide celebration of their creative achievements, as they prepare to graduate from NYUAD.

**January Term:** Students take one course full-time for three weeks in January. The courses are designed as immersive experiences: they intensify the student’s focus, reach beyond the classroom, and facilitate study at NYU’s global sites. Some courses will be site-specific and take advantage of NYUAD’s location. Because students take only one course during the January term, they have more time for reflection on a dedicated topic than is usually the case. Intensive independent study, possibly tied to internships, will also be accommodated.

Students will work with distinguished faculty from NYU and NYUAD as well as world-renowned scholars, writers, artists, journalists, and other visitors who can only come to Abu Dhabi for short stays. Professors from NYU’s professional schools will also offer pre-professional courses.

The January term includes options to study at NYU’s Global Network University (GNU) sites around the world. Intellectually linked to their locations, the courses will take advantage of site-specific resources, explore the history, culture, economy, and society of the host cities, and involve extensive co-curricular visits.

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

**ACCREDITATION**

NYU Abu Dhabi is accredited by The Commission on Higher Education of the Middle States Association. The Middle States Association is one of six regional accrediting associations in the United States, and considered one of the finest accrediting entities in the world. The Middle States Association accredits New York University in New York.
The Bachelor of Science degree with the Engineering Major at NYU Abu Dhabi will undergo the standard process for accreditation by ABET (Accreditation Board for Engineering and Technology). This process is initiated during the first semester of a new engineering program such as NYUAD’s. ABET is the internationally recognized accreditor for college and university programs in applied science, computing, engineering, and technology, and it ranks among the most respected accreditation organizations in the U.S. ABET accredits NYU Polytechnic’s engineering programs in New York.

NYU Abu Dhabi has approval to operate from the Abu Dhabi Education Council and licensure to operate from the UAE Ministry of Higher Education. The UAE Ministry of Higher Education will also be accrediting NYU Abu Dhabi’s undergraduate degrees.

**ADMISSIONS**

NYU Abu Dhabi Office of Admissions in Abu Dhabi:
Tel: (+971) 2 628 4000

NYU Abu Dhabi Office of Admissions in New York
Tel: +1.212.992.7230

nyuad.nyu.edu/admissions

Admission to NYU Abu Dhabi is highly selective. Students will be admitted based on the overall strength of their application, including academic excellence, extracurricular activities, recommendations, and a demonstrated interest in global citizenship, service, and leadership.

**Recommended High School Preparation:**

The quality of an applicant’s secondary school record is considered to be more important than particular courses. All applicants should pursue the most challenging curriculum available to them, as the rigor of a student’s coursework will weigh heavily in the admissions process. NYU Abu Dhabi considers a record of Honors, Advanced Placement (AP), International Baccalaureate (IB), and/or A-Level coursework to be an essential component of a successful application. Please note that NYU Abu Dhabi’s language of instruction is English, therefore it is required that all applicants have a high level of English language proficiency.

**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 NYU Abu Dhabi admissions representative. These meetings can be arranged by emailing nyuad.admissions@nyu.edu. In addition to on-site meetings at our portal campuses, we encourage prospective students to contact their regional Admissions Outreach Officers as local sources of information and for assistance navigating the admissions process. Contact information for your regional Outreach Officer can be found online at: nyuad.nyu.edu/about/contact.us.html.

Please note that campus visits and meetings with admissions representatives are informational, not evaluative.
The Admissions Process: Applications to NYU Abu Dhabi are processed through New York University’s Undergraduate Admissions Processing Center. Students must apply online or in hard copy using the Common Application with the New York University Supplement. Applicants are encouraged to submit their applications as early as possible for consideration for admission. All hard copy materials should be sent to:

Undergraduate Admissions Processing Center
NYU Abu Dhabi
665 Broadway, 11th Floor
New York, NY 10012-2339
USA

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

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

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

Candidate Weekend: Highly qualified applicants may be invited to participate in an NYU Abu Dhabi Candidate Weekend in Abu Dhabi. 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 the local community. The admissions committee will use 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.

Applying to NYU at Washington Square and NYU Abu Dhabi: Students who are interested in being considered for admission to NYU Abu Dhabi in addition to a school, college, or program at NYU’s Washington Square campus in New York City will be able to indicate on the NYU Supplement to the Common Application their desire to be considered for both programs. Students whose first choice is to study at NYU Abu Dhabi are encouraged to apply directly by selecting NYU Abu Dhabi as their only school of interest on the Supplement.

Transfer Applicants: NYU Abu Dhabi is not accepting applications for transfer students in the 2010-2011 admissions cycle.

Financial Support: NYU Abu Dhabi is committed to attracting the best possible students regardless of their financial circumstances. A student’s economic background will not influence our admissions decision: the NYUAD admissions process is “need-blind.”
Once a student is admitted, our priority is to work with the student and his or her family to make it possible for the student to attend. NYUAD will tailor generous financial support programs to each student’s needs. Financial support will ensure that the cost of attendance does not require a student to take on debt to support the cost of his or her education. Family finances should not affect a student’s decision to select NYUAD even if he or she is considering low or no cost education alternatives, or is the recipient of generous financial support from another institution.

Finally, to make sure that all students who enroll at NYUAD are able to enjoy the full range of what an NYUAD education has to offer, financial support will apply not only to tuition, room and board, and two round trips to and from home each year, but also to books, many student life activities, and further exciting opportunities integral to the student’s academic development.

**When to Apply:**

*Early Decision I*
- Application Due: November 1, 2010
- Financial Support Application due: November 15, 2010

*Early Decision II*
- Application Due: January 1, 2011
- Financial Support Application due: February 15, 2011

*Regular Decision:*
- Application Due: January 1, 2011
- Financial Support Application due: February 15, 2011

**Student Visas:** NYU Abu Dhabi will assist 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 UAE, please contact an admissions representative at nyuad.nyu.edu/admissions.
Courses of Instruction
Courses in 2010–11

Over 100 courses will be offered in 2010–11. For the most current list of courses, please visit nyuad.nyu.edu.

THE CORE CURRICULUM

A Thousand and One Nights, Prof. Horta
Discovery and Recognition in Narrative, Film, and Drama, Prof. Kennedy
Journeys, Prof. Majithia
Becoming Human: Literatures of the Nature-Culture Borderlands, Prof. Chaudhuri
Reinventions of Love, Prof. Polendo
Tolerance and Relativism, Prof. Silverstein
Truth, Prof. Horwich
Prejudice, Prof. Henry
The Relationship of Government and Religion, President Sexton
Disease and Society, Prof. L. Minsky
Knowledge, Inference, Uncertainty, Probability, Profs. Ben Arous and Boghossian
Cosmopolitanism and Popular Culture, Prof. King
The Human Voice, Prof. Daughtry
The Idea of the Portrait, Dean Falkenburg and Prof. Neuber
Instruments in World Musical Culture, Prof. Feldman
Photography and Narrative, Prof. Zamir
Gardens of Eden, Prof. Westermann
Tolerance and Relativism, Prof. Silverstein
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Instruments in World Musical Culture, Prof. Feldman
Photography and Narrative, Prof. Zamir
Gardens of Eden, Prof. Westermann

ARTS AND HUMANITIES

Sound, Image, and Story, Prof. Savio
The Language of the Moving Image, Prof. Hudson
New Media Ecologies, Prof. Hudson
Comparative (Post) Colonialism: Media and Representation, Prof. Stam
Global Environmental History, Prof. L. Minsky
Ideas into Ideologies: Nineteenth-Century German Ideas and Their Global Legacies, Prof. A. Minsky
Modern South Asia, Prof. L. Minsky
When There Were Two Europes: Islam and Christendom, 711-1529, Prof. Lewis
The U.S. in a Transnational and Global Perspective, Prof. Bender
Elementary Arabic 1 and 2, Prof. Al-Khalil
Intermediate Arabic 1 and 2, Prof. Al-Khalil
Elementary Chinese 1 and 2, Prof. Shao
Intermediate Chinese 1 and 2, Prof. Shao
Critical Theories and Methods of Literary Studies, Prof. Neuber
Classical Literature and Its Global Reception, Prof. Neuber
Colonial and Postcolonial Literature, Prof. Majithia
Literary Translation, Prof. Horta
Magic Realism, Prof. Horta
Modern Arabic Fiction, Prof. Khoury
Interpreting Music, Prof. Feldman
Regional Musics of the Middle East, Prof. Feldman
Modern European Philosophy, Prof. Silverstein
Ethics, Prof. Silverstein
Making Theater, Prof. Polendo
Theater in the Arab World, Prof. Polendo
Introduction to Visual Arts Practice: Images, Objects, Actions, Prof. McCoy
Introduction to Visual Culture, Prof. Zamir
Digital Art Strategies, Prof. McCoy
Islamic Art and Architecture, Prof. Tabbaa
Design and Ornament in Islamic Art, Prof. Tabbaa
Orientalist Art, Prof. Tabbaa
### ARTS AND HUMANITIES (CONT.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>Athens and Jerusalem</td>
<td>Prof. Kronman</td>
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<tr>
<td>Before Globalization: Understanding Premodern World History</td>
<td>Prof. Scheidel</td>
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### SOCIAL SCIENCE

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Collaborative Arts: Creativity and Social Experience</td>
<td>Profs. K. McCoy and J. McCoy</td>
</tr>
<tr>
<td>Global Traffic: Fictions and Films of Place and Space</td>
<td>Prof. Majithia</td>
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<tr>
<td>New York and Modernity</td>
<td>Assoc. Dean Patell</td>
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<tr>
<td>Post-Colonial Memory: Representing Cultures of Displacement</td>
<td>Prof. Shohat</td>
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<tr>
<td>Translation as Multimedia Practice and Metaphor</td>
<td>Prof. Daughtry</td>
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<tr>
<td>Varieties of Memory</td>
<td>Prof. Carruthers</td>
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### SCIENCE, ENGINEERING, AND MATHEMATICS

<table>
<thead>
<tr>
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<tr>
<td>Foundations of Science 1: Energy and Matter</td>
<td>Dean Scicchitano, Profs. Bernstein, Burt, Camia, Dimitri, Gelfand, Zaw</td>
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<tr>
<td>Foundations of Science 2: Forces and Interactions</td>
<td>Dean Scicchitano, Profs. Bernstein, Burt, Camia, Dimitri, Gelfand, Zaw</td>
</tr>
<tr>
<td>Foundations of Science 3: Systems in Flux</td>
<td>Dean Scicchitano, Profs. Bernstein, Burt, Dimitri, Gelfand, Zaw</td>
</tr>
<tr>
<td>Foundations of Science 4: Form and Function</td>
<td>Dean Scicchitano, Profs. Bernstein, Burt, Dimitri, Gelfand, Purugganan, Zaw</td>
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<tr>
<td>Introduction to Computer Science</td>
<td>Prof. Odeh</td>
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<tr>
<td>The Language of Computers: Introduction to Programming Using Python</td>
<td>Prof. Odeh</td>
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<tr>
<td>Calculus</td>
<td>Prof. Camia and Math Faculty</td>
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<td>Multivariable Calculus</td>
<td>Math Faculty</td>
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<tr>
<td>Introduction to Psychology</td>
<td>Prof. Henry</td>
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<tr>
<td>Social Psychology</td>
<td>Prof. Henry</td>
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</table>
MULTIDISCIPLINARY CONCENTRATIONS

Before Globalization: Understanding Premodern World History, Prof. Scheidel
Oil, Energy, and the Middle East, Prof. Haykel
The Desert: Life in an Arid Environment, Prof. Burt
Modern South Asia, Prof. L. Minsky
Modern Arabic Fiction, Prof. Khoury
Islamic Societies, Prof. Hassan
Regional Musics of the Middle East, Prof. Feldman
Theater in the Arab World, Prof. Polendo
Islamic Art and Architecture, Prof. Tabbaa
Design and Ornament in Islamic Art, Prof. Tabbaa
Orientalist Art, Prof. Tabbaa
The State and Fate of the Earth, Prof. Volk
Shanghai: The City and the Environment, Prof. Shi
Global Environmental History, Prof. L. Minsky
Urbanism and Modernity: Paris, Istanbul, Berlin, Prof. Roth

PRE-PROFESSIONAL TRACKS

Principles of Marketing, Prof. Buchanan
Social Entrepreneurship Innovation, Prof. Light
The Meaning of Museums, Prof. de Montebello
International Issues in Cultural Policies, Prof. Stewart
Punishment in Law, Politics and Society, Prof. Barkow
The Relationship of Government and Religion, President Sexton

JANUARY TERM

Abu Dhabi
Gardens of Eden, Prof. Westermann
Modern Arabic Fiction, Prof. Khoury
Collaborative Arts: Creativity and Social Experience, Profs. K. McCoy and J. McCoy
Oil, Energy, and the Middle East, Prof. Haykel
The State and Fate of the Earth, Prof. Volk
Social Entrepreneurship and Innovation, Prof. Light
Athens and Jerusalem, Prof. Kronman

New York
New York and Modernity, Assoc. Dean Patell
Principles of Marketing, Prof. Buchanan
The Meaning of Museums, Prof. de Montebello
Punishment in Law, Politics and Society, Prof. Barkow

London
Politics in Modern Europe, Profs. Laver, Tucker, and Hix
Shanghai
Shanghai: The City and the Environment, Prof. Shi
A Preview of Courses in 2011–12

Over 150 courses will be offered in 2011–12. A brief selection is listed below. Please visit nyuad.nyu.edu for updates throughout the year.

CORE CURRICULUM

Speculative Fiction  
Memory  
The Idea of the Portrait  
The Desert: Life in an Arid Environment

Harry Potter and Its Traditions  
Disease and Society  
Faith in Science, Reason in Revelation Cultures and Modernities  
Life in the Universe

A Thousand and One Nights  
Tolerance and Relativism  
The Relationship of Government and Religion  
Modeling the Macromolecules of Life

Journeys  
Photography and Narrative  
Immortality

ARTS AND HUMANITIES

Sound, Image, Story  
Language of the Moving Image  
Documentary Production  
Screenwriting  
Short Film Production  
Film Electives in History, Theory and Criticism

Advanced Arabic 1 and 2  
Elementary Chinese 1 and 2  
Intermediate Chinese 1 and 2  
Literary Interpretation  
Critical Theories and Methods  
Global Shakespeare  
Introduction to World Literature

Arabic Literature  
European Literary Traditions  
Transnationalism and 19th-Century American Literature  
The US Novel after 1940 as a Global Form

Song, Sound and Technique  
Interpreting Music  
Regional Musics of the Middle East  
Music Electives in History, Theory and Criticism

Central Problems in Philosophy  
Logic  
Environmental Ethics  
Philosophy Electives

Making Theater  
Thinking Theater  
Character & Action  
Introduction to Visual Arts Practice

Blogs, New Media, and Narrative  
Globalization and Its Critics  
History of Health and Medicine  
The Family of Man: Photography, Humanism and the Postwar World

The Making of the Muslim Middle East  
The Crusades: Judaism, Christianity, and Islam in Contact in the Middle Ages

Heritage, History, and Memory in the Contemporary Middle East  
Anthropology and the Arab World

Elementary Arabic 1 and 2  
Intermediate Arabic 1 and 2
### SOCIAL SCIENCE

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Introduction to Economic Thinking</td>
<td>Introduction to Political Thinking</td>
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<tr>
<td>The Global Economy</td>
<td>The Political Economy of Institutions</td>
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<td>International Economics</td>
<td>Introduction to Comparative Politics</td>
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<td>Macroeconomics</td>
<td>International Politics</td>
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<td>Microeconomic Theory</td>
<td>Power and Politics in America</td>
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<td>Statistics for the Social and Behavioral Sciences</td>
<td>Introduction to Game Theory</td>
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<td>Economics Electives</td>
<td>Behavioral Social Science</td>
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<td>The Logic of Social Inquiry</td>
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### SCIENCE, ENGINEERING, AND MATHEMATICS

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<td>Foundations of Science 2: Forces and Interactions</td>
<td>Organismal Biology</td>
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<td>Foundations of Science 3: Systems in Flux</td>
<td>Introduction to Neuroscience</td>
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<td>Foundations of Science 4: Form and Function</td>
<td>Cognitive Science</td>
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<td>Foundations of Science 5: Propagating Change</td>
<td>Organic Chemistry 1</td>
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<td>Organic Chemistry 2</td>
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<td>Introduction to Computer Science</td>
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<td>Data Structures</td>
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<td>Engineering Foundations 1-5</td>
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<td>Calculus</td>
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<td>Discrete Mathematics</td>
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<td>Linear Algebra</td>
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<td>Ordinary Differential Equations</td>
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<td>Mechanics</td>
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<td>Introduction to Psychology</td>
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<td>Developmental Psychology</td>
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### MULTIDISCIPLINARY CONCENTRATIONS

<table>
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<tr>
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<tr>
<td>The Desert: Life in an Arid Environment</td>
<td>Environmental Ethics</td>
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CORE CURRICULUM
The NYUAD Core Curriculum asks students to grapple with profound and enduring questions about the human and social condition while developing essential intellectual skills.

Core classes introduce varied modes of thinking and forms of human creativity, from science and technology to literature and music; improve foundational skills in expository writing, public speaking, analysis, and quantitative reasoning; consider the range of cultural traditions in relation to one another; and probe basic questions about the meaning of life and our place in the world.

The NYUAD Core Curriculum is distinguished by its cross-cultural perspective. The idea of a core curriculum was developed in the early 20th century with a focus on Western civilization. Rethought in the 21st century, the NYUAD Core focuses on great books and fundamental ideas from several different cultural traditions. These classes are enriched by the varied international backgrounds and experiences of the students at NYUAD, who exchange their ideas and pose questions to one another in dynamic discussions. As students deepen their knowledge, they cultivate tolerance and respect for classmates with different points of view. Overall, the Core Curriculum fosters the deeper global understanding that is a hallmark of NYUAD.

The guiding principles of the Core Curriculum include:

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

The courses in the Core Curriculum vary from semester to semester, with a choice of at least three or four courses in each area.

The Core Curriculum is organized in four areas. Student are required to take two courses in each area, for a total of eight courses. Core Curriculum courses may be taken over four years; however, in the first two years, students must take at least five Core courses, and at least one course in each area. Students who complete *Foundations of Science* fulfill the requirement for *Experimental Discovery in the Natural World*.

The Core courses also provide in-depth focus on oral and written expression. Students are required to take one Writing Intensive Core course in the first year; these courses include a weekly writing workshop. The small class size and emphasis on discussion enable students to practice and improve their ability to articulate ideas clearly and persuasively. The first-year writing classes establish a solid foundation for more demanding writing assignments in upper-level electives and Capstone Projects.
CORE CURRICULUM COURSES

CORE 1: PATHWAYS OF WORLD LITERATURE

Pathways of World Literature introduces students to great works of literature in different cultural traditions and involves close reading and discussion of primary texts. Courses focus on recurring themes and aspects of the human condition and on evolving forms of literary expression. A defining feature of Pathways of World Literature is the emphasis on encounters and exchanges between cultural spheres and the exploration of tradition, transmission, and translation within and across these spheres. The approach is comparative: courses examine topics and genres across space and time, consider the historical depth and geographical spread of literature, and explore conversations between classical and modern literature.

A Thousand and One Nights
Fall 2010 (14 weeks)
Prof. Horta
Writing Intensive
For centuries, the corpus of tales known as A Thousand and One Nights (A If Lay la wa Layla), or The Arabian Nights, has served as a point of encounter between Middle Eastern literary traditions and the cultural politics of Western literary and artistic production and translation. This course will examine the much-debated history of the Nights and the cross-cultural exchange that has seen the tales adapted for distinct audiences in medieval Egypt and Syria, 18th-century France, Victorian England, and contemporary Europe, the Americas, and the Middle East.

Discovery and Recognition in Narrative, Film, and Drama
Spring 2011 (14 weeks)
Prof. Kennedy
Writing Intensive
Across all cultures, stories are fashioned to withhold information at first, holding our attention through suspense. They then produce disclosures at crucial moments of denouement. For Aristotle, this dynamic movement from ignorance to knowledge is essential, especially when it takes the form of the discovery—or recognition—of previously unknown identity. Tracing an arc from the ancient world to the present day, students study how the epistemology of modern storytelling across cultures disturbs the familiar patterns of clear and comforting revelation associated with classic genres. Readings include: Aristotle’s Poetics; Oedipus Rex; selections from the Odyssey, the Jacob and Joseph stories from the Old Testament; the Gospels of Mark and John; selections from the Qur’an; the Arabian Nights; Shakespeare’s King Lear; Naguib Mahfouz; and films from the 1940s to the present.

Journeys
Spring 2011 (14 weeks)
Prof. Majithia
Writing Intensive
Rainer Maria Rilke wrote: “There is only one journey. Going inside yourself.” This course takes as its touchstone the idea that travel from one place to another, in actual, figurative, realistic or fantastic terms, is linked to epistemological and ethical understanding. Physical quests give rise to quests for knowledge, relations with others, and understandings of ourselves. Readings include: The Epic of Gilgamesh; the Egyptian Tale of the Shipwrecked Sailor; Homer’s Odyssey; Dante’s Inferno; More’s Utopia.

Becoming Human: Literatures of the Nature-Culture Borderlands
Fall 2010 (14 weeks)
Prof. Chaudhuri
Writing Intensive
From a timeless classic such as The Bacchae to an international bestseller such as The Life of Pi, literature has used stories of non-human encounter to articulate both the limits and the possibilities of human nature. We read some of the world’s most imaginative mappings of the borders between human beings and the “others” in contrast to whom they define themselves: gods, animals, nature, and machines. We look at creation myths and foundational epics, such as Gilgamesh, The Ramayana, and Genesis; we explore the varieties and meanings of anthropomorphism in such works such as Shakespeare’s The Tempest, Swift’s Gulliver’s Travels, Mary Shelly’s Frankenstein, and Philip K. Dick’s Do Androids Dream of Electric Sheep?: we read literary accounts of solitary nature, such as (Defoe’s Robinson Crusoe and Thoreau’s Walden,) and counter-edenic fables, like (Huxley’s Brave New World.) The course also draws from the vast corpus of the world’s nature poetry, from Basho to Emily Dickinson to Ted Hughes, to trace the many ways the notion of the human arises from contemplations of the “more-than-human” world.
Reinventions of Love
Fall 2010 (14 weeks)
Prof. Polendo
Writing Intensive
This course explores how the mythology, poetics, imagery and emotion associated with romantic love have varied dramatically over time and in different cultures. Spanning several millennia and many continents, our material will challenge us to think about gender, family, biology and faith as manifestations of an attempt to reconcile human needs and desires. We will work with ancient texts like the Ramayana, the Upanishads and the Song of Songs, the poetry of Kalidasa, Rumi, and Neruda, plays by Zeami, Euripides, Shakespeare, Lorca, Tennessee Williams and Sarah Kane, the music of PJ Harvey, Antony & The Johnsons and Thorn Yorke, the photography of Cindy Sherman and the films of David Lynch. Responding to artistic distillations of this rich subject, students will move towards creating their own inventions, employing a range of artistic forms, including creative writing, physical improvisations, ensemble performance, and photography.

Harry Potter and Its Traditions: Power, Politics, and Religion
Taking as a point of departure J. K. Rowling’s Harry Potter novels, which have been translated into more than sixty languages and have become a global cultural phenomenon, this course will examine the ways in which children’s literature offers insights into contemporary culture. Students will identify, analyze, and interpret a variety of texts and consider questions of genre, influence, intertextuality, and the reception of texts in different cultural contexts. Students will learn to conduct research and to present effective scholarly arguments in both written and oral form.

CORE 2: STRUCTURES OF THOUGHT AND SOCIETY

Structures of Thought and Society introduces students to historical and contemporary thought about social organization, belief systems, and their change over time. Students investigate values, ideas, and faiths across different societies and cultural traditions. Courses are based on major texts and explore key themes, such as justice, individuality, divinity, truth, and the state. Readings could range from Plato and Confucius to Ibn Khaldun, Karl Marx, and Sigmund Freud. Courses may stress moral reasoning and ethical arguments, and consider contemporary issues, such as political leadership or medical ethics.

Tolerance and Relativism
Spring 2011 (14 weeks)
Prof. Silverstein
Writing Intensive
Most of us agree that we should be tolerant of the beliefs and practices of others. Often the call for tolerance is grounded in some form of relativism—that is, in the thought that there simply isn’t an absolute or objective fact of the matter. After all, on what basis could we insist that others share our beliefs if those beliefs are subjective in some way, a reflection of our upbringing, our religion, our social norms, our culture, or our own peculiar tastes and concerns? But what reasons do we have to accept a form of relativism? Can relativism actually ground our commitment to tolerance? If not, then how else can we justify that commitment? We will explore these questions as they arise in a number of different philosophical and religious traditions. Readings will be drawn from both classical and contemporary sources and will include the work of anthropologists, literary and political theorists, philosophers, and theologians.

Truth
Fall 2 2010 (7 weeks)
Prof. Horwich
The course focuses on the concept of truth, addressing such central questions as whether there is such a thing as “absolute” truth; what truth is; why it is worth searching for; and how we can find it. Answers from a variety of intellectual and cultural traditions will be considered. They will be assessed for their adequacy in dealing with a range of domains in which truth is at issue—including science, morality, politics, religion, and aesthetics.

Prejudice
Fall 2010 (14 weeks)
Prof. Henry
Writing Intensive
This course covers historical and contemporary scientific approaches to understanding prejudice, specifically prejudice that exists between social groups (for example, ethnic prejudice, religious prejudice, etc.) across different cultures. Readings draw from multiple social scientific perspectives, and 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 (or not) of different prejudice reduction strategies.
The Relationship of Government and Religion  
*Fall and Spring 2010–11 (14 weeks)*  
Pres. Sexton  
*Crosslisted with Law*  
The course centers on the U.S. Supreme Court’s treatment of religion in the U.S. Constitution, specifically the First Amendment. Students read opinions from the U.S. Supreme Court, the highest court in the country and final authority on interpretations of the U.S. Constitution. The course begins with an overview of American history and government, focusing on the U.S. Constitution and Bill of Rights. We examine the dual purpose of the religion clauses: prohibiting extensive government entanglement with religion (the Establishment Clause) and protecting individual religious freedom (the Free Exercise Clause). Students discuss differences between the U.S. approach to religion and government and that of other nations, including the U.A.E.

Disease and Society  
*Spring 2011 (14 weeks)*  
Prof. L. Minsky  
*Writing Intensive*  
How have diseases, and efforts to control them, shaped the nature and course of human societies? Are diseases actors in their own right? What determines who falls sick and who dies? This course explores the complex relationship between disease and society, between the natural and social worlds. Our focus is on understanding how people have explained, argued about, and responded to diseases in different social contexts over time. Course readings will be drawn from a range of disciplines, including history, sociology, anthropology, religion, folklore, demography, and literature.

Knowledge, Inference, Uncertainty, Probability  
*Spring 12011 (7 weeks)*  
Profs. Ben Arous and Boghossian  
*Crosslisted with Ideas and Methods of Science*  
We often don’t know for sure whether something will happen (or has happened). Probability provides a way of thinking about the uncertain. We will look at the fundamentals of the mathematics of probability, including such important results as the Law of Large Numbers and the Central Limit Theorem. We will study the inferences that one should make, and the decisions that one should take, when the evidence leaves it uncertain what is true. We will also examine some of the foundational philosophical issues about the concept of probability—is it something objective or subjective? And does genuine randomness exist in the world?

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

*Art, Technology, and Invention* draws material from a wide range of artistic genres and media, including architecture, painting, sculpture, photography, theater, music, cinema, and television, and from different cultural traditions. Art is a mode of knowledge that arises from transforming raw materials, such as sounds, objects, images, and the human body, into representational and expressive forms through the passionate and disciplined exercise of the imagination. It offers an understanding of self and the world that embraces ambiguity, complexity, innovation, and change. As such, it also opens a unique conceptual space for engaging with the rapid development of science, technology, and communication that is transforming society and culture in the 21st century. These courses stimulate students to make connections between different practices and traditions as well as understand their unique idioms and histories. They also train students to incorporate creative methods and habits of reflection into work in their chosen fields of specialization.

Cosmopolitanism and Popular Culture  
*Fall 1 2010 (7 weeks)*  
Prof. King  
Popular culture—culture that appeals to or reaches a mass audience—can help connect people of divergent nationalities, experiences, and identities, thereby facilitating cosmopolitan ideals. In this seminar, we look at the changing role of the artist as world citizen over the course of the late 20th and early 21st century. The main thrust of the course is music: we deal with the rise of the “world music” concept in the 1980s, and students will investigate postcolonial musicians who have grappled in differing ways with the challenge of cosmopolitanism. We also look at cosmopolitanism as it is deployed in contemporary film, television, literature, and food; and the impact of emergent technology forms on globalism. Students will engage with the cosmopolitan sounds and sights of the region as we stop to consider the evolving contemporary pop cultural scenes of Abu Dhabi and Dubai.
The Human Voice
Fall 2010 (14 weeks)
Prof. Daughtry
Writing Intensive
This course explores the sound and significance of the human voice. We examine a number of ways in which the voice has been framed—as the result of a complex physiological process; as a quasi-mystical aesthetic object; as a vehicle for communication; as a gendered, racialized, and essentialized text; as a technologically mediated commodity; and as a master trope for identity, human agency, immediacy, and truth. Students read a number of seminal texts on voice; write several focused essays; complete a multimedia project; and, importantly, use their own voices to make a chorus of sounds in class.

The Idea of the Portrait
Fall 2010 (14 weeks)
Dean Falkenburg and Prof. Neuber
Writing Intensive
The course explores the portrait as a pivotal human artifact for artistic expression, private identity formation, and public self-fashioning. It traces a series of thematic issues central to the idea of the portrait through history in different cultures, media, and techniques. Themes to study are: image and likeness from antiquity to Facebook; the portrait as real and surrogate presence; portraiture and psychology; the “face of power”; portraits without a face; the work of art as self portrait; digital identity and the private portrait in the public domain; animal portraits and their owners; masks and casts; the unintended portrait; anthropomorphisms and readymades; the better self: face-lift and Photoshop; after life and afterlife.

Instruments in World Musical Culture
Spring 2011 (14 weeks)
Prof. Feldman
Writing Intensive
Musical instruments have been created by humans for at least 35,000 years. How do diverse musical cultures view the significance of the sounds and playing techniques of musical instruments? From instrumental story-telling in Siberia, Central Asian shaman-bards, dervish flutes, folk, Gypsy and classical fiddling, dulcimers, psalteries and keyboards to drumming in several parts of the world, the course examines why musical cultures need instruments; how these instruments interact with or take the place of vocal music; where they are connected to dance and where they have evolved far from dance; how diverse cultures attribute positive or negative moral values to different instruments and their players; and how a single musical culture may feel the need to exchange, develop or exclude particular musical instruments over time.

Photography and Narrative
Spring 2011 (14 weeks)
Prof. Zamir
Writing Intensive
This course explores photography’s relationship to language and narrative by examining photography’s rich interactions with literature and film. How do images complement, replace, challenge or exceed language in narrative works? Can images create alternative forms of narrative? What kind of narratives do photographs generate in fiction? What is the relationship of photography and memory in works of autobiography or of photography and witnessing in social documentary? In what form are such dialogues present in films? We will look at a variety of works from around the world which are entirely or almost entirely visual; works in which images and text are combined in creative partnership; and works which are about photographs but in which no images are actually reproduced.

Gardens of Eden
January Term (Abu Dhabi)
Prof. Westermann
The Garden of Eden haunts the history of the peoples of the Book—Jews, Christians, Muslims—as primal site of creation, bounty, betrayal, and loss, as spur to repentance and redemption, as preview of heaven and model of earthly Utopia. The exile of Adam and Eve from the garden that “God planted... eastward in Eden” for the first man and filled with all the creatures and plants given to his dominion, set their descendants on an infinite quest to find, describe, picture, and recreate it. The class studies these efforts by people of three faiths to still this longing by specifying site and meaning of the first Garden. It will seek to identify convergences and differences among these interpretations across millennia and media, and ask whether the Garden of Eden continues to hold productive meanings today. This course includes a study trip to India.

CORE 4:
IDEAS AND METHODS OF SCIENCE

Ideas and Methods of Science introduces students to the physical world we inhabit and the living systems that occupy it. From the earliest attempts to explain the universe’s origins or to ward off plagues and disease to current concerns about the welfare of our environment and future sources of energy, the natural sciences have used the scientific method to create experimentally testable hypotheses, gather data and make observations, and refine our understanding of our surroundings.
Ideas and Methods of Science has two tracks: Experimental Discovery in the Natural World and Science, Society, and History. Non-science majors take one course in each track. Students who complete Foundations of Science 1 fulfill the requirement for Experimental Discovery in the Natural World.

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

The Desert: Life in an Arid Environment
Fall 2010 (14 weeks)
Prof. Burt
Crosslisted with The Arab Crossroads
Laboratory included
While seemingly inhospitable to life, the desert teems with animals and plants that have evolved to cope with an arid environment. This course addresses fundamental questions related to desert climates and the species that populate them. What geographic conditions generate a desert terrain? How rapidly does the terrain change over time? What are the special attributes of the plants and animals that thrive in desert climates, and how do these populations change as the desert changes? This course uses the local terrain as a laboratory to address these questions, and team projects requiring field work form the core of the learning experience.

Life in the Universe
Spring 2011 (14 weeks)
Prof. Gelfand
Laboratory included
Why is Earth the only object in the solar system with obvious signs of life? How did the building blocks of life form on Earth? What is the likelihood that there are other forms of life out there? This course will address these questions and more, by covering the chemical evolution of the Universe, the formation of our solar system, the search for and study of extra-solar planets, and the possible cosmological implications of life’s existence.

Gadgets and Gimmicks
Do you want 720p or 1080p resolution? How many gigabytes of memory do you need? This system has dual lasers. These questions and statements are common when you purchase a new television, audio system, or computer. But what do they mean? How do televisions work? When does sound technology reach a level of reproducibility such that the human ear becomes the limiting factor in perception? This course focuses on the science underlying modern gadgetry. Laboratory exercises foster an understanding of common technology and the limits of human perception.

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

Immortality
Spring 2011 (14 weeks)
Dean Scicchitano
Writing Intensive
I want to live forever! Since antiquity, humans have confronted physical immortality in song, literature, theater, and science. Indeed, the alchemists sought an elixir of life with curative powers that would prolong indefinitely the lives of those who consumed it. And even as alchemy gave way to chemistry, and science evolved into a modern discipline that focuses on understanding the natural world through strict rules of experimentation, the notion of immortality did not disappear. In fact, biologists often asked—and continue to ask—the related question: Why must we die? The results are often surprising. This course examines immortality and, by necessity, death, principally from the view of science, but also using literature and film. In doing so, fundamental human concerns are confronted—birth, growth, aging, sickness, and death—as the course explores immortality and the human desire to live forever.
Social Issues in the New Biosciences
Fall 2 2010 (7 weeks)
Prof. Duster
While the 20th century has often been characterized as the Century of Physics, many have already named the 21st century as the Century of Genetics. Important markers highlight the speed and drama of the molecular genetic revolution. These include the technique of somatic nuclear cell transfer (with the realization of mammalian cloning and the specter of human cloning) and germ-line gene therapy (with its specter of altering the genetic makeup of future generations). Alongside these markers is the promise of stem cell cures for many human ailments and diseases, and DNA identification technology to exonerate the innocent and convict the guilty. But this is only the beginning, since the newest developments promise to go far beyond “cure” to delve into human “enhancements” of mental acuity and physical prowess. This course examines these and other developments, lodging the heated debates that each generates in both social and cultural histories and current incarnations.

Quantum Theory and Relativity: The Impact of a Scientific Revolution
Fall 2010 (14 weeks)
Prof. Camia
Writing Intensive
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 theory of relativity completely changed notions of time and space, laying the theoretical foundation for the use of nuclear power. At the same time, a new quantum theory was developed to describe the behavior of atoms and nuclei. It led to great technological advances, with much modern technology crucially exploiting quantum effects. But the revolutionary advent of relativity and quantum mechanics came with significant consequences: Physics became detached from the public’s everyday experiences and intuition. Indeed, most of modern physics is considered inaccessible to non-physicists. Challenging that notion of inaccessibility, this course analyzes some of the basic concepts of relativity and quantum theory and addresses the following questions: Why are relativity and quantum mechanics necessary; what features make them so different from the more familiar, classical physics of the 19th century; and how do they change the way we think about the universe?

Knowledge, Inference, Uncertainty, Probability
Spring 1 2011 (7 weeks)
Profs. Ben Arous and Boghossian
Crosslisted with Structures of Thought and Society
We often don’t know for sure whether something will happen (or has happened). Probability provides a way of thinking about the uncertain. We will look at the fundamentals of the mathematics of probability, including such important results as the Law of Large Numbers and the Central Limit Theorem. We will study the inferences that one should make, and the decisions that one should take, when the evidence leaves it uncertain what is true. We will also examine some of the foundational philosophical issues about the concept of probability—is it something objective or subjective? And does genuine randomness exist in the world?

Energy and the Environment
As certain fuel resources diminish, how will we sustain the energy needs of the globe? What are the possibilities for alternate energy sources, and how will they impact the environment? This course analyzes the environmental implications of energy use and policy decisions concerning energy and the environment. Topics include current fuel sources and their impact on the atmosphere, ozone and its depletion, greenhouse gases, and acid rain. Alternate energy sources are discussed along with their potential consequences to the environment and economy. Case studies from various global environments are used to focus discussions.
ARTS AND HUMANITIES
The Arts and Humanities at NYUAD encompass fields of central importance to human culture and creativity. Students explore fundamental questions of human thought, cultural values, and modes of expression, and they develop their own creative capacities as scholars, writers, and artists in a variety of media. In each area of inquiry, courses respond to the location of Abu Dhabi and enable students to deepen their understanding of Middle Eastern history and culture. The courses also reinforce an awareness of the global interconnectedness of humane values and the need for intercultural communication and respect.

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

The History program offers a broad spectrum of courses, which are diversified according to geographic area, historical period, and thematic concentration. The curriculum adopts a global perspective, concentrating on four broad regions, each with its own unique geographical, cultural, and historical identity: the Indian Ocean, Asia-Pacific, the Atlantic, and the Mediterranean worlds.

The Literature program focuses on world literature, written in English or in English translation. The study of literary texts as they migrate from one culture to another, the theory and practice of translation, and creative writing in its various artistic and scholarly forms are basic constituents of the program.

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

The Arts and Humanities Colloquia encourage further inquiry in the arts and humanities by exposing students to classes that create unexpected connections and cross-pollination between disciplines.

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.
Moving images have the power to engage vast audiences, influence global cultures, and frame the way that entire populations perceive an increasingly complex world. The major in Film and New Media offers students the opportunity to study the arts and histories of international screen cultures with an equal emphasis on practical creative work and critical scholarly inquiry. In this multiplatform discipline, our curriculum allows students to engage with classic cinema, popular television comedy and drama, animation, documentary, Web design and interactive experiments, among other works for the large screen cinema, smaller screen television, computer screens, and mobile devices. Employing a wide range of creative, technical, and intellectual skills, students create original content and study key aspects of a wide variety of film, television, and digital media.

The major is characterized by a commitment to learning through doing. We offer a theoretical and practical study of the key disciplines—including screenwriting, directing, cinematography, sound, design, producing, editing, creating software, and exploring new forms of distribution—employed in the collaborative process of telling stories for the screen. Projects will range from traditional screen narratives in familiar genres to intensely experimental works. At least one elective course must be from Arts and Humanities Colloquia.

Abu Dhabi is destined to become a global center of film, television, and digital media production. This development provides our students with a unique opportunity to explore the latest innovations, methods, and technologies that will shape the future of our media. The Film and New Media major promotes independent artistic and intellectual vision and celebrates the cross-pollination of academic disciplines and the arts.

Students are encouraged to aspire to the status of the ancient storytellers, who made themselves indispensable to the tribe by performing the essential tasks of enriching lives, overcoming fears, and explaining the inexplicable. Over the centuries the tools and techniques may have changed, but the storyteller remains the guardian of the culture.

The Concentrations in Documentary and New Media provide bridges for students majoring in other areas who wish to articulate their ideas through visual media.
Concentration in Documentary Film
The Concentration in Documentary Film is for non-majors. Documentary film requires the development of a critical perspective; excellent research skills; and the ability to understand complexity, investigate contradiction and, at the same time, communicate a clear point of view. Social issues, human rights concerns, personal narratives, global issues, scientific and technological research, historical topics are just a few of the areas that students might explore. Five courses are required for the concentration.

Concentration in New Media
The Concentration in New Media is for non-majors and enables students to articulate the ideas they are exploring in their majors through the use of new media and visual expression. The concentration is to make students more literate, critical, and creative in relation to the rapidly changing multimedia environment, which includes gaming, interactive technology, the internet, and mobile applications. Students are encouraged to combine the theory and practice of New Media with other disciplines and to promote new paths of inquiry, form, and distribution. Five courses are required for the concentration.

REQUIREMENTS FOR THE CONCENTRATION IN DOCUMENTARY FILM

5 courses, distributed as follows:

3 Required courses:
- Sound, Image, and Story: Documentary and Film Production
- Documentary Techniques or The World Through the Documentary Lens

2 Capstone Project:
- Documentary Film integrated into the major

REQUIREMENTS FOR THE CONCENTRATION IN NEW MEDIA

5 courses, distributed as follows:

3 Required courses:
- Sound, Image, and Story: New Media Lab
- Applications of New Media or Imagined Networks, Global Connections

2 Capstone Project:
- New Media integrated into the major
### SAMPLE SCHEDULE

- **FILM AND NEW MEDIA**

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

- **2** Required Courses: Sound, Image, and Story; The Language of the Moving Image
- **6** Electives (minimum): at least one course from each of the three sections of the curriculum: Production and Craft; History, Theory, Criticism; Arts and Humanities Colloquia.
- **2** Capstone Project

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38 ARTS AND HUMANITIES | FILM AND NEW MEDIA
FILM AND NEW MEDIA COURSES

These courses are designed to serve Film and New Media majors as well as non-majors seeking a general introduction to the field.

REQUIRED FOR MAJORS

Sound, Image, and Story
Spring 2011 (14 weeks)
Prof. Savio
A practical production workshop introducing the fundamental principles of storytelling through sound, image, and visual sequencing. Using digital single-lens reflex cameras, students learn the essentials of cinematic language from composition to editing. Sound can include music, sound FX, and/or voiceover. Character, place, and point of view are explored in the context of experimental, documentary, and narrative projects. Each student completes three individual projects and works on one collaborative exercise. A major goal of the course is to develop the ability to collaborate with others. Projects will be edited on Final Cut Pro and Pro Tools.

The Language of the Moving Image
Fall 2010 (14 weeks)
Prof. Hudson
An introduction to the basic methods and concepts of screen studies. The course provides an overview of the historical development of cinema and television as international artistic and social forces. Topics include the role of the Internet as a challenge to traditional modes of media production and distribution. Students are also introduced to aesthetic questions, the language of production, and the lines of critical enquiry that have been developed for the media.

ELECTIVES: PRODUCTION AND CRAFT

Writing the Short Screenplay
Crosslisted with Creative Writing
A workshop designed to develop short screenplays from concept to structure to final draft. Topics include theme, character, research, story, conflict, dialogue, and script editing. The course aims to make a connection between the ancient traditions of the oral storyteller and the professional practice of the contemporary screenwriter when pitching to producers. Screenings and discussions will focus on classical and contemporary examples of the short film from a variety of genres, traditions, and cultures. All students complete two short screenplays.

Writing the Feature
A workshop devoted to the development of a feature-length screenplay. Topics include the germinal idea, research, the step outline, and the first draft. Students are encouraged to develop original ideas, create memorable characters, construct effective stories and structures, and write distinctive dialogues. Students will workshop their story ideas and screenplay pages in class.

Short Film Production
In this practical introduction to short filmmaking each student will write and direct three short fiction films, working in groups of four and rotating crew positions. Student work will be screened and critiqued in class. Students will be introduced to the fundamentals of screenwriting, acting, directing, lighting and sound recording, and working with HD or SD video. Digital editing tools including Final Cut Pro will be utilized. Digital output, compression, and online distribution will also be covered.

Documentary Production
A practical introduction to creating compelling stories in which real people are the characters and real life is the plot. The academic study of classic documentaries is combined with craft training, practical exercises, and production work. Working collaboratively in small production teams, each student will complete three projects. The course introduces the fundamentals of lighting, camera and sound recording, and emphasizes the creative role for the editor. Students will be introduced to the fundamentals of lighting, camera and sound recording, working with HD or SD video. Students learn to understand how pacing, transitions, cuts, and continuity can enhance a film. Digital editing tools including Final Cut Pro will be utilized.

Person-to-Person: The Interview
Crosslisted with Journalism
Exploring the interview in film, radio, television, print, and new media, this class will consider a range of theoretical and practical approaches to the shaping of questions, the interviewer/interviewee relationship, character, and constructing an argument. Readings will include Plato, Deleuze, and Studs Terkel and the class will examine the approaches of Errol Morris, Michael Moore, Sadie Benning, David Frost, James Agee, Oprah Winfrey, and others. Class projects will investigate these techniques from both a practical and theoretical perspective.
**Introduction to Animation**
A practical introduction to the basic techniques of animation. Topics include flipbook, clay, collage, and drawing from the model. Cameraless animation, optical toys and 2-D digital animation are also explored. Principles of motion are stressed such as anticipation, follow-through, staging, overlapping action, and exaggeration, among others. All work is tested on video. At the end of the course each student will have an edited two-minute reel.

**New Media Lab**
*Crosslisted with Interactive Media and Technology*
An introductory course designed to provide students with hands-on experience using various technologies such as online communities, digital imaging, audio, video, animation, authoring environments and the World Wide Web. The forms and uses of new communications technologies are explored in a laboratory context of experimentation and discussion. Principles of interpersonal communications, media theory, and human factors are introduced.

**Mobile Media**
*Crosslisted with Interactive Media and Technology*
Mobile devices (phones) are used for both the production and consumption of rich media—augmenting their original purpose as one-to-one communication devices. This course will explore the technology that enables the consumption and production of media on these devices with an eye toward how that media can be used in conjunction with the devices’ original social and communicative purposes. Students will create projects that utilize the available technology to explore new forms of social media creation and consumption.

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

**ELECTIVES: HISTORY, THEORY, CRITICISM**

**Applications of Media**
*Crosslisted with Interactive Media and Technology*
This class is designed for students who have grown up in a rapidly changing global multimedia environment and want to become more literate and critical consumers and producers of culture. The course examines media through an interdisciplinary, comparative, and historical lens, and defines it broadly as including oral, print, theatrical, photographic, broadcast, cinematic, and digital cultural forms and practices. The course looks at the nature of mediated communication, the functions of media, the history of transformations in media and the institutions that help define media's place in society. Over the course of the semester we will explore theoretical debates about the role and power of media in society in influencing our social and cultural values and political beliefs. Students will also have the opportunity to analyze media texts, such as films and television shows, and explore the changes that occur when a particular narrative is adapted into different media forms. Through the readings, lectures, and discussions as well as their own writing, students will have the opportunity to engage with critical debates in the field as well as explore the role of media in their own lives.

**International Cinema: 1960–Present**
This class focuses on international filmmaking practice since 1960, with special emphasis on “new waves” and other contemporary film movements within a variety of national cinemas. We will consider films from a stylistic, formal, and theoretical perspective, paying special attention to the emergence of modernist and neo-realist inspired stylistic and narrative modes. We will also examine films in relation to their national, historical, industrial and technological context and relative to the particular thematic and artistic concerns of their makers and their communities. The course introduces students to some of the most exciting and challenging films produced within the past 50 years and encourages them to think critically about film aesthetics and narrative structure, national and historic context, and the process of film production. In-class screenings will include films by: Jean Luc Godard, Nagisa Oshima, Michelangelo Antonioni, Glauber Rocha, Rainer Warner Fassbinder, Chris Marker, John Woo, and Abbas Kiarostami.
Comparative (Post)Colonialism: Media and Representation
Spring 2011 (14 weeks)
Prof. Stam
This seminar is devoted to the interrelated issues of colonialism, postcolonialism, comparative race, and multiculturalism as apprehended through diverse disciplines, media, and colonial histories. Throughout our focus will be comparative, transnational and transdisciplinary, mingling the theories and methods of media studies, literary studies, philosophy, and social studies. The goal is to reflect in a polycentric way on a multicultural world still shaped by the legacies of (post) colonialism, as reflected, refracted, translated and resisted by the media.

New Media Ecologies
Spring 2011 (14 weeks)
Prof. Hudson
If one vector of globalization is accelerated homogenization — McDonaldization, Hollywoodization, Googlization — another vector is expanded diversity of media: amateur, ambient, activist, commercial, documentary, experimental, indigenous, locative, and tactical media. This course examines new media ecologies of digital technologies and distributed networks deployed in production, distribution, and exhibition in Africa, Asia, Latin America, indigenous nations, the Middle East, North America, and transnational collaborations. New media objects (DVDs, virtual 3D environments, video games, Web sites) prompt us to reframe assumptions based on old media (print, photography, cinema, television) around topics such as indexicality and digital images; cinephilia in an era of transnational media corporations and remix cultures; nonlinear structures, data visualization, digital animation, and online distribution of documentary; copyright, P2P file sharing, and the Internet; immersive experiences in computer games; and access to technologies within digital divides and stratified, layered, and controlled information protocols. Students produce and distribute media in addition to writing about it.

Indian Cinema
While its total revenue stream is only the size of a medium-size Hollywood studio, the global audience for Bollywood film is larger than that of Hollywood, and both are 100 years old. The course will explore the character and development of its unique aesthetics and idioms as they responded to the radical social changes wrought by the liberation of India from colonialism and the development of technological modernity. Topics will include the early cinema of Phalke, the coming of sound, the golden age of the 1950s, the development of the new wave, Bengali Cinema, the figure of Amitab Bachchan and the Indian star system, and the emergence of modern Bollywood as a domain of media synergy and globalization.

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

Documentary Techniques
The course provides a review of current documentaries and a comparison with those made in earlier decades. We examine influential works such as Robert Flaherty’s Nanook of the North, propaganda films, cinéma vérité, social and educational documentaries, the personal documentary, re-enactment and dramatization, experimental works, and the unique voices of artists such as Errol Morris. The course explores the different genres of documentary filmmaking and identifies the specific elements employed in the context of their time, their objective, and their audience. Course requirements include a final paper and a class presentation.
The World Through the Documentary Lens
This course is designed for students with an interest in exploring a specific subject through the documentary genre. By focusing on a single issue, the course aims to cover many points of view and to provide a foundation of knowledge, vocabulary, and insight about both the subject matter raised by the films and the techniques and skills of good documentary filmmaking. Through frequent screenings and discussions, and a required reading list, the students will study specific subjects in depth. Both classical and contemporary films will be shown. Specific examples of fields of study include: civil rights, human rights, the environment, biographies, and societies at war.

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

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

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

Interactive Screens and Cinematic Objects
What does it mean to create interactive cinema? What are its limits and possibilities? Are we talking about cinema that is narrative, formal, symbolic, or vestigial? How does interactivity impact narrative perception, rhythm, and arc? Is the interface user-driven or machine-driven? Multilinear or singular? Screen or object based? Do we want to work for our stories? Is it possible to make profound or emotional narrative work in a multilinear or interactive environment? The creation and evaluation of work in this class will pivot on the notion of narrative perception: a viewer’s desire to actively make story out of represented moments, from Chaplin’s silent movies to U.S. Army recruitment ads to De Kooning’s paintings of women.

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

CAPSTONE

Senior Capstone Research Project (2 semesters)
The capstone experience provides seniors with the opportunity to work closely with a faculty mentor and to produce a Capstone Project. Projects may range in form from a creative art project to a theoretical or historical research project. The program consists of a capstone seminar, taken in the first semester of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students define the parameters of their projects and begin exploratory work and research. The capstone experience culminates in the public presentation of the Capstone Project. Students may also elect to participate in a Capstone Project with students majoring in other disciplines in the humanities, the natural and social sciences. Collaborating students work with a faculty member to define the overall goals of the group Capstone Project, as well as the particular goals of each participant.
History is the study of human experience, considered in relation to particular times and places. It is also a method of thinking characterized by its attention to the contexts in which people have lived and worked. Students of history gain invaluable skills and techniques when they master this method of thinking. They learn to analyze and interpret many different kinds of evidence—cultural, social, economic, and political; to organize it into a coherent whole; and to present it clearly in written or oral form. In the process, students also learn to justify and question their own and others’ conclusions, for history is always an argument about what actually happened. Indeed, rethinking and revising accepted historical conclusions is one of the most important and most interesting tasks of the historian. Faculty and students in history are engaged in the study of a wide range of historical questions, focusing on different time periods and different geographic regions.

The goal of the History major is to provide students with both a foundation of historical knowledge and the tools to undertake their own historical research, using primary documents when possible, in ways that meet the highest intellectual standards. The major in History prepares students for graduate work, teaching, and for any of the many professions that benefit from analytical thinking and argumentation, including politics, law, medicine, and business, as well as furnishing the wherewithal for lifelong personal enrichment.

The NYUAD History major focuses on global history, conceived in terms of four overlapping regions:

**Indian Ocean World**, which includes not just the areas and countries bordering the ocean basin but also the areas corresponding to the historic scope of the Ottoman and Mughal empires, Persia, parts of Central Asia, Southeast Asia, East Africa, and parts of the South Pacific.

**Asia-Pacific World**, which includes areas corresponding to the historic scope of the Mongol, Qing, and Russian empires, Northeast Asia, parts of Central and Inner Asia, parts of Southeast Asia, Australasia, and the Americas.

**Atlantic World**, which encompasses Europe (including Russia and the USSR), the Americas, West Africa, and the Caribbean.

**Mediterranean World**, which encompasses all those areas adjacent to the Mediterranean and contiguous seas, including the historic scope of the Habsburg, Venetian, and Ottoman empires, parts of southern and central Europe, North Africa, and the Near East.
Certain History courses may be able to count towards more than one regional field within the major. A student who wishes to use a particular course to fulfill a requirement in a field other than the one under which the course is listed may request permission from the mentor. A single course can fulfill only one field.

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

### Requirements for the Concentration

4 courses, distributed as follows:

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

### Concentration in History

The goal of the Concentration in History is to provide students with both a foundation of historical knowledge and a familiarity with the sources and methods on which historians draw. The Concentration in History is useful preparation for the many professions that benefit from analytical thinking and argumentation, including politics, law, medicine, diplomacy, and business, as well as whetting the appetite for lifelong personal enrichment.

Students pursuing the Concentration in History are required to take four courses: one global thematic course; two courses in a single regional area; and one elective.

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

Indicates required courses for major

Requirements for the Major
9 courses, distributed as follows:

1. Required Courses: Theory and Practice of History
2. Capstone Project
3. Electives: one Global thematic course; two courses in two different regional areas; one course in a period before 1800; and one course from Arts and Humanities Colloquia.

Year 1
Fall Semester
- CORE
- CORE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- January Term

Spring Semester
- CORE
- CORE
- GENERAL ELECTIVE
- HISTORY ELECTIVE

Year 2
Fall Semester
- CORE
- CORE
- GENERAL ELECTIVE
- MULTI-DISCIPLINARY
- January Term

Spring Semester
- CORE
- GENERAL ELECTIVE
- THEORY AND PRACTICE OF HISTORY
- MULTI-DISCIPLINARY

Year 3
Fall Semester
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- HISTORY ELECTIVE
- HISTORY ELECTIVE
- January Term

Spring Semester
- CORE
- HISTORY ELECTIVE
- HISTORY ELECTIVE
- MULTI-DISCIPLINARY

Year 4
Fall Semester
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- HISTORY ELECTIVE
- CAPSTONE
- January Term

Spring Semester
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- MULTI-DISCIPLINARY
- CAPSTONE
HISTORY COURSES

REQUIRED FOR MAJORS

The Theory and Practice of History
What is history? This course offers an introduction to theories and practices of history drawn from different parts of the world. It considers the utility of such different historical sources as written documents, excavated artifacts, oral histories, and visual culture and how to balance contradictory accounts of the same event.

ELECTIVES: GLOBAL THEMATIC COURSES

The World that Trade Made
Long-distance trade has existed since ancient times. It has been accompanied by migrations, the spread of world religions, advances in transportation and other technology, the expansion of knowledge and information, and, of course, the exchange of goods from basic foodstuffs to exotic luxuries. This course examines the material changes that trade brought about both in the home area and in distant trading locations, and analyzes the resulting development of different kinds of connections both predictable and unanticipated.

Global Environmental History
Fall 2010 (14 weeks)
Prof. L. Minsky
Crosslisted with The Environment
This course offers an overview of global environmental history with a focus on the period from 1500 C.E. to the present—a time marked by a dramatic intensification in the use of land, water, and energy resources around the world. Our central goal is to understand the relationship between globalization, natural resource use, and environmental change, and to explain how this relationship unfolded (and continues to unfold) differently in major world regions. This course assumes no background knowledge in either world or environmental history.

Power and Poverty
The course explores entanglements of power and poverty by focusing on dynamics of inequality during economic development under globalization. Organized in four parts, each presents a particular angle of analysis. We begin with Amartya Sen’s entitlement approach to famine. We then consider contemporary global issues. Our third project is to bring health into understandings of poverty and power. Last, we consider political struggles as potentially productive forces inside inequality environments.

Judaism, Christianity, and Islam
Crosslisted with The Ancient World and The Arab Crossroads
The course concerns the origins, development, spread, and interactions of three global religions, with comparative emphasis on the way each understood itself and its relationship to the others. Topics include the religions’ social, cultural, political, and economic roles as these played out in different locations and at different historical moments.

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

Topics in Global History
Course topics may include: slavery; world history of science and technology; global history of women and gender; labor migrations; global revolutions; history of the modern city; empire and globalization; the industrial age; consumption and modernity; pirates and piracy in world history; opium; and others.

The Modern World System: Past, Present and Future
January Term (Abu Dhabi)
Profs. Calhoun and Wallerstein
Crosslisted with Social Research and Public Policy
Since the 17th century there have been a series of different hegemonic powers within a transnational capitalist economy. This course will survey (a) the history of the capitalist system from Dutch and British hegemony through the American 20th century, the growth of corporations, various approaches to economic development, and the current opening up of the world to new economic powers, and (b) the related political history of European colonialism, nationalism, postcolonial societies, the Cold War, and the emerging world of today. It will consider the nature of crises and social change, efforts to establish stability in the face of conflicts and disruptions, and possible futures open to the contemporary world. The course will include several field trips in the UAE.
**REGIONAL COURSES: INDIAN OCEAN WORLD**

**The Making of the Muslim Middle East**<br> *Crosslisted with The Arab Crossroads*<br> A historical and comparative approach to the first half millennium of Islamic history. The course traces the cultural and religious strands shaping the institutions, belief systems, and practices. Using primary sources, students explore the major debates in cultural history of this period.

**Modern South Asia**<br> *Spring 2011 (14 weeks)*<br> Prof. L. Minsky<br> *Crosslisted with The Arab Crossroads*<br> Situated at the center of the Indian Ocean world, the South Asian region is home to over a billion people, and is the site of a rich and vibrant history. The course explores this history, with a focus on understanding major political, economic, cultural, and environmental changes as they affected ordinary people and shaped the nature of collective identities (religious, caste, class, regional, linguistic, national, etc.) in the region over time. Learning how collective identities have been produced historically will enable you to appraise and navigate competing models of nationalism, cosmopolitanism, and universalism in the world today.

**Capitalism in South Asia**<br> Is capitalism a set of global arrangements superimposed on a set of local cultures, a long-term tendency of South Asian societies, or something that has entered into the very structure of modern South Asian society? This course explores a range of topics from the Indian Ocean trading world; proto-industrialization in pre-colonial India; the East India Company to developmentalist theories and pro-industrialization policies; nationalism, decolonization, and political economy; and neo-liberalism.

**African History through Literature**<br> Through literature, this course acquaints students with major issues and questions relating to Africa’s development from early to contemporary times. Questions concerning the relationship of the production of literature to centers of power, the meaning of literature in societies espousing morality, the specific and at times parochial uses of literature, the interplay of gender and voice, and the politics of translation into European modalities will all be examined regionally and over time.

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

**Topics in Indian Ocean History**<br> *Crosslisted with The Arab Crossroads*<br> 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.

**REGIONAL COURSES: ASIA-PACIFIC WORLD**

**China in the Global Context**<br> This course examines China in the global context since long before the coming of Europeans in the 1500s. Topics include religion and belief systems, including Buddhism, Confucianism, Daoism, Christianity, and Islam; trade in tea, silver, opium, foodstuffs, silk, and other exotica; intellectual exchange; art; law; travel; diasporas; shipping; weaponry; foreign representations of China and Chinese representations of others.

**Eurasian Empires**<br> Explores empires that have emerged, expanded, and competed in Eurasia. Topics include the Turkic, Xiongnu, and Mongol empires; their technological achievements, imperial strategies, intersections with empires, peoples and cities on their edges, as well as the impact of these empires on politics and culture across Eurasia.

**Silk Roads Past and Present**<br> Aspects of the Silk Roads from ancient times to the very recent past, including actual conditions and representations, accurate and imagined. For centuries travelers have moved between China and points west along the various ancient routes that became known as the Silk Roads. The area they covered, corresponding to most of today’s Central and Inner Asia, remains a contested area drawing global attention from various powers vying for control.
Modern Asian Cities
How does globalization take place in cities and how do cities embody and reflect globalization? This course focuses on such cities as Shanghai, Jakarta, Mumbai, and others to examine such topics as rapid and uneven urbanization; poverty, inequality and social justice; social, political and cultural lives; and the relationship between the built environment and everyday lives in these globally interconnected urban environments.

Topics in Asia-Pacific History
Crosslisted with The Ancient World
Course topics may include: ancient China; the Mongols; food and drugs in Chinese history; Mao Zedong; history of Vietnam; Asian diasporas past and present; Japan in World War II; Pacific Rim history; and others.

REGIONAL COURSES:
ATLANTIC WORLD

The Age of Euro-American Empires, 1492–1821
Examines European expansion in the early modern period and the creation of an interconnected Atlantic world with particular emphasis on North America and the Caribbean; the roles of Europeans, American natives, and Africans in forming systems of trade and patterns of settlement; the evolution of slavery; and the development of new political structures, changing religious beliefs, and evolving family relationships in America. The course also assesses the imperial context of these developments.

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

Imperial Competition in the 19th and 20th Centuries
Throughout the 19th and 20th centuries, empires competed with each other both inside the Atlantic and European world and beyond it in Africa, Asia, and Eurasia. Explores the strategies of British, French, Russian, Ottoman, German, Habsburg, American, and Soviet empires through World War II.

Ideas into Ideologies: Nineteenth-Century German Ideas and Their Global Legacies
Spring 2011 (14 weeks)
Prof. A. Minsky
This course introduces students to ideas and intellectual projects articulated in German letters and public discourse during the “long 19th century” (1789-1914), and to their global legacies as ideas were transformed into ideologies during the 19th and 20th centuries. The course addresses the interplay between theory and practice: how the original meaning of ideas changed, often radically, in the course of their re-interpretation, appropriation or absorption in a wide range of philosophical discourses, political projects, social movements and cultural endeavors, due in part to their implementation in differing cultural and geographical contexts. Major themes will include: autonomy and emancipation (intellectual, political, sexual); Romanticism and nationalism; Bildung (self-edification) and liberal arts education; state and revolution; and Volk, race, and the social sciences. Students read key texts in German letters and pair them with later primary texts and secondary works, illustrating the prolific range and trajectories of German ideas.

When There Were Two Europes: Islam and Christendom, 711–1529
Fall 2010 (7 weeks)
Prof. Lewis
Crosslisted with The Arab Crossroads
The course explores the economic, political, and cultural asymmetries of the long symbiosis when Europe was divided at the Pyrenees into a Muslim and a Christian sphere. Al-Andalus (Muslim Spain) was religiously tolerant, culturally rich, and economically robust. Carolingian and post-Carolingian Europe was economically retarded and culturally impoverished. By the beginning of the 12th century, a Christian reconquest overwhelmed the Muslim Andalusia. Nevertheless, an Indian summer of interfaith collaboration of Christian, Muslim, and Jew persisted.

Islam in Africa and the Americas
Introduced by merchant activity in the 8th century C.E., by the 15th century Islam had become the religion of ruling elites throughout much of the western Sudan, and was the foundation for significant urban development in East Africa. Examines both the impact of 17th-19th-century Islamic reform in West Africa and the transatlantic slave trade, and the influence and legacy of African Muslims exported to the Americas via the slave trade. Finally, we consider the contemporary Muslim experience in both Africa and the Americas.
This course is designed to explore the ways of narrating a history of the United States that are not wholly contained within the territory of the United States. It seeks to identify histories larger than that of the United States within which the history of America is embedded and entangled, with the aim of rethinking the basic narrative of American history. Themes range from immigration and economics to culture and politics in their global and transnational aspects. The course focuses on readings and discussion.

**History of Colonial Latin America**
Introduces students to the colonial origins of Latin America and the ways these have shaped 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. Specific topics include: Inca and Aztec worlds; Indian-European confrontations; the Catholic Church and popular religiosity; patriarchy and honor codes; racial dynamics and slavery; the development of capitalism; anti-colonial struggles; imperial rivalry; reform; decline; and colonial legacies.

**Topics in Atlantic History**
Course topics may include The Enlightenment; American colonial history; Atlantic immigration; race, gender, and sexuality in U.S. history; African-American history; New York City past and present; women and slavery in the Americas; the New Deal; and others.

**REGIONAL COURSES: MEDITERRANEAN WORLD**

**The Ancient Near East**
Crosslisted with The Ancient World
Civilization in the Fertile Crescent and Egypt from the prehistoric period up to the rise of Islam. Stresses the development of political, economic, and religious institutions. Students learn about the interaction of the great empires of the Near East and about the impact that these empires have had on world civilization and culture.

**The Ancient Mediterranean World**
Crosslisted with The Ancient World
The ancient Mediterranean, from Spain to Egypt and the Levant, is the cradle from which Western civilization grew. This course will cover the different cultures of the region, with particular interest in their interaction and the conquest of the entire region by Rome. The course will examine the complex dynamics of Rome's relationship to its subject peoples, as Roman trappings were overlaid upon native traditions.

**The Crusades**
The history of the Crusades (1095-1291 C.E.) is an important chapter in European imperialism and a manifestation of deep religious conviction. Examines the background in Europe leading to the Crusades; the social, political, and economic situation in the eastern Mediterranean before the Crusades; the fortunes of the Crusader (Latin) Kingdom of Jerusalem; and the reactions of Europeans and Easterners to one another. Examines and reevaluates the legacy of the Crusades on both the Eastern and the Western worlds.

**Early Modern Mediterranean Worlds**
The early modern Mediterranean was a fluid frontier shifting between the Islamic and Christian powers. From the mosques of Spain to the markets of Venice to the multireligious neighborhoods of Istanbul, students explore sites of coexistence, accommodation, and conflict through history, literature, and art.

**The Ottoman Empire in World History**
Crosslisted with The Arab Crossroads
The course examines the Ottoman Empire from a world historical perspective. Beginning with the collapse of the Byzantine state and ending with the French Revolution, students gain an understanding of the Ottoman state and society and its responses to, and participation in, global trade, interstate warfare, and the cultural and political development of the modern world.

**The Emergence of the Modern Middle East**
Crosslisted with The Arab Crossroads
Surveys the main political, social, economic, and intellectual currents of the 20th century. Emphasis is on historical background and development of current problems in the region. Topics include imperialism, nationalism, religion, Orientalism, women, class formation, oil, the Arab-Israeli crisis, and the Iranian revolution.

**Topics in Mediterranean History**
Crosslisted with The Ancient World
Course topics may include history of Egypt; the Roman Empire; religion and culture from Alexander to Muhammad; Venice and the Mediterranean; premodern science; Western expansion in the Eastern Mediterranean, 11th-15th centuries; Napoleon; modern Greek history; Israel and Palestine; and others.
TOPICAL RESEARCH

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

CAPSTONE

Senior Capstone Research Project (2 Semesters)
The capstone experience provides seniors with the opportunity to work closely with a faculty mentor and to conduct extensive research on a topic of their choice. The program consists of a capstone seminar, taken in the first semester of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students define a thesis topic of their choice, develop a bibliography, read broadly in background works, and begin their research. In the tutorial, students work on a one-to-one basis with a faculty director to hone their research and produce successive drafts of a senior thesis. The capstone experience culminates in the public presentation of the senior thesis. Students may also elect to participate in a College Capstone Project with students majoring in other disciplines in the arts, and the natural and social sciences. Collaborating students work with a faculty member to define the overall goals of the Capstone Project, as well as the particular goals of each participant.
Language is the principal means through which humans communicate and a major vehicle in the development of thought, culture, and aesthetic expression. Studying language makes one aware of other conceptual and cultural worlds and able to reach more effectively into those worlds and bridge cultures. 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.

NYUAD students must be fluent in English. Non-credit classes for advanced training in spoken and written English are offered, and the Academic Resource Center offers tutorial help for writing in English to enable students to hone their English writing skills.

Students who pursue majors in the Arts and Humanities are strongly encouraged to study a language other than English while at NYUAD. Language study opens a window into other cultures and ways of conceiving the world. Students who choose to acquire a new language or to pursue advance study of a language with which they are already familiar are better poised to realize their potential as 21st-century global citizens.

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

Students who wish to advance their proficiency in languages other than Arabic and Chinese may take advantage of the immersive language instruction offered at NYU’s global sites in Accra, Berlin, Buenos Aires, Madrid, Paris, Tel Aviv, and Prague. With their mentor’s approval, students may petition to study other languages offered at NYU New York through special tutorial arrangements.
**LANGUAGE COURSES**

**Elementary Arabic 1**  
*Fall 2010 (14 weeks)*  
*Prof. Al-Khalil*  
Builds basic skills in modern standard Arabic. Five weekly hours of instruction and drill, stressing the proficiency approach, plus work in the language laboratory.

**Elementary Arabic 2**  
*Spring 2011 (14 weeks)*  
*Prof. Al-Khalil*  
**Prerequisites:** Elementary Arabic 1 or equivalent  
Builds basic skills in modern standard Arabic. Five weekly hours of instruction and drill, stressing the proficiency approach, plus work in the language laboratory.

**Intermediate Arabic 1**  
*Fall 2010 (14 weeks)*  
*Prof. Al-Khalil*  
**Prerequisites:** Elementary Arabic 2 or equivalent  
A continuing study of Arabic at the Elementary level, with increased emphasis on writing and reading from modern sources in addition to aural/oral proficiency.

**Intermediate Arabic 2**  
*Spring 2011 (14 weeks)*  
*Prof. Al-Khalil*  
**Prerequisites:** Intermediate Arabic 1 or equivalent  
A continuing study of Arabic at the Intermediate level, with increased emphasis on writing and reading from modern sources in addition to aural/oral proficiency.

**Advanced Arabic 1**  
**Prerequisite:** Intermediate Arabic 2 or equivalent  
Builds on the skills acquired at the Intermediate level of Arabic study, with emphasis on writing compositions and conducting research.

**Advanced Arabic 2**  
**Prerequisites:** Advanced Arabic 1 or equivalent  
A continuing study of Arabic at the Advanced level, with emphasis on writing compositions and conducting research.

**Introduction to Islamic Texts (in Arabic)**  
**Prerequisites:** Intermediate Arabic 2 or equivalent  
This course introduces students to the main stylistic features of classical Arabic. Students get a flavor of an older yet essential register of Arabic through the most important texts of the Islamic tradition. These texts constitute the very core of Islam to this day: the Qur’an and the Hadith (sayings of the Prophet Muhammad). The syllabus also includes samples from the Tafsir tradition (Qur’anic hermeneutics), Sufi/mystical literature (poetry and prose), philosophical novels, and pious tales from the popular sphere (the Arabian Nights tradition). The Qur’an provides a sustained focus for the course, with particular attention being paid to how it has influenced all categories of Arabo-Islamic literature: linguistically, stylistically, thematically and doctrinally.

**Elementary Chinese 1**  
*Fall 2010 (14 weeks)*  
*Prof. Shao*  
Covers both spoken and written aspects of the language. Open to students who have had no training in Chinese, the course includes translation from and into Chinese and a basic study of elementary Chinese grammar.

**Elementary Chinese 2**  
*Spring 2011 (14 weeks)*  
*Prof. Shao*  
**Prerequisites:** Elementary Chinese 1 or equivalent  
Covers both spoken and written aspects of the language. The course includes translation from and into Chinese and a basic study of elementary Chinese grammar.

**Intermediate Chinese 1**  
*Fall 2010 (14 weeks)*  
*Prof. Shao*  
**Prerequisites:** Intermediate Chinese 1 or equivalent  
A study of Chinese at the intermediate level. In addition to the reading of baihua (colloquial) texts, the course provides enough wenyan (classical) syntax and vocabulary to aid in reading contemporary belles lettres and journalistic and documentary materials in the original.

**Intermediate Chinese 2**  
*Spring 2011 (14 weeks)*  
*Prof. Shao*  
**Prerequisites:** Intermediate Chinese 2 or equivalent  
A continuing study of Chinese at the intermediate level. In addition to the reading of baihua (colloquial) texts, the course provides enough wenyan (classical) syntax and vocabulary to aid in reading contemporary belles lettres and journalistic and documentary materials in the original.

**Advanced Chinese 1**  
**Prerequisites:** Intermediate Chinese 2 or equivalent  
Reading and translation of wenyan or baihua texts in the humanities and literature. The course is intended to develop reading speed and comprehension of more advanced syntax and styles.

**Advanced Chinese 2**  
**Prerequisites:** Advanced Chinese 1 or equivalent  
Continuation of Advanced Chinese 1, with greater emphasis on wenyan and a gradual introduction of more advanced literary Chinese. Designed to help students learn to use original sources in research.
Students in the Literature major study oral and written texts that have significant aesthetic interest and that stimulate critical thinking about how human beings represent the experience of living. The Literature major focuses on world literature, taught in English translation, and on Anglophone literature (literature from around the world originally written in English). Where possible, students with fluency in other languages may read assigned texts in the original language.

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

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

A major in Literature prepares students for a wide variety of careers in business, politics, and education that expect critical thinking, excellent writing skills, the ability to do discerning research, to read deeply and creatively, to be receptive to the perspectives of others, and to present ideas coherently and convincingly.
Concentration in Literature
The Concentration in Literature is open to all NYUAD students and enables students to develop expertise in literary scholarship and critical thinking by building on the foundations laid by the two Pathways of World Literature courses required of all undergraduates. By learning to read critically and write with analytical precision, students in this concentration prepare themselves to participate intelligently in world culture while forging a lifelong, enriching relationship with literature.

Students who elect to pursue the Concentration in Literature are required to take three courses: Literary Interpretation or Critical Theories and Methods, and a minimum of two electives, chosen from among the courses designated as electives and topics seminars. Students may count one course in Creative Writing towards their elective requirement.

All courses that a student wishes to count towards the Concentration in Literature must be approved in advance by the student’s mentor, including those taken at one of NYU’s other global sites.

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

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

Requirements for the Concentration in Literature
3 courses, distributed as follows:

1. Literary Interpretation or Critical Theories and Methods
2. Electives

Requirements for the Concentration in Creative Writing
4 courses, distributed as follows:

1. Introduction to Creative Writing
2. Creative Writing Electives
LITERATURE
SAMPLE SCHEDULE

Indicates required courses for major

requirements for the major

9 courses, distributed as follows:

2 Required Courses: Literary Interpretation; Critical Theories and Methods of Literary Study

5 Electives: at least one course must be from Arts and Humanities Colloquium

2 Capstone Project

YEAR 1

Fall Semester

CORE

CORE

GENERAL ELECTIVE

GENERAL ELECTIVE

January Term

Spring Semester

CORE

CORE

LITERATURE ELECTIVE

MULTI-DISCIPLINARY

YEAR 2

Fall Semester

CORE

GENERAL ELECTIVE

LITERARY INTERPRETATION

MULTI-DISCIPLINARY

January Term

Spring Semester

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

LITERATURE ELECTIVE

YEAR 3

Fall Semester

CORE

GENERAL ELECTIVE

LITERATURE ELECTIVE

CRITICAL THEORIES AND METHODS

January Term

Spring Semester

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

LITERATURE ELECTIVE

YEAR 4

Fall Semester

CORE

LITERATURE ELECTIVE

MULTI-DISCIPLINARY

CAPSTONE

January Term

Spring Semester

CORE

GENERAL ELECTIVE

MULTI-DISCIPLINARY

CAPSTONE
LITERATURE COURSES

REQUIRED FOR MAJORS

Literary Interpretation
Introduces students to the demands and pleasures of university-level investigation of literature. Students develop the tools necessary for advanced criticism, including close-reading skills, knowledge of generic conventions, mastery of critical terminology, and skill at a variety of modes of analysis, from the formal to the historical. Also emphasizes the writing process, with the production of four to five formal papers.

Critical Theories and Methods of Literary Studies
Spring 2011 (14 weeks)
Prof. Neuber
Major texts in critical theory from Plato to Derrida are considered in relation to literary practice. The first half of the course focuses on four major types of critical theory: mimetic, ethical, expressive, and formalist. The second half turns to 20th-century critical schools, such as Russian and American formalism, archetypal criticism, structuralism, psychoanalytic criticism, feminism, reader-response theory, deconstruction, and historicism.

ELECTIVES

European Literary Traditions
A comparative approach to the formation and development of traditions in post-Enlightenment Europe (including Great Britain and Russia), with a particular emphasis on fiction and poetry as embodiments of modernity.

Classical Literature and Its Global Reception
Fall 2010 (14 weeks)
Prof. Neuber
Crosslisted with The Ancient World
An introduction to three genres of literature from the ancient Greco-Roman world—drama, epic, and lyric poetry—together with an investigation of their continuing impact on the modern world.

Colonial and Postcolonial Literature
Fall 2010 (14 weeks)
Prof. Majithia
The course considers how colonialism and postcoloniality have shaped the imagination at the “center” and “the margins.” Representations of nationalism, race, gender, identity, hybridity and translation, have reinvented linguistic and literary forms and provoke readers to understand the role of language in producing reality. We examine questions of form and historical, political, and cultural context by focusing on comparative texts, including: Achebe, Conrad, Conde, Dangarembga, Kipling, Forster, Gandhi, Rushdie, Saleh, Saro-Wiwa and brief selections from Anderson, Bhabha, Said, Spivak, and film adaptations such as Omkara based on Othello, and Tsotsi based on Fugard’s novel.

Comparative Poetic Traditions
An introduction to the development of ancient and modern epic, lyric, and other poetic forms in comparative cultural contexts.

European Literary Traditions
A comparative approach to the formation and development of traditions in post-Enlightenment Europe (including Great Britain and Russia), with a particular emphasis on fiction and poetry as embodiments of modernity.

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

History and Theory of the Novel
An introduction to the history of the novel in a comparative context, with special emphasis on contemporary critical theory (including circulation studies, deconstruction, new historicism, and psychoanalysis). Theoretical readings include works by Bakhtin, Barthes, Lukacs, McKeon, Moretti, and Watt, among others.

History of Drama and Theater
Examines selected plays central to the development of world drama, with critical emphasis on a cultural, historical, and theatrical analysis of these works. Texts will be drawn from the major periods of Greek and Roman drama; Japanese classical theater; medieval drama; theater of the English, Italian, and Spanish Renaissance; French neoclassical drama; English Restoration and 18th-century comedy; and Russian dramatic traditions. Genres to be considered include romanticism, naturalism, realism, antirealism, and postcolonial theater.

History, Politics, and Literature
Studies in text and context that examine the question of what is intrinsic to and extrinsic to the literary text through the examination of semester-long case studies.
Literary Translation
Spring 2011 (14 weeks)
Prof. Horta
This course explores the craft of and the market for literary translation. Why do some translators aim for familiarity and others for estrangement? What is gained and lost in a text’s cultural relocation? Translation, and translation projects such as Abu Dhabi’s Kalima, play a pivotal role in shaping intercultural exchange and globalizing literary markets and canons. The course involves conversations with translators and authors in Abu Dhabi and abroad. Case studies include The Epic of Gilgamesh, the quatrains of Khayyam, sonnets of Shakespeare and Camões, and modern and contemporary works by Borges, Pessoa, Saramago, Kundera, Ondaatje, and Paz Soldan.

Literatures of the Americas
A hemispheric approach that sets the literary traditions of the United States, Canada, Mexico, and Latin America in comparative context.

Magic Realism
Fall 2010 (14 weeks)
Prof. Horta
How do global cultural forms emerge? This course charts the course of magic realism, a literary stream that flowered in postwar Latin America and has become a staple of global art, film and fiction at the start of the new millennium. We trace how this malleable form has served different historical moments, cultural contexts, and political ideologies, and ask why magic realism has been privileged as a global form. We will look at art, art criticism, film and fiction from Europe, the Americas, and the Middle East. Authors discussed include Massimo Bontempelli, Gabriel Garcia Marquez, Jose Saramago, Gunter Grass, Elias Khoury, and Tahar Ben Jelloun.

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

Modern Arabic Fiction
January Term (Abu Dhabi)
Prof. Khoury
Crosslisted with The Arab Crossroads
The novel is becoming the new dominant literary form in Arabic literature. Its origins go back to A Thousand and One Nights, and its roots come from different forms: Maqama, Sira, Khabar, Kissas. The novel reflects the complex relationship with the European model, and its history can be read as part of the attempt of modernism to create an authentic global voice. We will read masterpieces of modern fiction, from Tayeb Saleh to Jabra Ibrahim Jabra, and from Huda Barakat to Hanan Al Sheikh, dealing with topics related to modernity, social change, gender, prisons. The novel will be read as both individual and collective experiences, and we will discuss how the new literary genre reflected and participated in the process of social change.

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

Regional Literatures and Cultures
Transnational approaches to the cultures produced in one or more of the following regional configurations: Britain and northern Europe; the Mediterranean world; Africa; the Middle East; South Asia; the Far East; and the Americas.

The U.S. Novel after 1940 as a Global Form
To what extent do nationalist traditions of the novel break down in the period after the Second War? This course will examine the ways in which the U.S. novel has been marked by two conflicting trajectories: first, the emergence of powerful novels by writers who belong to historically marginalized traditions; second, a growing sense that the novel has become a residual form, no longer dominant among the various forms of narrative that U.S. culture makes available. The course will explore the ways in which the novel dramatizes the multicultural, transnational, and cosmopolitan experiences that mark the 21st century, with an emphasis on the ways in which U.S. writers have sought to engage global traditions, past and present.
TOPICAL RESEARCH

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

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

CAPSTONE

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

CREATIVE WRITING COURSES

These courses are open to all students at NYUAD.

Introduction to Creative Writing
This introductory workshop offers an exciting introduction to 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 they should be prepared to offer their classmates responses to their work.

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

Writing the Short Screenplay
Crosslisted with Film and New Media
A workshop designed to develop short screenplays from concept to structure to final draft. Topics include theme, character, research, story, conflict, dialogue, and script editing. The course aims to make a connection between the ancient traditions of the oral storyteller and the professional practice of the contemporary screenwriter when pitching to producers. Screenings and discussions will focus on classical and contemporary examples of the short film from a variety of genres, traditions, and cultures. All students complete a short screenplay.

EXPOSITORY WRITING

College Writing
Fall 2010 (14 weeks), Spring 2011 (14 weeks)
Prof. Cregar
This course provides instruction in the kinds of academic writing expected of students at NYUAD, with a focus on the analysis and interpretation of texts, the use of evidence—textual, visual, experiential—in developing ideas, and the expression of those ideas in clear, engaging prose. The course emphasizes pre-drafting and revision strategies essential to effective writing, and examines the rhetorical structures and conventions of academic writing in the disciplines. Designed primarily as a seminar in writing, students work collaboratively, learning ways of giving and receiving good feedback, offering constructive critique through class discussion, peer-group workshops, and one-on-one writing conferences. Students placed into College Writing must complete the course before they can enroll in a Writing Intensive Core Curriculum course.
Never before has the study of music been filled with such opportunities for exploration and thoughtful consideration of the phenomenon of sound and its relationship to its environment and culture. The variety of music and sounds so widely available is unprecedented. Within a few years it may be possible for people all over the world to store in a small device every note of music ever recorded. At the same time, sound-making opportunities from Garage Band to Guitar Hero and from enormous recording studios to hand-held synthesizers allow people at various levels of training and experience to produce an ever-widening kaleidoscope of sonorities and structures.

The Music major is dedicated to learning through making music, and to the continual interaction and synthesis of action and reflection. The major concentrates on studying, playing, and creating music of all styles and types in flexible configurations that take advantage of real, on-the-ground resources and opportunities.

For that reason students will be expected to participate in a small ensemble in which teaching will involve both hands-on musical discussions and the exploration of larger issues, such as historical context, formal considerations, and the nature of musical expression more generally. Students will also create new pieces. This activity will provide insight into structure, notational systems, and the interface between tradition and innovation. In written work and oral reports, students will reflect on these learning and creative experiences.

Further, we seek to bridge geographical and stylistic repertoires in two ways. First, whenever possible courses will draw on the widest pool of examples, reflecting the program's commitment to understanding music's significance through thoughtful cross-cultural analysis. Second, the curriculum will use the rich musical traditions of North Africa, the Arab Peninsula, the Levant, and the Persian Gulf region as a source for teaching both performance and theoretical issues.

Finally, we will encourage those studying music to work closely and in a sustained manner with students in other programs in the Arts. We will work to bring about close collaborations in such areas as art installations, theater and film music, and various multimedia projects. At least one course must be from Arts and Humanities Colloquia.
MUSIC
SAMPLE SCHEDULE

Requirements for the Major
10 courses, distributed as follows:

- 2 Required Courses: Song, Sound, and Technique; Interpreting Music
- 6 Electives: (at least) one course from each of the three areas of the curriculum: Arts Practice; History, Theory, Criticism; Arts and Humanities Colloquia
- 2 Capstone Project

YEAR 1

Fall Semester
- CORE
- CORE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- January Term

Spring Semester
- CORE
- CORE
- GENERAL ELECTIVE
- MUSIC ELECTIVE

YEAR 2

Fall Semester
- CORE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- January Term

Spring Semester
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- SONG, SOUND & TECHNIQUE
- MULTI-DISCIPLINARY

YEAR 3

Fall Semester
- CORE
- MUSIC ELECTIVE
- MUSIC ELECTIVE
- MULTI-DISCIPLINARY
- January Term

Spring Semester
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- INTERPRETING MUSIC

YEAR 4

Fall Semester
- MUSIC ELECTIVE
- MUSIC ELECTIVE
- MULTI-DISCIPLINARY
- CAPSTONE
- January Term

Spring Semester
- CORE
- GENERAL ELECTIVE
- MUSIC ELECTIVE
- CAPSTONE
**MUSIC COURSES**

**REQUIRED FOR MAJORS**

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

**Interpreting Music**
*Spring 2011 (14 weeks)*
*Prof. Feldman*
This course introduces students to several modes of inquiry as it explores and introduces a wide repertoire of musical materials. We will explore approaches to music, stressing historical, documentary, and archival work and contrast these with ethnomusicological, philosophical, and empirical/scientific modes of investigation. Repertoire will vary from year to year, but will include such aspects as Beethoven symphonies, North Indian instrumental music, Middle Eastern song, and new technologies such as auto-tune and new arenas for music such as video games and ring tones.

**ELECTIVES: ARTS PRACTICE**

**Creating Music**
This course will offer both a discussion of what it means in various cultures and contexts to “create” music and an opportunity to compose music in various styles. Choice of repertoire and approach will depend to a certain extent on the instructor, but students will get a chance to compose in at least three different styles, including one from the region. The final project will consist of an essay and a composition.

**Producing and Recording Techniques**
This course offers readings and practical experience with a broad array of musical technologies. Looking at everything from notational systems to musical instruments as machines, this course also focuses on the way contemporary developments from iPods to nanotechnologies are transforming the way we think about sound. Each year students will develop a project involving hands-on use of new technologies and will work with students in other areas of the Arts to execute it.

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

**Independent Study in Music Practice**
Music majors are encouraged to participate in small ensembles or individual instruction. The Music program will assist students in making these arrangements and together, the instructor and student will formulate the goals and evaluation process for the class.

**ELECTIVES: HISTORY, THEORY, CRITICISM**

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

**Topics in Western Classical Music**
Rather than present stylistic overviews, this course will focus on selected works and introduce them in various contexts. Depending on the experience and expertise of the instructor, the course might focus on Bach fugues, Mozart opera, Schoenberg’s piano music, or the development of electro-acoustic music. While the focus will be on issues of how these works create effects, and resultant questions of meaning, we will also look at sociological and political issues.
Regional Musics of the Middle East
Fall 2010 (14 weeks)
Prof. Feldman
Crosslisted with The Arab Crossroads and Urbanization
The course exposes students to the major secular and religious musical forms of both urban and some rural cultures of the Eastern Arab world, North Africa, Turkey and Iran. Cultural and historical readings will encourage them to make connections with broader cultural currents, while those with a musical specialization analyze specific musical forms and pieces. Each year two repertoires are explored in detail after a broad overview of regional musics.

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

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

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

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

CAPSTONE

Senior Capstone Research Project (2 semesters)
The capstone experience provides seniors with the opportunity to work closely with a faculty mentor and to produce a senior thesis project. Projects may range in form from a creative art project to a theoretical or historical research project. The program consists of a capstone seminar, taken in the first semester of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students define the parameters of their projects and begin exploratory work and research. The capstone experience culminate in the public presentation of the project. Students may also elect to participate in a College Capstone Project with students majoring in other disciplines in the humanities, the natural and the social sciences. Collaborating students work with a faculty member to define the overall goals of the group Capstone Project, as well as the particular goals of each participant.
Philosophy is the attempt to answer the most fundamental questions—the questions on which many other important questions depend—through rigorous and informed rational inquiry. Some of these questions have been pursued, in many different places, for thousands of years; others have arisen only with more recent developments in science or culture. In the contemporary world, philosophy has become a fully global discipline. The Philosophy major at NYU Abu Dhabi seeks to integrate the study of contemporary international philosophy with an understanding of philosophy’s rich multicultural history.

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

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

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

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

Students who elect to pursue the Concentration in Philosophy are required to take four courses: Central Problems in Philosophy and a minimum of three electives, with one course from each of the following three areas: history of philosophy, practical philosophy, and theoretical philosophy.

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

SAMPLE SCHEDULE

Indicates required courses for major

2 Required Courses: Central Problems in Philosophy; Practical Philosophy; Theoretical Philosophy; Arts and Humanities Colloquia.

5 Electives: (at least) one course from each of the four areas of the curriculum:

2 Capstone Project

YEARS

YEAR 1

Fall Semester
CORE
CORE
GENERAL ELECTIVE
GENERAL ELECTIVE

Spring Semester
CORE
CORE
GENERAL ELECTIVE
PHILOSOPHY ELECTIVE

YEAR 2

Fall Semester
CORE
CORE
GENERAL ELECTIVE
MULTI-DISCIPLINARY

Spring Semester
GENERAL ELECTIVE
GENERAL ELECTIVE
CENTRAL PROBLEMS IN PHILOSOPHY
MULTI-DISCIPLINARY

YEAR 3

Fall Semester
CORE
GENERAL ELECTIVE
PHILOSOPHY ELECTIVE
MULTI-DISCIPLINARY

Spring Semester
CORE
GENERAL ELECTIVE
PHILOSOPHY ELECTIVE
LOGIC

YEAR 4

Fall Semester
PHILOSOPHY ELECTIVE
PHILOSOPHY ELECTIVE
MULTI-DISCIPLINARY
CAPSTONE

Spring Semester
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
CAPSTONE
PHILOSOPHY COURSES

REQUIRED FOR MAJORS

Central Problems in Philosophy
An introduction to philosophy through an examination of a set of central problems drawn from a number of different areas. Examples of problems that may be included are free will, the requirements for knowledge, the relation between mind and body, and the nature of moral principles.

Logic
An introduction to the basic techniques of sentential and predicate logic. Students learn how to represent arguments from ordinary language symbolically, how to construct derivations within a formal system, and how to ascertain validity using truth tables or models.

ELECTIVES: HISTORY OF PHILOSOPHY

Ancient Mediterranean Philosophy
Crosslisted with The Ancient World and The Arab Crossroads
An examination of the major figures and schools in Greek, Hellenistic, and Roman philosophy, with special attention to Plato and Aristotle.

Classical Arabic and Islamic Philosophy
Crosslisted with The Arab Crossroads
An examination of important ideas and texts in the classical period of Arabic and Islamic philosophy, including those of Al-Kindi, Al-Farabi, Ibn Sina (Avicenna), and Ibn Rushd (Averroes).

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

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

Modern European Philosophy
Spring 2011 (14 weeks)
Prof. Silverstein
An examination of major philosophical ideas and texts in Europe in the 17th and 18th centuries, from the scientific revolution to the beginning of German Idealism, including works by Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

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

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

ELECTIVES: PRACTICAL PHILOSOPHY

Ethics
Fall 2010 (14 weeks)
Prof. Silverstein
An examination of fundamental questions of moral philosophy: What are our most basic values and which of them are specifically moral values? What are the ethical principles by which we should judge our actions, ourselves, and our lives?

Biomedical Ethics
An examination of moral issues in medical practice and research. Topics include euthanasia and quality of life; deception, hope, and paternalism; malpractice and unpredictability; patient rights, virtues, and vices; animal, fetal, and clinical research; criteria for rationing medical care; ethical principles, professional codes, and case analysis.

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

Political Philosophy
Spring 2011 (7 weeks)
Prof. Shaw
Crosslisted with Political Science
An examination of fundamental issues concerning the justification of political institutions. Topics may include democratic theory, political obligation and liberty, criteria of a just society, human rights, and civil disobedience.
Philosophical Perspectives on Gender
An examination of the morality and rationality of typical female and male behavior and motivation and of the social institutions relating the sexes.

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

**ELECTIVES: THEORETICAL PHILOSOPHY**

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

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

**Philosophy of Mind**
An examination of the relationship between the mind and the brain, of the nature of the mental, and of personal identity. Can consciousness be reconciled with a scientific view of the world?

**Philosophy of Language**
An examination of various philosophical and psychological approaches to language and meaning and their consequences for traditional philosophical problems in metaphysics, epistemology, and ethics.

**Philosophy of Science**
*Crosslisted with Political Science*
An examination of philosophical issues about the natural and social sciences. Central questions include: What is the nature of scientific explanation? How does science differ from pseudoscience? What is a scientific law? How do experiments work?

**Topics in Theoretical Philosophy**
Careful study of some particular theory, philosopher, or set of issues in contemporary theoretical philosophy. Examples: reliabilism, David Lewis, consciousness.

**TOPICAL RESEARCH**

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

**CAPSTONE**

**Senior Capstone Research Project (2 Semesters)**
The capstone experience provides seniors with the opportunity to work closely with a faculty mentor and to conduct extensive research on a topic of their choice. The program consists of a capstone seminar, taken in the first semester of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students define a thesis topic of their choice, develop a bibliography, read broadly in background works, and begin their research. In the tutorial, students work on a one-to-one basis with a faculty director to hone their research and produce successive drafts of a senior thesis. The capstone experience culminates in the public presentation of the senior thesis. Students may also elect to participate in a College Capstone Project with students majoring in other disciplines, such as the arts, and the natural and social sciences. Collaborating students work with a faculty member to define the overall goals of the Capstone Project, as well as the particular goals of each participant.
The arts of live performance have shaped the civic, religious, and ideological lives of human beings throughout history. In the globalized present, their capacity for shaping events and encounters between actual individuals in real space and time gives them unique opportunities for creating understanding and exchange between and beyond traditions. Students majoring in Theater at NYUAD explore these opportunities through rigorous academic study of world dramatic literature, theater history, and performance traditions as well as by training and experimenting in the collaborative techniques of theatrical expression, not only acting and writing but also costume, stage, and lighting design. The program balances a high regard for performance traditions with a deep commitment to experimentation, risk-taking, and invention.

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

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

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

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

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

10 courses, distributed as follows:

- **2 Required Courses:** Making Theater; Thinking Theater
- **6 Electives:** (at least) one course from each of the three areas of the curriculum: Arts Practice; History, Theory, Criticism; Arts and Humanities Colloquia.
- **2 Capstone Project**

## Year 1

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70 Arts and Humanities | Theater
THEATER COURSES

REQUIRED FOR MAJORS

These courses are designed to serve prospective theater majors as well as students seeking a general introduction to the practice or study of theater.

Making Theater
Spring 2011 (14 weeks)
Prof. Polendo
Working as a performance company, students learn the fundamentals of collaborative theater-making. Acting and performance are central to the process, but so is the recognition that a performance takes place in a space that has to be invested with rules and conventions before it can tell a story. Exploring the possibilities offered by these rules and conventions is key to understanding the potential for theater as a means of expression and mode of knowledge. Combing the tools and techniques of Aristotle, Stanislavsky, Meyerhold, Brecht, Grotowski, Brook, and Bogart, students work in groups to devise and stage silent stories as well as textual scenes to explore what it means to create a theatrical experience. All students participate as directors, actors, designers, and audience, and discuss each other's work in order to develop a clearer and more objective relationship to their own.

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

ELECTIVES: ARTS PRACTICE

Fundamentals of Acting
Students begin to build a performance vocabulary by using a range of techniques for translating the actor’s imagination into stage action. Students are introduced to the internal and external demands of turning psychology into behavior. Students explore acting fundementals, such as investing yourself in the moment, genuinely listening, personalizing fictional material, and playing objectives are initially explored via games, improvisations and exercises, followed by partnered scene work, ensemble technique, and solo performance.

Character and Action
Students will develop advanced performance skills by using acting techniques associated with Stanislavsky, Meisner, Grotowski, and Suzuki. Improvisation will be used to explore clarity of expression, listening, and specificity in the actor’s task, but the focus will be on the creation of character and dramatic worlds. The dramatic literature employed will range from classical through contemporary playwriting from diverse cultural traditions.

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

The Collaborative Art: Fundamentals of Stage Design and Production
An exploration of the varied skills, competencies, and collaborative strategies required to bring plays to life on the stage. Weekly staging projects provide opportunities to experiment with the building blocks of scenic, costume, and lighting design.
Roots of Global Performance
Crosslisted with The Ancient World
How have different cultures used performance to communicate and for what purposes: social, political, spiritual? This course will examine some of the most distinctive and influential performance traditions, past and present, from around the globe, and reflect upon their significance to our contemporary globalized culture. What structural, aesthetic, and expressive possibilities might artists today borrow from, for example, performance forms such as African masquerade, Korean Shamanistic performance, Athenian Tragedy, Indian Sanskrit drama, Medieval Cycle Drama, Iranian Ta’zieh, Roman imperial spectacle, Japanese Kabuki, Italian Commedia dell’arte, and European Modernism?

In Search of a New Theater: Theatrical Modernism
A study of the pan-European movements that, from the 1880s onward, challenged and revamped the conventions and institutions of 19th-century drama and theater. The new stagecraft associated with Naturalism and Symbolism complemented the new dramatic structures and themes of realism and expression, while the quest for deeper social and psychological truth led to a succession of experiments with theatrical form and presentational protocols. The march of “isms” that characterized the early years of the 20th century—Futurism, Dadaism, Surrealism—continued into the postwar period with new paradigms such as Brecht’s Epic Theater and Artaud’s Theater of Cruelty, and culminated in the high modernism of Theater of the Absurd.

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

Theater in Ancient Greece
Crosslisted with The Ancient World
An in-depth study of the great tragedies of Aeschylus, Sophocles, Euripides, the comedies of Aristophanes, and of the theater culture that produced them. We consider such topics as: the relation of the Greek theater to ritual and myth; the role and meaning of the Greek tragic chorus; the importance of the theatrical contest of the City Dionysia; the physical theater space; and the social function of Greek theater in establishing and strengthening Greek democracy. The Greek plays are seen not only as the root of dramatic art in the West, but as repositories of key concepts of Western thought on such subjects as gender relationships, the role of the citizen in a democracy, war, power, and personal responsibility.

Theater in the Arab World
Spring 2011 (14 weeks)
Prof. Polendo
Crosslisted with The Arab Crossroads
This class offers practical explorations of a range of performance forms associated with the Arab world. Drawing from a wide range of sources, from pre-Islamic practices linked with animism, to seasonal rituals and rites of passage, to various forms of puppetry, folk dance and da nee-theater, performed parables and passion plays, storytelling, clowning, and singing: we will engage with these forms to broaden our definition of theater and to expand our expressive skills and resources. Students will attend local ceremonies and explore the performance forms embedded in cultural practices and events such as weddings and funerals, and sports such as falconry and camel racing.

Theaters of the Black Atlantic
An examination of the drama of contemporary playwrights of African descent living in the United States, the Caribbean, and Africa. The works of Nobel Prize-winners Wole Soyinka (Nigeria) and Derek Walcott (St. Lucia) will be supplemented by an exploration of the plays of other important diasporic writers such as Aime Cesaire, and Maryse Conde (Martinique), Ngugi wa Thiong’o (Kenya) and Zakes Mofokeng (South Africa) as well as African American writers such as Lorraine Hansberry and August Wilson. Issues of colonialism, postcolonialism, empowerment, and spirituality will be discussed.
Theater in Asia
This course examines different traditions, innovations, representations, and locations of Asian theater. The influence of major aesthetic texts such as the Natyasastra and the Kadenho will be studied in relationship to specific forms of theater such as Kagura, Bugaku, Noh, Bunraku, Kabuki, Shingeki, Jingxi, Geju, Zaju, Kathakali, Kathak, Odissi, Chau, Manipuri, Krishnattam, Kutiyattam, Raslila, and P’ansori. The dramatization of religious beliefs, myths, and legends will be 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.

Topics in Performance Studies
This course (different each time) uses key theoretical concepts of the field of performance studies to examine a diverse range of performance practices. Topics include: ritual studies, gender, tourist performances, celebrity and stardom, animals and animality the body, the city.

CAPSTONE
Senior Capstone Research Project (2 semesters)
The capstone experience provides seniors with the opportunity to work closely with a faculty mentor and to produce a senior thesis project. Projects may range in form from a creative art project to a theoretical or historical research project. The program consists of a capstone seminar, taken in the first semester of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students define the parameters of their projects and begin exploratory work and research. The capstone experience culminates in the public presentation of the project. Students may also elect to participate in a College Capstone Project with students majoring in other disciplines as the humanities, the natural and the social sciences. Collaborating students work with a faculty member to define the overall goals of the group Capstone Project, as well as the goals of each participant.
Artists across the globe, in the past and present, have created images and other forms of visual communication and artistic expression that influence the way we experience the world around us. Their work often allows us to perceive nature, culture and society with new eyes, revealing and mobilizing the deliberate and unconscious effects of images on the human mind, unraveling prejudices, building critical consciousness, and facilitating aesthetic pleasure and intellectual satisfaction.

The major in Visual Arts integrates studio art, art history, and critical theory. The studio art courses allow students to explore a range of different media and techniques including drawing and painting, sculpture, photography, video, and digital media.

Equally significant are the courses that deal with art history, visual studies, and art criticism. These courses guide students to think critically about the past and present of the visual experience; understand the genesis and development of visual arts in a wide variety of societies; and critically evaluate the visual arts in writing about them. Students are encouraged to take a variety of courses in order to comprehend the reactions to observed reality, the built environment, and the creative urge in a large sphere of societies. We aim to take advantage not only of the panorama of history but to tap into the rich visual cultures of the region in which the students are studying by linking them with practicing artists, art historians, art critics, architects, urban planners and others who shape our collective visual literacy. At least one course must be from Arts and Humanities Collquia.

The NYUAD Visual Arts program is closely related to, and crosslists courses from, the pre-professional track in Museum Studies, which takes advantage of the presence in the region of museums such as the Museum of Islamic Art in Doha, and the future museums on Abu Dhabi’s Saadiyat Island.
### REQUIREMENTS FOR THE MAJOR

10 courses, distributed as follows:

- **2 Required Courses:**
  - Introduction to Visual Arts Practice;
  - Introduction to Visual Culture
- **6 Electives:** (at least) one course from each of the three areas of the curriculum: Arts Practice; History, Theory, Criticism; Arts and Humanities Colloquia.
- **2 Capstone Project**

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**Legal Note:**

Indicates required courses for major.

**Required Courses:**
- Introduction to Visual Arts Practice
- Introduction to Visual Culture

**Electives:** (at least) one course from each of the three areas of the curriculum: Arts Practice; History, Theory, Criticism; Arts and Humanities Colloquia.

**Capstone Project**
VISUAL ARTS COURSES

REQUIRED FOR MAJORS

These courses are designed to serve prospective Visual Arts majors as well as students seeking a general introduction to the field of Visual Arts.

Introduction to Visual Arts Practice: Images, Objects, Actions
Fall 2010 (14 weeks)
Prof. McCoy

An introduction to the basic languages and structures of contemporary art practice both within and beyond the picture plane. Formal visual, spatial, and time-based skills will be developed through using a variety of art production techniques, and methodologies. These approaches to art-making will be contextualized through critical texts which situate these practices within an intellectual history of ideas. The goal of the class is to develop a series of practical tools for the production of art work and to see how intellectual and critical ideas have always played a constitutive role in the work of the artist.

Introduction to Visual Culture
Fall 2010 (14 weeks)
Prof. Zamir

From the cave art of the late ice age to the present, human beings have used visual forms to understand and shape their world and have, in turn, been transformed by the process. Today the study of visual culture has become the focus of a vast body of scholarly investigation. This course offers an introduction to the problems of visual analysis in a world increasingly dominated by the visual transmission of information, knowledge, and aesthetic experience. Beginning with a consideration of the cultural and historical formation of human vision, the course presents four case studies: the transition from modernity to postmodernity as represented in film; post-World War II photography and the development of both a new global consciousness and a new culture of the image in advertising and the popular press; visual forms of memorializing the dead, from the Vietnam War Memorial in Washington, D.C. to the post-9/11 plans for the “Freedom Tower” and the photographs from Abu Ghraib prison; and the visual representation of cultural difference within histories of empire and contemporary culture, focusing in particular on Egypt and Egyptians.

ELECTIVES: ARTS PRACTICE

Drawing as Visual Practice
This course examines the hand and the eye as the primary artistic circuit. It will explore a range of ways of looking and rendering, with an emphasis on strong visual literacy, compositional development, and conceptual grounding. Texts will explore ideas of the art object as a trace of the artist, human perception as a subject of art making, and mark-making as a technique that extends beyond traditional drawing.

Photography and Lens-Based Images
Introduction to camera- and lens-based approaches to image making. A range of techniques will be covered including film and wet chemistry, digital and data-based imaging, and spatial and installation-based uses of cameras and lenses. These techniques will be grounded within a thematic survey of issues that have emerged out of photographic media’s transformation of society.

Digital Art Strategies
Spring 2011 (14 weeks)
Prof. McCoy

This course will explore an integrated theory for digital media production through a historical examination of contemporary efforts to blend diverse media forms. This practical project-based class will explore how personal digital media production suggests one way of supporting that integration. Students will survey a range of software-based digital media tools, the goal of which is the development of each student’s artistic voice.

Photography as Art and Practice
Students will learn the history, criticism, and variety of theoretical approaches to photography while developing their own skills in the photographic media. The course begins with the origins of the medium in France, England, and the U.S. in the 1830s, and proceeds to a broader look at photography throughout the world. Photography as art, a medium of communication, formulator of political and propaganda concepts, advertising tool, and aspect of popular culture will be considered, and students will produce a portfolio of their photographs.

Approaches to Painting
An introduction to painting tools and techniques. It will present historical and contemporary examples of the use of paint as a means of artistic expression with an emphasis on the relationships between color and aesthetic concept.
Video for New Media
Crosslisted with Film and New Media
How do technology and new media change the way we create, consume, and distribute video? The goal of this class is to provide an overview of video and its relevance to present-day new media. Topics covered include aesthetics and concepts, camera use, basic editing in Final Cut Pro, DVD Studio Pro, and an introduction to interactive video software such as Jitter. Through a series of weekly experiments and assignments, students gain experience with video blogging, short format documentary style, and interactive video installations. Previous video experience is not required and experimentation is highly encouraged.

ELECTIVES: HISTORY, THEORY, CRITICISM

Islamic Art and Architecture
Fall 2010 (14 weeks)
Prof. Tabbaa
Crosslisted with The Arab Crossroads
This course surveys the architecture, painting, and decorative arts of the Islamic world, from North Africa to central Asia, between the 7th and 18th centuries. The highlights of Islamic art are presented chronologically and thematically in order to provide a basic understanding of the historical evolution and regional variation of Islamic art and a deeper appreciation of its major themes and concepts, including sacred space, palace culture, mysticism, calligraphy, and ornament.

Design and Ornament in Islamic Art
Spring 2011 (14 weeks)
Prof. Tabbaa
Crosslisted with The Arab Crossroads
This course outlines the main principles of design in Islamic art and examines its various ornamental modes, including the vegetal, geometric, chromatic and calligraphic. Drawing on recent studies of Islamic ornament and on a variety of sacred, philosophical, and scientific texts, the course examines the visual and semiotic role of Islamic ornament under specific historical conditions. This course includes a mid-term study trip to Istanbul.

Orientalist Art
Spring 2011 (14 weeks)
Prof. Tabbaa
Crosslisted with The Arab Crossroads
This seminar investigates the rich tradition of Orientalism in Western art as it culminates in French and British painting of the 19th century. The misrepresentation of Arab culture in Orientalist art and its role in critiquing the social and political norms of European society are the primary themes of the seminar.

History of Western Art from Antiquity to the End of the Middle Ages
Crosslisted with The Ancient World
This course begins with the achievements of such ancient societies as the Egyptian, Greco-Roman, Etruscan, then considers the medieval arts of architecture, painting, and sculpture. The Pyramids, the Parthenon, Pantheon, Aix-la-Chapelle, Chartres Cathedral, and the painters of Romanesque and Gothic manuscripts are studied in this foundational course.

History of Western Art from the Renaissance to the Modern Period
This course investigates the proliferation of the shared vocabulary that animates Western artistic practices. Students explore the history of Western art as a series of conversations among artists and forms over time that takes place in relation to a variety of social, cultural, and ideological practices. Through case studies drawn from the history of forms from the early Renaissance in Florence to contemporary 21st-century trends, students will investigate the dynamic nature of cultures and artistic practices.
Topics in East Asian Art
These courses focus on topics that are central to the study of the art and culture of China, Korea, and/or Japan. These courses investigate the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. These courses may also offer comparative perspectives that forge links to other areas of the curriculum.

Topics in South and Southeast Asian Art
Crosslisted with The Ancient World
These courses focus on topics that are central to the study of the art and culture of such countries as Cambodia, Indonesia, Laos, Myanmar, the Philippines, Singapore, Thailand, or Vietnam. These courses investigate the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. These courses may also offer comparative perspectives that forge links to other areas of the curriculum.

Topics in the Art of the Indian Subcontinent
These courses focus on topics that are central to the study of the art and culture of India, Pakistan, Bangladesh, and/or Sri Lanka. These courses investigate the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. These courses may also offer comparative perspectives that forge links to other areas of the curriculum.

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

Epic Architecture
This course investigates the social, political, and imaginative roles played by grand architecture from ancient times to the present day. Through such case studies as the Temple of Luxor, Stonehenge, the Taj Mahal, the Hagia Sophia, the Eiffel Tower, the Empire State Building, and the Sheikh Zayed Mosque, students will investigate the historical contexts of monumental buildings and other structures that have been erected to serve as emblems of a national culture, as well as the ways that these monuments take on new life in literature and other forms of culture.
Cabinets of Wonder  
*Crosslisted with Museum Studies*

This course explores the relationship between the modern museum and sixteenth-century “cabinets of wonder,” which presented the viewer with compartments and drawers containing amazing items from different eras and parts of the world. Students will investigate the antecedents of these cabinets in mnemonic practices in ancient classical culture, shifting notions of wonder and curiosity in the Middle Ages, and the new models of learning and state governance in the Early Modern period that assigned these cabinets a “laboratory” function. Students explore how, in the period leading to our modern times, new models of classification, taxonomy, and scientific discovery led to a continued process of recollection and re-collecting objects from the past. The course includes visits to a variety of exhibits, museums, and venues in Abu Dhabi and the Gulf region.

Sharing Heritage  
*Crosslisted with Museum Studies*

This course explores the idea of “sharing heritage” through a series of case studies in which material goods considered to belong to a nation’s national patrimony have become the object of public discussion, international controversy, and legal action. Students will investigate the ways in which local politics, preservation policies, myths of national identity, international law and heritage conventions, historical sensibilities, and the media influence the circulation of art works, “collectibles,” and other objects intended for public display. Students will discuss the different strategies that museums and exhibition-makers have developed to deal with disputes over “heritage” across national boundaries and cultural differences.

**CAPSTONE**

Senior Capstone Research Project (2 semesters)

The capstone experience provides seniors with the opportunity to work closely with a faculty mentor and to produce a senior thesis project. Projects may range in form from a creative art project to a theoretical or historical research project. The program consists of a capstone seminar, taken in the first semester of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students define the parameters of their projects and begin exploratory work and research. The capstone experience culminates in the public presentation of the project. Students may also elect to participate in a College Capstone Project with students majoring in other disciplines in the humanities, the natural and the social sciences. Collaborating students work with a faculty member to define the overall goals of the group Capstone Project, as well as the particular goals of each participant.
Inspired by the original meaning of the term colloquium ("to speak with"), these discussion-based courses engage students in rigorous conversations across traditional disciplinary boundaries. These courses offer multifaceted perspectives on their subjects, teaching students to think critically about the ways in which cultural knowledge is constructed through debate, theoretical reflection, and creative work. Depending on the topic these courses may blend practical, theoretical or historical approaches in the arts and humanities, and may involve co-curricular activities. These courses are open to all NYUAD students, but students pursuing any Arts or Humanities major are required to take at least one Arts and Humanities Colloquium.
**Collaborative Arts: Creativity and Social Experience**  
*January Term (Abu Dhabi)*  
Profs. K. McCoy and J. McCoy

This course is a practical exploration of collaboration as fundamental creative working method. Taught by collaborative artists, the course will look at collaboration as it has emerged from the recent history of art, literature, and science to become an essential method of contemporary social experience. Working on creative, co-authored projects, students will gain first-hand experience in considering how collaboration is structured and managed in the production of creative works and how a consideration of collaborative and interactive methods changes the way we think about the nature of the finished creative project. Particular emphasis will be placed on the theoretical examination of the collective dimension of social experiences by artists, designers, and developers working with participatory projects.

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

**Athens and Jerusalem**  
*January Term (Abu Dhabi)*  
Prof. Kronman

In this seminar, we will explore one of the great intellectual encounters that has shaped the history of Western thought. On the one side are the pagan Greeks, with their ideas of wisdom and excellence, and their belief in the eternal order of the world. On the other are the children of Abraham—those who affirm the existence of a transcendent creator God; who deny the eternality of the world; and who insist on the supremacy of will over reason. Since Tertullian in the 2nd century CE, the clash between these two systems of ideas has been known as the conflict between Athens and Jerusalem.

**Before Globalization: Understanding Premodern World History**  
*Spring 2011 (14 weeks)*  
Prof. Scheidel  
*Croslisted with The Ancient World*

Humans have created a stunning variety of cultures, yet different civilizations have often developed in comparable ways. This course explores similarities and differences in the long run: are there patterns in world history, and why did civilizations develop the way they did? How did humanity come to grow together by forging connections over ever greater distances? We address these questions by taking a global view of humanity, from hunter-gatherers up to the beginnings of modern globalization 500 years ago. We will examine the biological evolution of humans; the creation of art and religion; the origins of agriculture; the invention of hierarchy, gender inequality, and slavery; and the rise of cities, states, and empires.

**Contemporary Creativity: Art vs. Design**

New forms of investigation such as material culture studies and visual culture studies invert the usual question of how people make things and examine how inanimate objects can be read as having their own agency in the world. Readings will be drawn from architectural theory, environmental studies, art theory, and the history of design. We will also study artists who have situated their work at the boundaries between such “things” as object and subject, gift and commodity, art and artifact, and the permanence and impermanence of objects.

**Film as Literature**
The development of the film as a major art form and its relationship to other art forms. Particular attention to the language of cinema, the director and screenwriter as authors, and the problems of translating literature into film, with extensive discussion of the potentials and limitations of each art form. Milestone films are viewed and analyzed.

**Global Shakespeare**

This course offers a comparative approach to the work of Shakespeare, a world author whose influence can be felt throughout many cultures. In addition to exploring Shakespeare’s plays and poetry, the course also examines texts and films (e.g., Cesaire’s *A Tempest*, Robbins’s *West Side Story*, and Kurosawa’s *Ran*) that appropriate, rewrite, or write back to Shakespeare’s work and consider the processes that have made Shakespeare into an institution of culture worldwide.
Global Traffic: Fictions and Films of Place and Space  
Spring 2011 (14 weeks)  
Prof. Majithia

Globalization, the acceleration of transportation and information technologies, foregrounds space over time to reconfigure knowledge. Through texts that emphasize travel, community, borders, simultaneity, and memory, and construct “real” and “virtual” transnational worlds, we ask: How do physical geographies re-organize social and political practices? How do games, graphic novels, and new media interact with “old” literary and cinematic media to offer new spatial and temporal references? Authors including Abouleila, AN, Cao, Coetzee, Eggers, Diaz, Greene, Ondaatje, Lapcharoensap, with critical texts by Appadurai, Foucault, and Miyoshi, and films including Fourth World War, Life and Debt, Persepolis, situate our study.

The Graphic Novel

This course is an in-depth study of the nature and content of graphic novels. Through discussion, students will examine various approaches to merging story and image, including narrative drive, character development and sequencing. Participants will survey different genres, including memoir, fantasy, fiction, social criticism and history, by reading selections from illuminated manuscripts, William Blake, Art Spiegelman, Neil Gaiman, Craig Thompson, Will Eisner and Marjorie Satrapi. In addition to critical analysis, students will write and storyboard their own short stories/scripts.

History and Creation of Games

The class will explore the world of games from formal, social, and cultural perspectives. Students will analyze digital and non-digital games, taking them apart to understand how they work as interactive systems and cultural objects. Students will work in teams to create non-digital games in order to master the basic design principles that apply to all games regardless of format. The skills of critique and collaboration will be emphasized.

International Issues in Cultural Policy

Fall 2010 (14 weeks)  
Prof. Stewart  
Crosslisted with Museum Studies

This course looks at government policies and private sector practices that have helped to shape how the arts and culture are understood and valued around the world. Students will examine and compare major issues and concepts impacting the production, distribution, and consumption of the arts and culture within and across borders, such as national sovereignty, heritage and cultural patrimony, historic preservation, cultural diplomacy, arts funding systems, and the role of the arts in the design, development, and revitalization of world cities from Bilbao, Spain to Los Angeles to the Arabian Gulf. While the course will focus primarily on government supported and non-commercial visual and performing arts institutions and organizations, it will also explore the for-profit sector looking at such issues as artists’ rights, art markets, the creative industries, international trade law, and copyright in the digital age. Cultural site visits and field trips will be a regular part of the course.

Music for Film and Television

This course examines the historical, aesthetic, theoretical, and practical conventions of music for film and television. A critical review of key works and major composers will be followed by a practical exercise where students work with a composer and/or music from a library to create music soundtracks for their projects, using digital Pro Tools non-linear environment.

New York and Modernity

January Term (New York)  
Assoc. Dean Patell

Modernism was a broad movement in literature, arts, music and architecture that flourished first in Europe and then the United States between from the turn into the twentieth century until just after the Second World War. This course will examine the ways in which New Yorkers reshaped European modernism and created a distinctive legacy that marks the city to this day. Exploring the reciprocal relationship between modernism and the city, the course will investigate how modernism was shaped by urban experience and how, in turn, modernism helped to mold our conception of the modern city. The course treats a variety of forms including literature, film, art, music, and architecture, stressing the uneven developments of the period, with special attention paid to the tension between highbrow and lowbrow forms. Students will develop a set of conceptual tools that will enable them to analyze modern urban life not only in New York but in other cities around the globe, from London to Abu Dhabi to Shanghai.
Postcolonial Memory: Representing Cultures of Displacement  
*Spring 2011 (14 weeks)*  
*Prof. Shohat*

With the growing numbers of immigrants and refugees from the Middle East/North Africa in cities such as London, Paris, Berlin, Barcelona, New York, Los Angeles, Montreal, Mexico City, Buenos Aires, and Sao Paulo, the construction of “us” versus “them” can no longer correspond to one geography, simplistically imagined as “over there.” This seminar will study questions of displacement as represented, mediated and narrated in a wide variety of texts. It will focus especially on memoirs, whether in written or audiovisual form, which confront exclusionary and essentialist discourses with a rich cultural production that foregrounds a complex understanding of such issues as “home,” “homeland,” “exile,” “hybridity” and “minorities.”

Site-Specific: Augmentation, Affinities, and Frames  
*Croslisted with Interactive Media and Technology*

Site suggests contexts that are spatial, temporal, narrative, and populated. Site-specific works require a frame for participants, a set of stories, and a point of entry. More than art within “the framework” of an art institution, site-specific, interactive, and community-based works require rigorous levels of observation, interrogation, and participation. Whether in the physical or the virtual public, frame and context are primary considerations in the work produced. This class is part studio and part reflection, using contemporary art examples and writings that engage and critique the local and the global, invert locale and involve the everyday as well as traditional urban studies of observation.

Translation as Multimedia Practice and Metaphor  
*Spring 2011 (14 weeks)*  
*Prof. Daughtry*

*Global Network Seminar*

This course concerns the aesthetics and politics of translation, both as a historically and culturally situated practice and as a rich metaphor for cultural production, cross-cultural encounter, and other types of creation, appropriation, and change. The course emphasizes transformations that occur in cross-media translations, such as when poems are set to music and books are turned into films. In addition to writing a number of short, critical essays on translations broadly conceived, studies create literary and/or cross-media translations of their own. Students will perform their translations at the end of the semester. Through video conferencing and digital connections, this course will interact closely with a related course taught by Professor Michael Beckerman at NYU New York.

Varieties of Memory  
*Spring 2011 (7 weeks)*  
*Prof. Carruthers*

Everyone talks about memory, yet nobody knows quite what it is. The basic question, what is memory, is unresolved: is memory located in the brain, or is it a complex of activities characteristic of the mind or psyche? We speak of personal memories, repressed memories, communal memories—the list goes on. This course can only introduce the rich variety of ideas, activities, and artifacts all said to be about memory. Among them are memory and place, memory and time, how societies remember, the art of memory, remembering the future, memory and creativity, and metaphors of memory.
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 NYUAD: 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, and students learn how ideas have been developed, altered, and refuted over time. In addition, each discipline emphasizes the development of critical analytical skills; students learn to use empirical methods to test their ideas and theories with data. The development and completion of a senior thesis enables students to work closely with NYUAD faculty.

Finally, the social sciences at NYUAD are intentionally cross-disciplinary. Given the complexity of human behavior, our societies, and the issues we face, there is a shared pedagogical commitment that the ideal education should foster the development of knowledge across disciplines. Students within each of the social science majors are exposed to additional disciplines as part of the major itself. The Political Science major includes many courses that are crosslisted with Economics, Psychology, and Philosophy; and the Economics major requires two breadth courses outside the discipline that are relevant for a broader view of economic phenomena. Social Research and Public Policy is an interdisciplinary Social Science major, which draws on anthropology, sociology and demography as well as economics and political science.

The description of each major includes a sample four-year schedule to indicate a possible pathway through the major in combination with other required and elective courses. Students have many scheduling options, including study-away semesters that are not shown on the diagrams, and should plan each semester with their faculty mentor.
Economics is the study of human decision-making, considered in relation to the economic tasks of life. It looks at how individuals within larger social groups, including communities, organizations, markets, and economies, make decisions about how much to work and play, spend and save. Economic analyses also consider how the economic decisions made by one group of people affect the decisions made by others. They then study how the aggregated effects of these decisions impact production, distribution, trade, and the consumption of goods and services across local regions, countries, and the world.

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

1. Undergraduate students must be exposed to the “big ideas” and pressing social issues of our world and given economic frameworks for thinking about them.

2. Meaningful study of economics requires being able to think about problems from local, regional, and global perspectives.

3. Effective economic reasoning increasingly involves a multi-disciplinary approach combining the best economic thinking with the best thinking in psychology, history, and politics.

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

**Concentration in Finance (for Majors only)**

The Economics program also offers a Concentration in Finance for majors only. It is intended for students who seek an advanced understanding of how financial markets operate, and how individuals and corporations interact in these markets to achieve their economic objectives. Students interested in pursuing this specialization start by taking Foundations of Financial Markets as one of their upper-level electives, followed by two additional finance electives, which do not count toward the Economics major.


**ECONOMICS**

**SAMPLE SCHEDULE**

Indicates required courses for major

**REQUIREMENTS FOR THE MAJOR**

14 courses, distributed as follows:

- 7 Required Courses: Intro to Econ Thinking; The Global Econ; International Econ; Macroecon; Microecon Theory; Calculus; Statistics for the Social and Behavioral Sciences
- 3 Upper-Level Electives
- 2 Breadth Electives: courses outside the discipline that are relevant for a broader view of economic phenomena
- 2 Capstone Project

**YEAR 1**

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Introduction to Economic Thinking
Fall 2010 (7 weeks)
Prof. Nyarko
Fall 2010 (14 weeks)
Prof. Burghart
Crosslisted with Business and Organizational Studies; Leadership and Social Entrepreneurship; and Social Research and Public Policy
Discussion section included

This course offers students an introduction to how economists look at the world and approach problems. It focuses on individual economic decision-makers (households, business firms, and government agencies) and explores how they are linked together and how their decisions shape our economic life. Applications of supply and demand analysis and the role of prices in a market system are explored. Students are also exposed to game theory, the theory of the competitive firm, the idea of market failure, and policy responses. The course relies on cases and examples and incorporates readings from classical and contemporary sources to shed light on modern economic principles and their application to solving the problems that face the global economy.

The Global Economy
Spring 2011 (7 weeks)
Profs. Leahy and Thapar
Introduction to Economic Thinking (may be taken concurrently)
Crosslisted with Social Research and Public Policy

This course introduces students to the basic elements and relationships that characterize a national economy (e.g., unemployment, inflation, and production) as well as definitions of investment and savings and the role of financial intermediation and government policy. The class also explores the nature of globalization, economic differences among countries, and winners and losers in the context of development. It also examines the role of labor, migration, and natural resources and the reasons why price stability is important to the global economy.

International Economics
Prerequisites: Introduction to Economic Thinking, The Global Economy (may be taken concurrently)

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.

Macroeconomics
Prerequisites: International Economics, Calculus

Building on the material in The Global Economy, this course addresses four key aspects of macroeconomics: (1) growth-productivity and the determinants of economic growth; (2) fluctuations—the interaction between output and interest rates and the ways in which fiscal policies and monetary policies affect a macroeconomy; (3) inflation—how capacity constraints, money, credit and expectations determine the inflation rate; (4) money and banking—the relationship between money, the central bank and the banking system, the tools of monetary policy, the importance of financial stability, and the role of regulation.

Microeconomic Theory
Prerequisites: Introduction to Economic Thinking, Calculus

This course provides a rigorous introduction to topics in microeconomic theory, including: consumer choice and demand behavior, the theory of the firm under perfect and imperfect competition, game theory, and strategy. It also discusses market imperfections and public policy on topics such as: monopoly and antitrust laws, externalities and public goods, and regulations. Uncertainty and insurance markets, moral hazard, adverse selection, and informational market failures are also covered.

Calculus
Fall 2010 (14 weeks)
Prof. Camia
Crosslisted with Mathematics
Discussion section included

This course offers a rigorous review of Calculus with a special emphasis on the application of these tools to research and problem solving in the social sciences. Topics include: simple and partial derivatives; total derivatives and integration, for both one or several
variables; implicit functions; optimization and constrained optimization with a discussion of first and second order side conditions; and use of Lagrange multipliers. In addition to two weekly lectures, students attend a weekly discussion section focused on applications of calculus in Science or Engineering or Social Science, depending on their primary interest.

Statistics for the Social and Behavioral Sciences
Fall 2010 (14 weeks)
Prof. Jensen
Spring 2011 (14 weeks)
Prof. Defni Ezgi
Crosslisted with Political Science; Psychology; and Social Research and Public Policy
Discussion section included
This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions including multiple regression analysis. Applications to empirical situations in the Social Sciences will be an integral part of the course.

UPPER-LEVEL ELECTIVES

The Political Economy of Development
Crosslisted with Political Science, Social Research and Public Policy
It is now widely acknowledged that politics plays a central role in influencing economic development. This makes the political economy of development a central area of research. While a student with an introductory background to political economy will have familiarity with theories based on voting, this course stresses a variety of other factors, such as the security of property rights, the creation of market and non-market institutions, lobbying and rent-seeking, collective action, social conflict, corruption, and the political economy of redistribution. Examples from historical experience as well as modern developing countries would be used throughout the course.

Development Economics
Prerequisites: Introduction to Economic Thinking, The Global Economy
This course covers the roles of factor accumulation, technology, human capital and ideas in the growth process; the political economy of growth; the role of openness to international trade versus international trade barriers; and growth and income inequality. The course provides an overview of foreign aid in the economic development process and the policies of international institutions like the IMF and World Bank.

The course also includes: the study of randomized experiments in evaluating aid projects and development interventions; rural land markets; credit markets in imperfect and fragmented capital markets; the household migration decision; and nutrition and fertility decisions.

Environmental Economics and Energy Policy
Prerequisites: Introduction to Economic Thinking
Crosslisted with The Arab Crossroads, Urbanization
This course focuses on the economic analysis of major policy issues in energy and the environment. Emphasis is on 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 as it relates to the consumption of fossil fuels.

Empirical Analysis in the Social Sciences
Prerequisites: Statistics for the Social and Behavioral Sciences
Crosslisted with Political Science, Social Research and Public Policy
This course applies statistical methods as well as economic and political theory to empirical problems. Multivariate regression is introduced as a fundamental tool for examining the relationship between various observed outcomes, and matrix algebra is reviewed as the mathematical foundation for regression analysis. The course introduces estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroskedasticity, and errors in variables. The use of instrumental variables, probit/logit, panel data models, and basic time series methods are also part of the course agenda. Throughout, the course stresses both the importance of theory and statistical tractability in achieving proper model specification, as well as the appropriate interpretation of statistical findings. Several applications to political science and economics will be studied.

Foundations of Financial Markets
Prerequisites: Microeconomic Theory, Statistics for the Social and Behavioral Sciences
This course offers a rigorous examination of the basic concepts and tools of modern finance. Students are introduced to cash flow analysis and present value, as well as basic concepts of return and risk, in order to understand how financial markets work and how financial instruments are valued. These instruments,
including equities, fixed income securities, options, and other derivative securities, become vehicles for exploring various financial markets and their utilization by managers in different kinds of financial institutions to enhance return and manage risk.

**Introduction to Game Theory**
*Crosslisted with Political Science*

This course introduces the basic concepts of elementary game theory in a way that allows students to use them in solving simple problems. Topics include: the basics of cooperative and non-cooperative game theory; basic solution concepts such as Nash equilibrium and the core; and the extensions of these solutions to dynamic games and situations of incomplete information. Students will be 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 will rely on a wide array of example applications of game theory in the social sciences.

**Introduction to Accounting**
*Crosslisted with Business and Organizational Studies*

This course develops students’ abilities to understand business transactions and financial statements and to determine the most appropriate financial measures for those events. The underlying rationale for accounting practices is discussed and students assess their effectiveness in providing useful information for decision-making. Emphasis is placed on accounting practices that purport to portray corporate financial position, operating results, cash flows, manager performance, and financial strength.

**Public Economics**
*Prerequisites: Microeconomic Theory*

This course is about the economic activities of government, largely revenue raising and spending, in a global context. The course considers market failures; the evaluation of public expenditures; and the incidence, efficiency, and effects of various taxes. The primary purpose is to use economic tools (mainly microeconomic) to study the impact of government policy on the distribution of resources. Topics include: welfare economics; public goods and externalities; public choice; important issues of government expenditure, taxation, and activity (e.g., international public goods and institutions, tax competition and coordination, education, social security and health care); fiscal federalism (including European integration); and mechanisms of political influence (e.g. like elections and lobbying).

**The Urban Economy**
*Prerequisites: Introduction to Economic Thinking Crosslisted with Urbanization*

This course introduces students to the spatial aspects of economics, particularly the economic forces that shape the development of cities and regions. It examines the micro and macroeconomics underlying the structure of cities, why cities exist and why some grow more quickly than others. It also explores the economics of the location decision of individuals, and firms and resulting land-use patterns. Specific problems of urban/ regional economics such as poverty, crime, and congestion are covered along with related policies.

**ELECTIVES FOR THE FINANCE CONCENTRATION ONLY**

**Corporate Finance**
*Prerequisites: Foundations of Financial Markets, Introduction to Accounting*

This course introduces the student to selected problems and issues in financial management and corporate financial policy. Topics include: capital budgeting (strategy and techniques associated with the analysis and selection of capital projects, financial forecasting and financial planning) and corporate finance (the cost of capital and issues associated with raising capital, mergers and acquisitions decisions, corporate bankruptcy, managerial control, and compensation strategies). Problem sets and case studies are integral parts of this course.

**Special Topics in Finance**
*Prerequisites: Foundations of Financial Markets, Corporate Finance*

This course is designed for advanced students in the Finance specialization and will be taught by leading scholars from around the world who are in residence in Abu Dhabi. The content will be oriented toward the particular scholar’s expertise. Possible topics include: the analysis of market risk and credit risk management, the valuation of derivative and fixed income securities, the analysis of investment strategies, the structure of financial intermediaries, and the regulation of institutions and markets.

**CAPSTONE COURSES**

**Capstone Seminar (2 semesters)**

The two-semester seminar is designed to provide a capstone experience. Students work closely with faculty and fellow students to learn how to apply economic reasoning to human problems. Students will write several short policy papers and present them to classmates for review; they will also produce longer senior theses.
The Political Science major at NYU Abu Dhabi will attract students who are interested in the many important political questions—conceptual, empirical, policy-oriented—that societies everywhere face today. How do different political systems affect policy-making? What are the intrinsic and instrumental virtues of democracy? Why do dictatorships 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 will find the Political Science major most rewarding. The courses comprising the major will address these issues, and others like them. 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 will 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 will be applied to important policy questions of considerable current interest. Third, the courses in the major will include discussions of classic texts that will illuminate both the intellectual history and the broader dimensions of these policy questions. Finally, the major will offer several courses jointly with programs in Economics, Psychology, and Philosophy, providing students with exciting interdisciplinary opportunities.
In senior year, every student majoring in Political Science will take a two-course sequence of seminars, culminating in the production of a senior thesis in Political Science. During the first semester, students in Senior Seminar 1 will develop a research question, construct a research design that will allow them to test potential answers to that question, and collect relevant data. During the second semester, in Senior Seminar 2, students will implement their proposed research design, analyze the results, and write their senior theses.

Students intending to take advanced politics courses at NYU New York during a semester away should ensure that they have completed the following prerequisites at NYUAD:

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<th>NYUNY FIELD</th>
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<td>Political Theory</td>
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## Requirements for the Major

10 courses, distributed as follows:

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### Year 1

**Fall Semester**
- **CORE**
- **CORE**
- **GENERAL ELECTIVE**
- **STATISTICS FOR SOCIAL SCIENCES**

**Spring Semester**
- **CORE**
- **CORE**
- **GENERAL ELECTIVE**
- **POLI SCI ELECTIVE**

**January Term**
- **GENERAL ELECTIVE**

### Year 2

**Fall Semester**
- **CORE**
- **CORE**
- **GENERAL ELECTIVE**
- **INTRO TO POLITICAL THINKING**

**Spring Semester**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **POLI SCI ELECTIVE**

**January Term**
- **GENERAL ELECTIVE**

### Year 3

**Fall Semester**
- **CORE**
- **POLI SCI ELECTIVE**
- **POLI SCI ELECTIVE**
- **MULTI-DISCIPLINARY**

**Spring Semester**
- **CORE**
- **GENERAL ELECTIVE**
- **POLI SCI ELECTIVE**
- **MULTI-DISCIPLINARY**

**January Term**
- **GENERAL ELECTIVE**

### Year 4

**Fall Semester**
- **GENERAL ELECTIVE**
- **POLI SCI ELECTIVE**
- **MULTI-DISCIPLINARY**
- **CAPSTONE**

**Spring Semester**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **MULTI-DISCIPLINARY**
- **CAPSTONE**

**January Term**
- **GENERAL ELECTIVE**
POLITICAL SCIENCE COURSES

REQUIRED FOR MAJORS

Statistics for the Social and Behavioral Sciences
Fall 2010 (14 weeks)
Prof. Jensen
Spring 2011 (14 weeks)
Prof. Ezgi
Crosslisted with Economics; Psychology; and Social Research and Public Policy
Discussion section included
This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions including multiple regression analysis. Applications to empirical situations in the Social Sciences will be an integral part of the course.

Introduction to Political Thinking
Spring 2011 (14 weeks)
Prof. Jensen
Crosslisted with Social Research and Public Policy
Discussion section included
Students learn how political scientists look at the world and approach problems. The course focuses on individual decision makers in the world of politics (citizens, voters, legislators, executives, judges) and explores how they are linked together and how their decisions shape political outcomes. Students study the formal modeling of political behavior and analyze the theories of social choice (how groups of rational individuals make decisions) and collective action (how groups of rational individuals take action). The course also explores how political institutions, such as electoral rules or the design of legislatures, can structure the interactions of these actors. The course relies on cases and examples and incorporates readings from classical and contemporary sources to illustrate how these models of political behavior and institutions can shed light on current political events.

ELECTIVES: SOCIAL SCIENCE THEORY AND METHODS

Calculus
Fall 2010 (14 weeks)
Prof. Camia
Crosslisted with Mathematics
Discussion section included
This course offers a rigorous review of Calculus with a special emphasis on the application of these tools to research and problem solving in the social sciences. Topics include: simple and partial derivatives, total derivatives, and integration, for both one or several variables, implicit functions, optimization and constrained optimization, with a discussion of first and second order conditions, and use of Lagrange multipliers. In addition to two weekly lectures, students attend a weekly discussion section focused on applications of calculus in Science or Engineering or Social Science, depending on their primary interest.

Empirical Analysis in the Social Sciences
Prerequisites: Statistics for the Social and Behavioral Sciences
Crosslisted with Economics and Social Research and Public Policy
This course applies statistical methods as well as economic and political theory to empirical problems. Multivariate regression is introduced as a fundamental tool for examining the relationship between various observed outcomes, and matrix algebra is reviewed as the mathematical foundation for regression analysis. The course introduces estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroskedasticity, and errors in variables. The use of instrumental variables, probit/logit, panel data models, and basic time series methods are also part of the course agenda. Throughout, the course stresses both the importance of theory and statistical tractability in achieving proper model specification, as well as the appropriate interpretation of statistical findings. Several applications to political science and economics will be studied.

Introduction to Game Theory
Crosslisted with Economics
This course introduces the basic concepts of elementary game theory in a way that allows students to use them in solving simple problems. Topics include: the basics of cooperative and non-cooperative game theory; basic solution concepts such as Nash equilibrium and the core; and the extensions of these solutions to dynamic...
games and situations of incomplete information. Students will be 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 will rely on a wide array of example applications of game theory in the social sciences.

**Game Theory**  
*Prerequisites: Introduction to Game Theory*  
This course continues the study of game theory and its applications to the social sciences. The course will be divided into two parts. Part 1 will study non-cooperative game theory: Nash equilibrium in static games, extensions such as subgame perfection for dynamic games of complete information, Bayesian Nash equilibrium for static games with incomplete information, and sequential equilibrium (with refinements) for dynamic games with incomplete information. Applications to the social sciences include strategic choice of electoral platforms, collusion, lobbying, bargaining and signaling. Part 2 will study cooperative game theory, including common solution concepts such as the core and the stable set, as well as hybrid topics such as coalition and network formation, or mechanism design. Applications include political party formation, dynamic agenda-setting, the construction and implementation of voting rules, and the study of social networks.

**Behavioral Social Science**  
*Crosslisted with Psychology*  
This course offers a broad overview of behavioral social science, a field that uses experimental methods and theoretical ideas from psychology as tools to help understand social processes. The course introduces important concepts from psychology, offering new ways of thinking about subjects as varied as personality, the dynamics of social groups, and the ways in which emotion affects decision-making. The course will be divided into two parts, the first concentrating on the psychology of individual decision-making and the second emphasizing the social psychology of group behavior. In each case, the focus is on how behavioral research might potentially enrich “classical” theories, such as the choice-based theory of revealed preference. The course then applies these concepts to various topics within social science, including the study of systematic biases in group decision-making, the role of the media and political advertising, race relations, the legitimacy of government institutions, and the formation of opinions and ideologies.

**Contemporary Social Problems and Social Policies**  
*Spring 2011 (14 weeks)*  
*Prof. Hassan*  
*Crosslisted with Social Research and Public Policy*  
The aim of this course is to study human conditions, social arrangements and social processes which are sites of social, political, cultural and moral contestations in contemporary societies. They are perceived as ‘social problems’ and divide public opinion about the appropriate ways to protect society from there deleterious effects. Lectures will first focus on sociological perspectives on social problems and examine the role of social structure and social processes in their production and reproduction. Subsequent lectures will focus on exploring selected social problems such as: suicide, suicide terrorism, euthanasia, ageing, genocide, incest, genomics and religious fundamentalism. The selected social problems will be examined in a global perspective, focusing on contemporary industrialized societies.

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

**Philosophy of Science**  
*Crosslisted with Philosophy*  
An examination of philosophical issues about the natural and social sciences. Central questions include: What is the nature of scientific explanation? How does science differ from pseudoscience? What is a scientific law? How do experiments work?
**ELECTIVES: IDEAS AND INSTITUTIONS**

**The Political Economy of Institutions**  
*Crosslisted with Social Research and Public Policy*

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

**Elections and Voting**  
In this course we will draw on both theory and evidence to investigate the interplay between voters’ preferences and electoral rules in modern democracies. We will begin by thinking about voters’ utility functions: what kinds of returns do citizens get from voting? How do voters in different democracies weigh candidates’ policy positions, information about economic performance, and their partisan affiliations? We will then consider how different electoral institutions aggregate voters’ preferences and the effects of varying electoral rules on party competition, including the number and ideological character of parties, and the responsiveness of elected officials to voter preferences.

**Bureaucracies**  
In this course, we will examine the major questions political scientists ask about public bureaucracies: How have they evolved to their current form? Why do bureaucrats engage in behavior that many of us consider pathological or arbitrary? What are the causes and consequences of bureaucratic corruption, and how can it be minimized? How can unelected government officials be made more accountable to their elected counterparts and to citizens? In addressing these questions and others, we will draw on cases of government in action in a number of different public policy areas.

**Courts**  
This course examines several important questions about judicial institutions. Looking at both theory and evidence, we ask how judges in different institutional settings decide cases. In what ways, if any, are judges different from legislators? How do judges interact on multimember courts? How do judges weigh legal, policy, and political factors? We also ask about the consequences of different judicial institutions for policy outcomes. For example, we will examine the consequences of varying degrees of judicial independence, including elected vs. appointed judges, fixed terms vs. life terms, and constitutional vs. statutory grants of jurisdiction.

**The Political Economy of Development**  
*Crosslisted with Economics, Social Research and Public Policy*

It is now widely acknowledged that politics plays a central role in influencing economic development. This makes the political economy of development a central area of research. While a student with an introductory background to political economy will have familiarity with theories based on voting, this course stresses a variety of other factors, such as the security of property rights, the creation of market and non-market institutions, lobbying and rent-seeking, collective action, social conflict, corruption, and the political economy of redistribution. Examples from historical experience as well as modern developing countries would be used throughout the course.

**Politics and Finance**  
This course examines how legislation and regulation influence the structure of financial markets, and how players in these markets intervene in the political process to create or modify legislative and regulatory outcomes. Particular emphasis will be placed on the United States, although international comparisons will also be present. The approach will be similar to that used in microeconomics, except that transactions will be made through voting institutions rather than through economic exchange.

**The Political Economy of Cities**  
*Crosslisted with Urbanization*

This course provides an introduction to political economy and policymaking in large cities and metropolitan areas. The course examines the institutional, economic, political, and demographic settings that distinguish urban policymaking, primarily in the United States. We begin by analyzing the institutions of local government and their role in the U.S. federal system, the sources of urban growth, competition among cities, and the importance of real estate markets in shaping local politics. We next study several specific urban issues including concentrated poverty, racial conflict, housing, governmental fragmentation, and sprawl. Although the course will focus on large central cities, we will pay attention to the suburbanization of population and employment, politics in suburbia, and city-suburb relations. Finally, students will be introduced to the latest research on social interactions in cities, with a focus on social capital, neighborhood and peer effects, and human capital spillovers.
Political Philosophy
Spring 2011 (7 weeks)
Prof. Shaw
Crosslisted with Philosophy
An examination of fundamental issues concerning
the justification of political institutions. Topics
may include democratic theory, political obligation
and liberty, criteria of a just society, human rights,
and civil disobedience.

ELECTIVES: COMPARATIVE POLITICS

Introduction to Comparative Politics
This course is a prerequisite for most courses in this
area of the curriculum.

Crosslisted with The Arab Crossroads
This course will introduce students to the study of
comparative politics and the study of domestic
political institutions around the world. The course
will emphasize the use of theory and evidence
to generate and test hypotheses about both the
causes and the consequences of the observed
variation in domestic political institutions. For
example, the course will investigate the factors that
lead some countries to democratize, and others
to institute authoritarian governments, as well as
the consequences of those institutional choices for
policy outcomes. The course will also look at the
variations in institutional arrangements within both
democratic and non-democratic governments.

Comparative Politics of the Near and Middle East
Prerequisites: Introduction to Comparative Politics
Crosslisted with The Arab Crossroads
This course offers an introduction to understanding
the politics of the countries of the Middle East.
It examines the kinds of modern states that have
emerged in the region and the struggles that
people have fought to gain political freedoms and
economic rights. The course will pay particular
attention to understanding the political economy
of oil, the structures of power and wealth in
different parts of the region, the role of Islamic
political movements, and the part played by the
United States and other outside powers.

Oil, Energy, and the Middle East
January Term (Abu Dhabi)
Prof. Haykel
Crosslisted with The Arab Crossroads,
The Environment
Energy is, by many counts, the biggest business
on earth. Its geopolitical significance is similarly
enormous. Oil and sovereignty are virtually
indistinguishable in many Middle East countries.
Energy’s outsized role is mirrored in U.S. public
discourse, where increasing reliance on imports
has made supply fears an obsession of domestic
politics. The epicenter of that anxiety is the Middle
East. This course will provide an overview of the
issues surrounding global energy supplies, oil’s
unique economic properties, and its role in shaping
the political economy of the Middle East and U.S.
strategic interests in the region. We will begin by
discussing the basic science and availability of
energy sources, the state of technology, the
functioning of energy markets, the challenges of
coping with global climate change and the key
role of the oil reserves in the Middle East. The
second part of the course will focus on the history
of oil in the Middle East and its impact on societies
in the region.

Comparative Politics of South Asia
Prerequisites: Introduction to Comparative Politics
Crosslisted with The Arab Crossroads
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 Pakistan,
Bangladesh, Sri Lanka, Nepal, Burma and Bhutan.
Although students will learn a vast number of facts
about the history and politics of the region, the
primary purpose of the course is to identify
overarching patterns that characterize the politics
of these regions—and to teach students to think
analytically and comparatively about these patterns.

Power and Politics in America
Prerequisites: Introduction to Comparative Politics
This course has as a central focus the political
institutions of the United States and the effects
of those institutions on policy outcomes. The
course also places these institutions in the context
of those of other wealthy democracies, as a means
of illustrating several of the unique features of
American political institutions. Topics covered in
the course include separation of powers, federalism,
and single-member district electoral rules.
This course explores the politics of the EU, of central and eastern Europe, and of western Europe. With regard to the EU, classical governance issues of popular representation and accountable elite decision-making are both sharply drawn and the subject of explicit agreements between states. These same issues were explicitly confronted in the recent past by those involved in democratization and democratic consolidation central and eastern Europe. Western Europe is the intellectual “home” to many of the classical models of popular representation and accountable elite decision-making, yet all countries, and especially smaller countries, are now forced to adapt these models in a setting where the traditional notion of the “stand alone” nation-state is becoming ever less relevant.

**Comparative Legislatures**

*Prerequisites: Introduction to Comparative Politics*

This course introduces students to many aspects of legislative politics across the democratic world, addressing the questions of what legislatures do during a given legislative period and why they do this. The course provides students with a set of tools for understanding how legislatures are organized and how legislators behave. Topics examined include congressional and parliamentary elections; the role of political parties and interest groups in lawmaking and elections; the impact of internal organization of legislatures on lawmaking; and “policy space” within which legislative decision making takes place.

**Topics in Comparative Politics**

The topics will vary from year to year.

**ELECTIVES: INTERNATIONAL POLITICS**

**Introduction to International Politics**

*This course is a prerequisite for most courses in this area of the curriculum.*

*Crosslisted with The Arab Crossroads*

The goal of this course is to introduce the basic analytical concepts and techniques that are essential for understanding international politics. We are especially concerned with analytically exploring major issues in international politics, such as the causes of war, the emergence of cooperative trade relations between states, the origins and functioning of international organizations such as the United Nations, and the political determinants of financial crises. The focus of the course will be neither historical nor descriptive; rather, it will require 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.

**International Conflict**

*Prerequisites: Introduction to International Politics*

This course explores the conditions that lead to the initiation, escalation, spread, termination, and consequences of international conflict as well as the circumstances that promote, preserve, or restore peace. The main objective is to identify strategies that promote cooperative solutions to international disputes and to evaluate those strategies in terms of their historical effectiveness. The course emphasizes the application of models of strategic rational action as tools for assessing relations between nations, coupled with statistical and historical analysis of classes of events.

**International Organization**

*Prerequisites: Introduction to International Politics*

This course covers the formal theory of international cooperation, including the reasons why countries choose to cooperate, bargaining over and enforcement of international agreements, and multilateralism. The remainder of the course discusses empirical examples including peacekeeping, collective security, economic and environmental cooperation, human rights treaties, and arms control.
International Political Economy
*Prerequisites: Introduction to International Politics*
This course serves as an introduction to the workings of the contemporary international political-economic system and introduces students to some of the main analytical frameworks that political economists use to understand this system. The course seeks to familiarize students with analytical tools that will help them gain a better understanding of the current problems and opportunities facing actors in today’s international political economy.

Domestic Determinants of International Relations
*Prerequisites: Introduction to International Politics*
Domestic political circumstances affect the policy incentives of leaders. Hence domestic political institutions, economic performance, and popularity all influence foreign policy. In turn, international outcomes influence the domestic survival of leaders. This course explores the theoretical linkages between domestic and international events.

Topics in International Politics
The topics will vary from year.

**CAPSTONE COURSES**

**Senior Seminar 1**
Students will develop a research question, construct a research design that will allow them to test potential answers to that question, and collect relevant data.

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

Social Research and Public Policy is distinguished by its breadth and its emphasis on critical thinking and hands-on empirical research, especially research linked to policy questions. During the senior year students will carry out primary research, for instance, about an Abu Dhabi Area Studies project or a burning social issue. They will develop their research design and collect data during the first semester of senior year, and during the second semester they will analyze data and write their senior theses.
SOCIAL RESEARCH AND PUBLIC POLICY (SRPP)

SAMPLE SCHEDULE

Indicates required courses for major

REQUIREMENTS FOR THE MAJOR
13 courses, distributed as follows:

5 Required courses: Statistics for the Social and Behavioral Sciences; Logic of Social Inquiry; Foundations of Modern Social Thought; Introduction to Political Thinking; Introduction to Economic Thinking

6 Electives

2 Capstone Project

YEAR 1

Fall Semester

CORE

CORE

GENERAL ELECTIVE

FOUNDATIONS OF MODERN SOCIAL THOUGHT

January Term

Spring Semester

CORE

CORE

SRPP ELECTIVE

LOGIC OF SOCIAL INQUIRY

YEAR 2

Fall Semester

CORE

CORE

GENERAL ELECTIVE

STATISTICS FOR SOCIAL SCIENCES

January Term

Spring Semester

CORE

GENERAL ELECTIVE

GENERAL ELECTIVE

INTRO TO POLITICAL THINKING

YEAR 3

Fall Semester

CORE

GENERAL ELECTIVE

SRPP ELECTIVE

MULTI-DISCIPLINARY

January Term

Spring Semester

GENERAL ELECTIVE

GENERAL ELECTIVE

SRPP ELECTIVE

MULTI-DISCIPLINARY

YEAR 4

Fall Semester

INTRO TO ECONOMIC THINKING

SRPP ELECTIVE

MULTI-DISCIPLINARY

CAPSTONE

January Term

Spring Semester

SRPP ELECTIVE

SRPP ELECTIVE

MULTI-DISCIPLINARY

CAPSTONE
SOCIAL RESEARCH AND PUBLIC POLICY COURSES

REQUIRED FOR MAJORS

Statistics for the Social and Behavioral Sciences
Fall 2010 (14 weeks)
Prof. Jensen
Spring 2011 (14 weeks)
Prof. Ezgi
Crosslisted with Economics; Political Science; and Psychology
Discussion section included
This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions including multiple regression analysis. Applications to empirical situations in the Social Sciences will be an integral part of the course.

Logic of Social Inquiry
Spring 2011 (7 weeks)
Prof. Hedström
Examines the several methodologies employed in social analysis. Studies the relationship between social questions raised and methods employed. It offers skills in developing research designs for explorative, descriptive, explanatory and evaluation research. Special attention will be paid to test causality and use experiments in social research.

Foundations of Modern Social Thought
Fall 2010 (14 weeks)
Dean Szelenyi and Prof. Ladányi
Major works of social thought from the beginning of modern era through the 1920s. Attention to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.

Introduction to Political Thinking
Spring 2011 (14 weeks)
Prof. Jensen
Crosslisted with Political Science
Discussion section included
Students learn how political scientists look at the world and approach problems. The course focuses on individual decision makers in the world of politics (citizens, voters, legislators, executives, judges) and explores how they are linked together and how their decisions shape political outcomes. Students study the formal modeling of political behavior and analyze the theories of social choice (how groups of rational individuals make decisions) and collective action (how groups of rational individuals take action). The course also explores how political institutions, such as electoral rules or the design of legislatures, can structure the interactions of these actors. The course relies on cases and examples and incorporates readings from classical and contemporary sources to illustrate how these models of political behavior and institutions can shed light on current political events.

Introduction to Economic Thinking
Fall 2010 (7 weeks)
Prof. Nyarko
Fall 2010 (14 weeks)
Prof. Burghart
Crosslisted with Economics; Business and Organizational Studies; and Leadership and Social Entrepreneurship
Discussion section included
This course offers students an introduction to how economists look at the world and approach problems. It focuses on individual economic decision-makers (households, business firms, and government agencies) and explores how they are linked together and how their decisions shape our economic life. Applications of supply and demand analysis and the role of prices in a market system are explored. Students are also exposed to game theory, the theory of the competitive firm, the idea of market failure, and policy responses. The course relies on cases and examples and incorporates readings from classical and contemporary sources to shed light on modern economic principles and their application to solving the problems that face the global economy.

ELECTIVES

Contemporary Social Problems and Social Policies
Spring 2011 (14 weeks)
Prof. Hassan
Crosslisted with Political Science
The aim of this course is to study human conditions, social arrangements and social processes which are sites of social, political, cultural and moral contestations in contemporary societies. They are perceived as ‘social problems’ and divide public opinion about the appropriate ways to protect society from these deleterious effects. Lectures will first focus on sociological perspectives on social problems and examine the role of social structure and social processes in their production and
reproduction. Subsequent lectures will focus on exploring selected social problems such as: suicide, suicide terrorism, euthanasia, ageing, genocide, incest, genomics and religious fundamentalism. The selected social problems will be examined in a global perspective, focusing on contemporary industrialized societies.

**Empirical Analysis in the Social Sciences**

**Prerequisites:** Statistics for the Social and Behavioral Sciences

**Crosslisted with Economics, Political Science**

This course applies statistical methods as well as economic and political theory to empirical problems. Multivariate regression is introduced as a fundamental tool for examining the relationship between various observed outcomes, and matrix algebra is reviewed as the mathematical foundation for regression analysis. The course introduces estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroskedasticity, and errors in variables. The use of instrumental variables, probit/logit, panel data models, and basic time series methods are also part of the course agenda. Throughout, the course stresses both the importance of theory and statistical tractability in achieving proper model specification, as well as the appropriate interpretation of statistical findings. Several applications to political science and economics will be studied.

**Gender and Society**

*Spring 1 2011 (7 weeks)*

Prof. England

In every society, whether one is born male or female affects how one is expected to behave and the opportunities one confronts. However, how gender is organized varies between societies and across time. This course draws upon research from sociology, economics, psychology, and anthropology to examine gender, providing information on how gender is organized in various parts of the world. Topics include how male and female children are socialized, women’s and men’s roles in the family, trends in women’s education and employment, the sex gap in pay, and how gender is affected by public policies.

**The Global Economy**

*Spring 2 2011 (7 weeks)*

Profs. Leahy and Thapar

**Prerequisites:** Introduction to Economic Thinking *(may be taken concurrently)*

**Crosslisted with Economics**

This course introduces students to the basic elements and relationships that characterize a national economy (e.g., unemployment, inflation, and production) as well as definitions of investment and savings and the role of financial intermediation and government policy. The class also explores the nature of globalization, economic differences among countries, and winners and losers in the context of development. It also examines the role of labor, migration, and natural resources and the reasons why price stability is important to the global economy.

**Immigration**

After a brief historical overview of immigration trends, this course focuses on the causes and processes of contemporary international migration; the economic incorporation or exclusion of immigrants in the U.S. and other countries of the world; formulation and practice of immigration laws.

**Inequality**

The course offers an overview of the causes and consequences of social inequality. Topics include the concepts, theories, and measures of inequality; race, gender and other caste systems; social mobility and social change; institutional support for stratification, including family, schooling and work; political power and role of elites; and comparative patterns of inequality, including capitalist, socialist, and post-socialist societies.

**Islamic Societies**

*Spring 2011 (14 weeks)*

Prof. Hassan

**Crosslisted with The Arab Crossroads**

This course will provide a general introduction to Muslim society. The first part of the course will explore the social, economic and cultural factors in the origin and development of Islam with special reference to its ‘social project’; the nexus between Islam and the rise of the West; and contributions of some of the key social theorists including Ibn Khaldun, Max Weber, Ernest Gellner, Clifford Geertz and Fazlur Rahman to the sociology of Islam. The second part will examine the unity and diversity of the modern Muslim world by examining the following topics: Muslim piety, Islam and the state, Islam and civil society, religious revivalism, jihad, gender and Islam, globalization and the Islamic ummah, Islamic philanthropy and social justice, self and the “other.” At the end of the course, students will understand the origins of Islam as an ethical and religious ideology, its “social projects,” and the socio-economic and demographic conditions of the Muslim world. They will also be able to critically analyze selected issues facing contemporary Muslim societies.
The Modern World System: Past, Present and Future  
January Term (Abu Dhabi)  
Profs. Calhoun and Wallerstein  
Crosslisted with History

Since the 17th century there have been a series of different hegemonic powers within a transnational capitalist economy. This course will survey (a) the history of the capitalist system from Dutch and British hegemony through the American 20th century, the growth of corporations, various approaches to economic development, and the current opening up of the world to new economic powers, and (b) the related political history of European colonialism, nationalism, postcolonial societies, the Cold War, and the emerging multipolar world of today. It will consider the nature of crises and social change, efforts to establish stability in the face of conflicts and disruptions, and possible futures open to the contemporary world. The course will include several field trips in the UAE.

The Political Economy of Development  
Crosslisted with Economics, Political Science

It is now widely acknowledged that politics plays a central role in influencing economic development. This makes the political economy of development a central area of research. While a student with an introductory background to political economy will have familiarity with theories based on voting, this course stresses a variety of other factors, such as the security of property rights, the creation of market and non-market institutions, lobbying and rent-seeking, collective action, social conflict, corruption, and the political economy of redistribution. Examples from historical experience as well as modern developing countries would be used throughout the course.

The Political Economy of Institutions  
Crosslisted with Political Science

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

Psychology and Social Policy  
Crosslisted with Psychology

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

Punishment in Law, Politics and Society  
January Term (New York)  
Prof. Barkow  
Crosslisted with Law

This seminar will investigate the state’s power to punish. We will read foundational works from philosophy, sociology, political science, and law to explore why states punish, how they punish, and whom they punish. We will also focus in particular on the modern American approach to punishment, including its use of mass incarceration and the death penalty. We will closely read and analyze cases from the Supreme Court of the United States in light of the fundamental purposes of punishment, and we will consider how the American approach compares with penal practices in other nations and regions. Part of the seminar will take place outside the classroom and inside criminal justice institutions in New York. Though subject to change, these outside activities may include attending arraignment court, observing a sentencing hearing, and visiting a correctional facility.

Race and Ethnicity

The course considers the major racial, religious, and nationality groups in the United States from an international comparative perspective. Emphasizing social and cultural factors, the course discusses leading theories on sources of prejudice and discrimination. Considers the changing place of minority groups in the stratification system, cultural patterns of various minority groups, factors affecting the degree of acculturation and assimilation, social consequences of prejudice for dominant and minority groups, and theories and techniques relating to the decline of prejudice and discrimination.
Social Psychology  
*Spring 2011 (14 weeks)*  
Prof. Henry  
*Crosslisted with Psychology*  
Introduction to theory and research about the social behavior of individuals, including perceptions of others and the self, attraction, affiliation, altruism and helping, aggression, moral thought and action, attitudes, influence, conformity, social exchange and bargaining, group decision making, leadership and power, and intergroup relations.

Social Scientific Study of Religion  
This course introduces students to the relationship between religious beliefs, religious institutions, and society. It focuses on the relationship between religious beliefs and gender, age and education and the effects of political structures and ideologies on religious behavior. Finally the course will discuss the relationship between social conditions and religious behavior among different groups and classes in the contemporary world and, in particular, in the Middle East.

Urban Poverty and Policy  
This course offers a review of urban development during the past century in the United States, but in a comparative way with the rest of the world. Special attention is paid to the question of urban poverty, debates around “culture of poverty” and “underclass” and it offers a balanced evaluation of various policy recommendations to alleviate poverty.

Varieties of Capitalism  
*Spring 2011 (14 weeks)*  
*Dean Szelenyi and Prof. Ladányi*  
An introduction to debates about the role of markets and the governments from Adam Smith to Marx, Polanyi, Keynes, Myrdal, Galbraith, Hayek, Friedman, and current economic theorists. The second half of the course offers an analysis of different varieties of capitalism in Western Europe, in Anglo-Saxon world, in East Asia, in Islamic countries and in post-communist economies.

Work in Modern Society  
Evaluation of definitions, nature, and development of occupations and professions, occupational associations such as guilds, trade unions, and labor unions. Concepts of mobility and career patterns; how occupations maintain control over member’s behavior; how they relate to the wider community; and how they influence family life.

Survey Research  
This course introduces students to survey research. It discusses different sampling procedures, issues of questionnaire construction, measurements of values and beliefs and interviewing techniques. It also introduces students to standard surveys, such as General Population Survey, Eurobarometer, and also surveys carried out in the Middle East in the past decades. In their final paper to the course, students will analyze data from one of the existing survey data sets.

Ethnographic Field Research  
The course offers a practical introduction to the theoretical and methodological issues of ethnographic field research. The course will offer students hands-on experience to carry out ethnographic field research, conduct in-depth interviews and carry out participant observations.

CAPSTONE  

Capstone Seminar (2 semesters)  
During this yearlong course, students will develop a research question; design and analyze quantitative or qualitative data sets relevant to public policy; and write a 40-60 page long senior essay.
SCIENCE, ENGINEERING, AND MATHEMATICS
Science at NYUAD is designed to produce outstanding, creative intellectuals by offering an education that emphasizes the integration of the life, physical, mathematical, and computer sciences with business and the liberal arts to produce future leaders with global awareness, cultural sensitivity, and ethical integrity. NYUAD offers majors in Biochemistry, Biology, Brain and Cognitive Science, Chemistry, Computer Science, Engineering, Mathematics, Physics, and Psychology.

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

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

Engineering at NYUAD is designed to create technological leaders with a global perspective, a broad education, and the capacity to think creatively and to innovate. A hallmark of the Engineering program is the integration of invention, innovation, and entrepreneurship in all phases of study. Students are involved in the progression of technological innovations and inventions from concept through product development and market introduction. 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 and work in multidisciplinary teams that incorporate cultural, political, economic, environmental, and public safety considerations.

The description of each major includes a sample four-year schedule to indicate a possible pathway through the major in combination with other required and elective courses. The Science and Engineering majors require that some courses be taken in a particular sequence, as indicated in the sample schedules, but students still have multiple scheduling options, including study-away semesters, and should plan each semester with their faculty mentor.
The increasingly interdisciplinary nature of modern scientific research requires that biologists, chemists, computer scientists, engineers, mathematicians, and physicists have a fundamental understanding of one another’s areas. It is important for students engaged in these areas to understand and experience multiple scientific disciplines and their interrelationships.

*Foundations of Science* is an innovative program that responds to the nature of modern science. Instead of the traditional series of discipline-specific introductory courses, *Foundations* integrates basic concepts from biology, brain and cognitive science, chemistry, computer science, mathematics and physics in a demanding three-semester sequence. The program fosters discussion among students and creates a collaborative learning dynamic. Problem-solving and group work in laboratory sessions are stressed, while close contact among students and faculty is a major feature of the program. The interdisciplinary approach and experimental work foster a more comprehensive understanding of science.

All science and engineering students (except those majoring in Psychology) are required to take *Foundations of Science*, which is a six-course sequence. Students intending to major in Biology, Brain and Cognitive Science, Biochemistry, Chemistry, Engineering, and Physics will normally start *Foundations of Science* in the first semester of the first year. Mathematics and Computer Science majors have the option to begin the program in their second year. Psychology majors are not required to take *Foundations 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 COURSES

Foundations of Science 1: Energy and Matter
Fall 1 2010 (7 weeks)
Dean Scicchitano, Profs. Bernstein, Burt, Camia, Dimitri, Gelfand, Zaw
Pre- or Corequisites: Calculus
Laboratory and discussion section included

Foundations of Science 1: Energy and Matter provides a comprehensive introduction to these two fundamental concepts that are so famously unified in the equality E=mc2. Following an introduction to the physical sciences and the guiding principles of the scientific method, the course focuses on velocity, acceleration, forces, and energy, while simultaneously introducing students to atoms and molecules. Chemical reactions are examined, and the energy changes associated with them are investigated via a thorough analysis of the three laws of thermodynamics. Laboratory exercises focus on the acquisition of computer skills, modeling, and an introduction to experimental design, data analysis, and scientific presentation. 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.

Foundations of Science 2: Forces and Interactions
Fall 2 2010 (7 weeks)
Dean Scicchitano, Profs. Bernstein, Burt, Camia, Dimitri, Gelfand, Zaw
Prerequisites: FS 1
Laboratory and discussion section included

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 will apply these concepts to understanding molecules related to the life sciences. Laboratory exercises focus on skills needed to work effectively at the bench as well as continued emphasis on designing experiments and implementing computer programming and graphics. Collaborations, written reports, and oral presentations will be emphasized in executing and communicating laboratory projects. 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 recitations are designed to hone proficiency at solving problems in a collaborative, team environment.

Foundations of Science 3: Systems in Flux
Spring 1 2011 (7 weeks)
Dean Scicchitano, Profs. Bernstein, Burt, Dimitri, Gelfand, Zaw
Prerequisites: FS 2
Laboratory and discussion section included

Foundations of Science 3: Systems in Flux focuses on changes in systems in the physical and living worlds. Capacitors, current, and basic circuits are explored with an eye toward understanding their applications to chemical reactions and the behavior of living cells. The rates and directions of chemical reactions are explored as chemical kinetics and chemical equilibrium are investigated with a special focus on acid-base chemistry. These fundamental physical and chemical principles are used to describe basic cellular monomers and polymers including DNA, RNA, and protein, and the sequence of events that leads to information flow and its regulation in the cell nucleus. Laboratory exercises fuse physics, chemistry and biology as students engage in projects related to recombinant DNA technology, gene cloning, and protein synthesis and characterization. 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.

Foundations of Science 4: Form and Function
Spring 2 2011 (7 weeks)
Dean Scicchitano, Profs. Bernstein, Burt, Dimitri, Gelfand, Purugganan, Zaw
Prerequisites: FS 3
Laboratory and discussion section included

Foundations of Science 4: Form and Function explores a question applicable to all branches of science: How does the form or shape of a physical entity set its function? This leads to another question: If a specific function is desired, can a form or shape be engineered or modified to execute or improve 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 to test form/function relationships in understanding the extent of chemical reactions, the behavior of electrical activity across cell membranes, and the study of metabolism. 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 section are designed to hone proficiency at solving problems in a collaborative, team environment.

**Foundations of Science 5: Propagating Change**

**Prerequisites: FS 4**

Laboratory and discussion section included. **Foundations of Science 5: Propagating Change** focuses on disturbances in physical and living systems that bring about change. In physics, disturbances generate waves that are associated with the transmission of light and sound. These same waves generate responses in living organisms as sensory systems detect them, including nerves in some species. Electromagnetic waves, interactions among light, matter, and living systems, and the responses of nerve cells will be examined. In addition, evolution will be introduced as the fundamental means of propagating change that gives rise to new species in the living world. Laboratory exercises will focus on mechanisms of change by first examining the physics and chemistry underlying the propagation of nerve impulses and then by investigating changes associated with the growth and development of an organism. 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.

**Foundations of Science 6: Oscillations and Uncertainties**

**Prerequisites: FS 5**

Laboratory and discussion section included. **Foundations of Science 6: Oscillations and Uncertainties** examines how repetitious or cyclical events, although presumably predictable, are associated with inherent uncertainty in their outcomes. This is embodied in physics and chemistry in quantum theory and the Heisenberg uncertainty principle. But living systems, especially when populations are studied, provide countless examples of oscillatory events that possess inherent uncertainty when scientists try to predict outcomes. Indeed, this final chapter in **Foundations of Science** challenges students to consider the very nature of studying complex problems and systems and assessing the uncertainty associated with the scientific method. The laboratory exercises involve collaborative projects in which teams of students must apply their acquired knowledge and skills to design experiments focused on answering a question or solving a problem, keeping uncertainty in mind as they report their results and discuss additional data that would be needed to provide a better answer or solution. 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. Over the past few decades, the life sciences have been revolutionized by the development of molecular, cellular, genomic, and bioinformatics techniques that are now being applied to study fundamental processes in organisms. As a result, there has been a transformation in the understanding of life, from the genetic networks that guide how embryos develop to uncovering, at unprecedented resolution, natural genetic variation and how life adapts to diverse environments. These and other discoveries in biology have shaped society by improving human health, enhancing rational management of our environment, developing forensic science, and augmenting the production of renewable energy with the concomitant sequestering of pollutants. In addition, the rapid growth of the life sciences has fueled new ethical and legal issues that impinge on biological discoveries and their applications.

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

The major in Biology offers students the opportunity to learn introductory science in an integrated format in the Foundations of Science program (see pages 108–110) and to use the contemporary tools and approaches that are available to solve problems in areas of the current life sciences. Intermediate and advanced courses provide a broad and intensive background in modern biology for those interested in careers in research, health-related fields, biotechnology, and education, among others. The advanced courses emphasize the fundamental concepts and principles mastered in the Foundations of Science sequence, continuing the emphasis on using interdisciplinary approaches to understand the natural world.

The major in Biology is taught by faculty who carry out research in state-of-the-art laboratories in various areas in the life sciences. The Biology program at NYUAD has strong interactive ties with the Department of Biology, the Center for Genomics and Systems Biology, and other laboratories located at NYU in New York.
BIOLOGY REQUIREMENTS FOR THE MAJOR

16 courses, distributed as follows:

- 6 Foundations of Science 1-6
- 4 Required courses: Calculus; Organic Chemistry 1 and 2; Organismal Biology
- 4 Biology electives
- 2 Capstone Project

SAMPLE SCHEDULE

- Indicates required courses for major

| YEAR 1 | FALL SEMESTER | CORE | FOUNDATIONS OF SCIENCE 1 | FOUNDATIONS OF SCIENCE 2 | CALCULUS | January Term |
| YEAR 2 | FALL SEMESTER | CORE | FOUNDATIONS OF SCIENCE 5 | FOUNDATIONS OF SCIENCE 6 | ORGANIC CHEMISTRY 1 | January Term |
| YEAR 3 | FALL SEMESTER | CORE | GENERAL ELECTIVE | BIOLOGY ELECTIVE | BIOLOGY ELECTIVE | January Term |
| YEAR 4 | FALL SEMESTER | GENERAL ELECTIVE | GENERAL ELECTIVE | MULTI-DISCIPLINARY | CAPSTONE | January Term |

SCIENCE, ENGINEERING, AND MATHEMATICS | BIOLOGY
Organismal Biology
Prerequisites: FS 1-6
The array of organisms that populates the globe is astounding in its diversity and adaptability. This course uses fundamental concepts from the Foundations of Science curriculum to examine the diversity within the major groups of living organisms, and employs mathematics and computers to model organismal classification within each group. Essential elements of animal physiology are covered, including adaptations to environments such as deserts. This course develops an understanding of the relationship between structure and function of the organism; how structure develops through evolutionary and developmental processes; and how structure is related to the environment surrounding the organism. Plants, invertebrates, and vertebrates are examined.

Electives

Genetics
Prerequisites: Organismal Biology
Why do offspring often exhibit physical features of their parents? Why do combinations of certain features in offspring translate into specific characteristics that either enhance or diminish the organism’s fitness? Answers to questions such as these fall partly within the discipline of genetics, which is the study of heredity. Principles from the Foundations of Science curriculum and Organismal Biology provide a framework for learning about classical genetics, chromosome structure and mutation, gene function and regulation, and aspects of molecular and developmental genetics. Recent studies in human genetics and their applications, particularly to health-related issues, are also investigated.

Evolution
Prerequisites: Organismal Biology
Evolution encompasses the patterns and mechanisms that explain the diversity of organisms we observe today and during the millions of years of the geological record. Evidence is reviewed that demonstrates the common ancestry of all living things, including humans, and the mechanisms, such as natural selection, that are required and sufficient to explain this pattern of ancestry, diversification, adaptation, speciation, and biogeographic distribution. The course also uses computer and mathematical modeling to explore the fundamentals of population genetics, molecular evolution, phylogenetic systematics, and the evolution of developmental systems.
Genomics and Bioinformatics  
Prerequisites: Organismal Biology  
Laboratory included

Fueled by recent advances in technical approaches to data collection and analysis, the biological sciences have entered a new era in which vast amounts of genome-scale sequence and functional data are becoming available for a large number of species. These data are allowing scientists to explore biological function on an unprecedented scale. Familiarity with the fields of genomics and bioinformatics, which impact society on all levels, is vital for the next generation of scientists. This survey course introduces students to a broad range of topics in the fields of genomics and bioinformatics through lectures and hands-on exercises that use fundamental principles of chemistry, computer science, mathematics, and physics to understand organismal diversity through analyses of genomes.

Developmental Biology  
Prerequisites: Organismal Biology

Multicellular organisms undergo a series of complex temporal and spatial changes in gene expression following fertilization, which results in the highly organized, coordinated cell divisions needed for growth and development. This course introduces students to the principles and experimental strategies of developmental biology. It covers the cellular and molecular basis for patterning in the embryo; the determination of cell fate; cell differentiation; the genes controlling these events; how they are identified and studied; and the cellular proteins that effect shape, movement, and signaling among cells.

Systems Biology  
Prerequisites: Organismal Biology, Genomics and Bioinformatics

This course focuses on methods to integrate the diverse data of complex networks and pathways developed from genomics, proteomics, and metabolomics and to understand how they work together forming a system with definable phenotypes. Global approaches as well as mathematical and statistical modeling to data collection and analyses are performed.

Introduction to Neuroscience  
Prerequisites: FS 1-6

An introductory lecture course covering the fundamental principles of neuroscience. Topics include principles of brain organization; structure and ultrastructure of neurons; neurophysiology and biophysics of excitable cells; synaptic transmission; neurotransmitter systems and neurochemistry; neuropharmacology; neuroendocrine relations; molecular biology of neurons; development and plasticity of the brain; aging and diseases of the nervous system; organization of sensory and motor systems; structure and function of cerebral cortex; modeling of neural systems.

Applied Molecular Biology DNA Techniques  
Prerequisites: FS 1-6

Crosslisted with Chemistry and Biochemistry  
Laboratory included

Biotechnology exemplifies the integration of chemistry, computers, math, and physics with the life sciences. In fact, the development of recombinant DNA technology during the last decades of the 20th century set the stage for the subsequent discoveries related to gene expression and protein production and the elucidation of protein structure. This is a practical course designed to provide an experience in basic molecular biology techniques, including gene amplification by polymerase chain reaction (PCR), DNA isolation and modification, bacterial transformation, preparation of plasmid DNA, and restriction enzyme analyses.

Applied Cell Biology  
Prerequisites: FS 1-6  
Laboratory and discussion sections included

Understanding the fundamental methods for growing and studying cells—the smallest units of life—is basic to biology. This course introduces students to the methodology used to study cell structure and function. In the laboratory, students study the fundamentals of cell biology and the experimental approaches used to examine the cell. Topics cover cellular, subcellular, and macromolecule localization; biochemical analysis of the cell; and cell culture techniques. Accurate record-keeping, reports, and presentations will be emphasized.

Biochemistry 1  
Prerequisites: FS 1-6, Organic Chemistry 1 and 2  
Crosslisted with Biochemistry

This course offers deeper and more complete treatments of the chemistry of living cells and biological chemistry than in the Foundations of Science courses. Topics include structure and function of proteins, lipids, carbohydrates, and nucleic acids; enzyme structure, mechanism and regulation of enzyme activity, and membrane structure and transport; mechanisms of cellular processes and cellular physiology, including ion channels and pumps, cell motility, and the immune response.
Biochemistry 2
Prerequisites: FS 1-6, Organic Chemistry 1 and 2; and Biochemistry 1
Crosslisted with Biochemistry
Building on the lessons of Biochemistry 1, Biochemistry 2 emphasizes analysis of basic metabolic pathways, including glycolysis, electron transport, and oxidative phosphorylation, as well as mechanisms of metabolic regulation and integration.

Special Topics in Biology
Prerequisites: FS 1-6, permission of instructor
This course covers current topics and approaches in the life sciences. Topics can include systems biology, bioinformatics, new laboratory and computer approaches in the life sciences, and current problems. Emphasis is placed on reading and evaluating primary literature and examining how the topic is addressed in the popular press.

SENIOR CAPSTONE

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

COURSES FOR NON-SCIENCE MAJORS

Why We Are Human: A Biological Viewpoint
Prerequisites: Ideas and Methods of Science
From the moment fertilization occurs, a series of coordinated cell divisions results in a complex organism that continues to grow, mature, and age after birth. Amazingly, and despite its tremendous complexity, the biological reactions that are the foundation of human development are governed by the same principles of chemistry and physics as any other area of science. But the sum of these reactions results in an organism that can design buildings, create works of art, compose music, and preserve thoughts on the written page. This course traces the development of a human from fertilization, working toward a basic understanding of how organ systems work, including sensory components. The course will emphasize an awareness of physiological responses to our surroundings.

Where the Desert Meets the Sea: The Environment of the Arabian Peninsula
Prerequisites: Ideas and Methods of Science
Crosslisted with The Arab Crossroads and The Environment
The Arabian Peninsula offers images of camels, palm trees, and deserts that meet the sea. This terrain provides a rich opportunity to understand a unique ecological niche and to gain an understanding of the organisms that inhabit it. The course examines the diverse animals and plants that inhabit the local landscape and considers issues related to the region’s preservation as its cities and population grow. Water as a resource plays a focal point in many discussions. This course relies on field work to gain the best understanding of the terrain.
Brain and Cognitive Science (BCS) is the collection of disciplines unified by a concern for the function of the brain.

BCS investigates some of the deepest mysteries facing science in the 21st century, which 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 (e.g., anxiety disorders and depression), neurological diseases (e.g., Parkinson's and Alzheimer's diseases), and developmental disorders (e.g., dyslexia and autism) are characterized by dysfunction of the neural systems in the brain.

Experimental approaches in BCS vary from analyses of molecular and cellular mechanisms in nerve cells and groups of nerve cells to behavioral and psychological 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.

The Brain and Cognitive Science program at NYUAD has strong interactive ties with the Center for Neural Science and the Program in Cognition and Perception, located at NYU in New York.
## Requirements for the Major

16 courses, distributed as follows:

- **6** Foundations of Science 1-6
- **5** Required courses: Introduction to Neuroscience; Calculus; Cellular and Molecular Neuroscience; Behavioral and Integrative Neuroscience; Cognitive Science
- **3** Electives
- **2** Capstone Project

### Year 1

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### Year 2

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<tr>
<td><strong>Spring Semester</strong></td>
<td><strong>CORE</strong> [GENERAL ELECTIVE] [GENERAL ELECTIVE] [INTRO TO NEUROSCIENCE]</td>
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### Year 3

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<td><strong>Spring Semester</strong></td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td><strong>GENERAL ELECTIVE</strong> [GENERAL ELECTIVE] [MULTI-DISCIPLINARY] [CAPSTONE]</td>
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\[\text{Indicates required courses for major}\]
**BRAIN AND COGNITIVE SCIENCE COURSES**

**REQUIRED FOR MAJORS**

**Foundations of Science 1-6**

**Introduction to Neuroscience**  
**Prerequisites:** FS 1-6  
**Crosslisted with Biology**

An introductory lecture course covering the fundamental principles of neuroscience. Topics include principles of brain organization; structure and ultrastructure of neurons; neurophysiology and biophysics of excitable cells; synaptic transmission; neurotransmitter systems and neurochemistry; neuropharmacology; neuroendocrine relations; molecular biology of neurons; development and plasticity of the brain; aging and diseases of the nervous system; organization of sensory and motor systems; structure and function of cerebral cortex; modeling of neural systems.

**Cellular and Molecular Neuroscience**  
**Prerequisites:** FS 1-6, Introduction to Neuroscience  
**Laboratory included**

A lecture and laboratory course that provides students with broad exposure to current questions and experimental approaches in cellular neuroscience. Lectures are organized in three areas: cell structure and organization of the vertebrate central nervous system, mechanisms underlying neural signaling and plasticity, and control of cell form and its developmental determinants.

**Behavioral and Integrative Neuroscience**  
**Prerequisites:** FS 1-6, Introduction to Neuroscience  
**Laboratory included**

A lecture and laboratory course that addresses the physiological and anatomical bases of behavior. Lectures and laboratory experiments will emphasize mammalian sensory, motor, regulatory, and motivational mechanisms involved in the control of behavior, and higher mental processes such as those involved in language and memory.

**Calculus**  
**Fall 2010 (14 weeks)**  
**Prof. Camia**  
**Crosslisted with Mathematics**

This course presents the foundations of calculus by examining functions and their derivatives and integrals. The derivative measures the instantaneous rate of change of a function; 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. This course also provides instruction in how to model situations in order to solve problems. Applications include graphing, maximizing, and minimizing functions. In addition to two weekly lectures, students attend a weekly discussion section focused on applications of calculus in Science or Engineering or Social Science, depending on their primary interest.

**Cognitive Science**  
**Prerequisites:** FS 1-6 or Brain and Behavior, Statistics for the Social and Behavioral Sciences (Psychology)

Cognitive science is the study of cognition or intelligent behavior: its nature, characteristics, and processes. It is a multidisciplinary approach to the study of cognition and intelligent systems that incorporates elements of psychology, neuroscience, philosophy, anthropology, linguistics, and computer science. Cognitive science is intimately tied to issues in philosophy of mind due to its subject matter, and to issues in the philosophy of science due to its approach.

**ELECTIVES**

**Computational Neuroscience**  
**Prerequisites:** FS 1-6, Introduction to Neuroscience

A lecture and laboratory course addressing the application of computational techniques to the understanding of neural processing. Topics include cable theory and computation by single neurons, learning in artificial neural networks, small networks for the control of motor behavior, and neural processing of visual information. For each topic area there is an introduction to the scientific principles, a review of research, and a sequence of computer laboratories designed to familiarize the student with computational research methods used in that area.

**Development and Dysfunction of the Nervous System**  
**Prerequisites:** FS 1-6, Introduction to Neuroscience

This course explores how the nervous system develops in normal animals and how genetic and epigenetic factors can disrupt these processes. Lectures on normal developmental mechanisms interleave with those on disorders to provide a solid foundation for our discussions of abnormal events during maturation. The lectures on normal development cover a broad range of topics, including differentiation, axon outgrowth, synapse formation, specificity of connections, and plasticity. The lectures on dysfunction include autism, dyslexia, mental retardation, specific language impairment, hearing loss, blindness, ADHD.
demyelinating or neurodegenerative disorders, and axon regeneration. The major goals of the course are to understand the extent to which current theories can explain the etiology of each disorder, and to learn how basic research can best facilitate advances in our knowledge and, ultimately, lead to treatments or cures.

Perception
Prerequisites: FS 1-6 or Brain and Behavior, Statistics for the Social and Behavioral Sciences (Psychology)
How do we construct a conception of physical reality based on sensory experience? Survey of basic facts, theories, and methods of studying sensation and perception. The major emphasis is on vision and audition, although other modalities may be covered. Representative topics include receptor function and physiology; color; motion; depth; psychophysics of detection, discrimination, and appearance; perceptual constancies; adaptation, pattern recognition, and the interaction of knowledge and perception.

Cognitive Neuroscience
Prerequisites: FS 1-6 or Brain and Behavior, Statistics for the Social and Behavioral Sciences (Psychology)
This course provides students with a broad understanding of the foundations of cognitive neuroscience, including dominant theories of the neural underpinnings of a variety of cognitive processes and the research that has led to those theories. Students also learn about the goals of cognitive neuroscience research and the methods that are being employed to reach these goals.

Neurolinguistics
Prerequisites: FS 1-6, or Brain and Behavior, Statistics for the Social and Behavioral Sciences (Psychology)
What are the brain bases of our ability to speak and understand language? Are some parts of the brain dedicated to language? What is it like to lose language? This course provides a state-of-the-art survey of the cognitive neuroscience of language, a rapidly developing multidisciplinary field in the intersection of linguistics, psycholinguistics, and neuroscience. Lectures cover all aspects of language processing in the healthy brain from early sensory perception to higher level semantic interpretation as well as a range of neurological and developmental language disorders, including aphasias, dyslexia, and genetic language impairment.

Special Topics in Brain and Cognitive Science
Prerequisites: FS 1-6, Introduction to Neuroscience
This course provides in-depth treatment of an area of current interest in brain and cognitive science. Lectures will present background material and address current problems in the area related to the topic. Students will read and discuss review articles and current literature on the topic. Course content will be determined on a semester-by-semester basis. Sample topics include animal physiology, learning, memory, attention, neuroeconomics and decision-making, objects and categories.

CAPSTONE

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

COURSES FOR NON-SCIENCE MAJORS

Brain and Behavior
Crosslisted with Psychology
Introduction to the basic elements that make up the nervous system, and how electrical and chemical signals in the brain work to affect behavior. Using this foundation, we examine how the brain learns and how it creates new behaviors, together with the brain mechanisms that are involved in sensory experience, movement, hunger and thirst, sexual behaviors, the experience of emotions, perception and cognition, and memory and the brain’s plasticity. Other key topics include whether certain behavioral disorders such as schizophrenia and bipolar disorder can be accounted for by changes in the function of the brain, and how drugs can alter behavior and brain function.
Chemistry interfaces with the life sciences and with physics and mathematics. The focus of the Chemistry program is the study of the world of molecules, how they are created from atoms, how their chemical and physical properties are affected by their structures, and how they unite or assemble to form the kinds of matter that make up the physical world. Knowledge of chemistry is fundamental to an in-depth understanding of the structural properties and biochemical reactions that define all living systems. The range of applications of modern chemistry is broad, spanning many aspects of human activities such as the improvement of agriculture, the discovery of new drugs, and the creation of new materials by learning from nature how molecules are assembled and how they recognize one another. Chemistry drives the exciting field of nanotechnology that generates new materials for devising ever smaller electronic devices with enhanced computing or information storage characteristics; that invents novel materials for innovative applications in industry and everyday life; and that constructs novel photosensitive materials for solar energy conversion to electricity, to cite just a few examples.

The Chemistry major builds on the Foundations of Science program and offers students the opportunity to pursue their interests in more specialized fields of chemistry such as biochemistry, organic and physical/biological chemistry, and materials sciences. The major offers elective courses that exploit the interdisciplinary areas of biochemistry, materials science, and biological and biophysical chemistry. The major in Chemistry prepares students for graduate work and rewarding careers in all phases of scientific life, from basic research to commercial product development.

The Biochemistry major interfaces with the life sciences, seeking to understand how the molecules in living systems give rise to the chemical reactions that are the essence of any living organism. The focus of the biochemistry program is similar to that of the chemistry program, but with an emphasis on the chemistry of living systems. In fact, biochemistry also studies the world of molecules, how they are created from atoms, how their chemical and physical properties are affected by their structures, and how they unite or assemble to form the kinds of matter that make up the living world. A basic knowledge of chemistry, which is provided in the Foundations of Science curriculum, is fundamental to an in-depth understanding of the structural properties and biochemical reactions that define all living systems.
Outstanding and highly motivated students are offered special opportunities for research, independent study, summer laboratory research, internships, and other enhancements at the NYU campuses in New York and Abu Dhabi, with strong interactive ties with laboratories at the two sites. Additional studies in mathematics, especially Linear Algebra, and Multivariable Calculus, are highly recommended for students planning on graduate work in chemistry or biochemistry.
CHEMISTRY REQUIREMENTS FOR THE MAJOR

6 Foundations of Science 1-6
6 Required courses: Calculus;
   Organic Chemistry 1 and 2;
   Physical Chemistry 1 and 2;
2 Upper-level electives
2 Capstone Project

YEAR 1

Fall Semester
- CORE
- FOUNDATIONS OF SCIENCE 1
- FOUNDATIONS OF SCIENCE 2
- CALCULUS
- January Term

Spring Semester
- CORE
- FOUNDATIONS OF SCIENCE 3
- FOUNDATIONS OF SCIENCE 4

YEAR 2

Fall Semester
- CORE
- FOUNDATIONS OF SCIENCE 5
- FOUNDATIONS OF SCIENCE 6
- ORGANIC CHEMISTRY 1
- January Term

Spring Semester
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- ORGANIC CHEMISTRY 2

YEAR 3

Fall Semester
- CORE
- GENERAL ELECTIVE
- PHYSICAL CHEMISTRY I
- CHEM EXPER METHODS
- January Term

Spring Semester
- CORE
- CHEMISTRY ELECTIVE
- PHYSICAL CHEMISTRY 2
- MULTI-DISCIPLINARY

YEAR 4

Fall Semester
- GENERAL ELECTIVE
- CHEMISTRY ELECTIVE
- MULTI-DISCIPLINARY
- CAPSTONE
- January Term

Spring Semester
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- MULTI-DISCIPLINARY
- CAPSTONE
BIOCHEMISTRY

SAMPLE SCHEDULE

Indicates required courses for major

Requirements for the Major

17 courses, distributed as follows:

- 6 Foundations of Science 1-6
- 9 Required courses: Calculus; Biophysical Chemistry; Organic Chemistry 1 and 2; Physical Chemistry 1 and 2
- 2 Capstone Project

Year 1

Fall Semester
- CORE
- FOUNDATIONS OF SCIENCE 1
- FOUNDATIONS OF SCIENCE 2
- CALCULUS

Spring Semester
- CORE
- FOUNDATIONS OF SCIENCE 3
- FOUNDATIONS OF SCIENCE 4

January Term
- GENERAL ELECTIVE

Year 2

Fall Semester
- CORE
- FOUNDATIONS OF SCIENCE 5
- FOUNDATIONS OF SCIENCE 6
- ORGANIC CHEMISTRY 1

January Term
- MULTI-DISCIPLINARY

Spring Semester
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- ORGANIC CHEMISTRY 2

Year 3

Fall Semester
- CORE
- GENERAL ELECTIVE
- PHYSICAL CHEMISTRY 1
- BIOCHEMISTRY 1

January Term
- GENERAL ELECTIVE

Spring Semester
- PHYSICAL CHEMISTRY 2
- BIOCHEMISTRY 2
- MULTI-DISCIPLINARY

Year 4

Fall Semester
- GENERAL ELECTIVE
- BIOPHYSICAL CHEMISTRY I
- MULTI-DISCIPLINARY
- CAPSTONE

January Term
- GENERAL ELECTIVE

Spring Semester
- EXPERIMENTAL BIOCHEMISTRY
- MULTI-DISCIPLINARY
- CAPSTONE
CHEMISTRY AND BIOCHEMISTRY COURSES

REQUIRED FOR MAJORS

Foundations of Science 1-6

Calculus
Fall 2010 (14 weeks)
Prof. Camia
Crosslisted with Mathematics
Discussion section included

This course presents the foundations of calculus by examining functions and their derivatives and integrals. The derivative measures the instantaneous rate of change of a function; 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. This course also provides instruction in how to model situations in order to solve problems. Applications include graphing, maximizing, and minimizing functions. In addition to two weekly lectures, students attend a weekly discussion section focused on applications of calculus in Science or Engineering or Social Science, depending on their primary interest.

Organic Chemistry 1
Prerequisites: FS 1-6
Crosslisted with Biology
Laboratory included

This course uses an interactive, problems-based approach to study the structure and bonding of organic materials, conformational analysis, stereochemistry, and spectroscopy, topics that partly trace their roots to the development of quantum theory. The topics covered include basic reaction mechanisms such as substitution and elimination, and the reactions of aliphatic and aromatic hydrocarbons, alcohols, ethers, amines, carbonyl compounds, and carboxylic acids. The course incorporates modern analytical methods that are the cornerstone of contemporary organic chemistry.

Organic Chemistry 2
Prerequisites: Organic Chemistry 1
Crosslisted with Biology
Laboratory included

This is a continuation of Organic Chemistry 1, with an emphasis on multifunctional organic compounds, including topics of relevance to biochemistry and biological systems, such as carbohydrates, amino acids, peptides, and nucleic acids. The course continues the emphasis on modern analytical methods that are the cornerstone of contemporary organic analysis, with added emphasis on their application to biology and biological chemistry.

Physical Chemistry 1
Prerequisites: Organic Chemistry 2

This course for Chemistry majors is concerned with a deeper look into quantum theory and the early applications to model systems that led to the development of the field of quantum chemistry. It is shown how physics (classical mechanics, electricity and magnetism), and the tools of mathematics and computer science, all discussed in the Foundations of Science courses, are utilized to understand the physical and chemical properties of molecules. It is demonstrated how quantization of energy levels leads to a deeper understanding of the spectroscopic properties and electronic structure of one- and many-electron atoms, and the nature of chemical bonds (theory of chemical bonding in diatomic and polyatomic molecules). The principles and applications of molecular spectroscopy—rotational, vibrational, electronic, and nuclear magnetic resonance—are discussed in depth.

Physical Chemistry 2
Prerequisites: Organic Chemistry 2, Physical Chemistry 1

A continuation of Physical Chemistry 1, the course develops the close connections between the microscopic world of quantum mechanics and the macroscopic world of thermodynamics. Topics include properties of gases and elementary statistical thermodynamics. The laws of thermodynamics are applied to an understanding of the concept of equilibrium in chemical reactions. The properties of ionic and electrochemical reactions are discussed in depth, and examples from the physical and biological worlds are presented. Macroscopic and microscopic theories describing the kinetics of chemical reactions and energetics of transition states are developed. The mechanisms of different enzymatic reactions in biological systems are also discussed.
ADDITIONAL REQUIREMENTS FOR THE CHEMISTRY MAJOR

Chemical Experimental Methods
Prerequisites: FS 1-6
Laboratory included
The course introduces the principles and practices of modern experimental methods that are widely used in contemporary analytical, organic, physical, and biological chemistry laboratories. Students become familiar with instrumental methods, such as ultraviolet/visible spectrophotometry, fluorescence spectroscopy, infrared spectroscopy, and nuclear magnetic resonance. Students learn about interfacing computers and instruments for data collection and data analysis, and computer modeling of molecular structures.

ADDITIONAL REQUIREMENTS FOR THE BIOCHEMISTRY MAJOR

Biochemistry 1
Prerequisites: FS 1-6, Organic Chemistry 1 and 2
Crosslisted with Biology
This course offers deeper and more complete treatments of the chemistry of living cells and biological chemistry than in the Foundations of Science courses. Topics include structure and function of proteins, lipids, carbohydrates, and nucleic acids; enzyme structure, mechanism and regulation of enzyme activity, and membrane structure and transport; mechanisms of cellular processes and cellular physiology, including ion channels and pumps, cell motility, and the immune response.

Biochemistry 2
Prerequisites: FS 1-6, Organic Chemistry 1 and 2, Biochemistry 1
Crosslisted with Biology
Building of the lessons of Biochemistry 1, Biochemistry 2 emphasizes analysis of basic metabolic pathways, including glycolysis, electron transport, and oxidative phosphorylation, as well as mechanisms of metabolic regulation and integration.

Biophysical Chemistry
Prerequisites: FS 1-6, Organic Chemistry 1 and 2
Applications of physical and chemical principles to topics of biochemical and biological interest with an emphasis on the basic principles underlying biophysical techniques that are used to study important macromolecules such as proteins and nucleic acids. Topics include molecular spectroscopic techniques such as light absorption, fluorescence, and circular dichroism, as well as nuclear magnetic resonance and vibrational spectroscopy.

Applications of these methods to important biophysical, biochemical, and biological problems of current interest such as protein folding, imaging, and protein-DNA and protein-protein interactions are discussed.

Experimental Biochemistry
Prerequisites: FS 1-6, Organic Chemistry 1 and 2
Laboratory included
Introduction to molecular analysis of biomolecules. Selected experiments and instruction in analytical techniques used in biochemical research, including chromatography, spectrophotometry, and electrophoresis; isolation and characterization of selected biomolecules; kinetic analysis of enzymatic activity; and analysis of protein-protein and protein-DNA interactions that direct basic biochemical pathways.

ELECTIVES

Inorganic Chemistry
Prerequisites: FS1-6, Organic Chemistry 1 and 2
Studies of methods in inorganic chemistry that make use of symmetry to describe bonding and spectra of inorganic compounds with an interdisciplinary emphasis whenever feasible. Reactions and kinetics are also discussed for inorganic, organometallic, and bioinorganic compounds. Selected topics in main group chemistry are also included.

Organic Analysis
Prerequisites: FS 1-6, Organic Chemistry 1 and 2
Emphasizes the application of spectroscopic methods in organic chemistry in determining molecular structure, including proton and carbon NMR, infrared spectroscopy, ultraviolet-visible spectroscopy, modern methods of mass spectroscopy, and chiroptical spectroscopy. This course is particularly suitable for chemists interested in pharmaceutical fields of research and development, and applications to studies of the chemistry, properties and interactions of biologically important molecules.

Bioorganic Chemistry
Prerequisites: FS 1-6, Organic Chemistry 1 and 2
Covering a broad range of topics at the interface between organic chemistry and biology, this course focuses on current advances in bioorganic chemistry, chemical biology, molecular pharmacology, functional genomics, and molecular evolution. Students are expected to enter the class with previous coursework in the chemical structure and conformation of polypeptides and nucleic acids.
Applied Molecular Biology DNA Techniques
Prerequisites: FS 1-6
Crosslisted with Biology
Laboratory included
Biotechnology exemplifies the integration of chemistry, computers, math, and physics with the life sciences. In fact, the development of recombinant DNA technology during the last decades of the 20th century set the stage for the subsequent discoveries related to gene expression and protein production, and the elucidation of protein structure. This is a practical course designed to provide an experience in basic molecular biology techniques, including gene amplification by polymerase chain reaction (PCR), DNA isolation and modification, bacterial transformation, preparation of plasmid DNA, and restriction enzyme analyses. Accurate record-keeping, reports, and presentations will be emphasized.

Special Topics in Chemistry
Prerequisites: FS 1-6, permission of the instructor
A seminar course providing 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 in the spirit of the Foundations of Science courses.

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

COURSE FOR NON-SCIENCE MAJORS
The Atom and Energy
E=mc²! Albert Einstein’s equation, so simple yet so formidable, is often associated with nuclear reactions. And nuclear reactions engender dual visions of power plants producing electricity and atomic warfare destroying the earth. But despite public awareness of the equation, few have truly considered the relationship between mass “m” and energy “E”. This course bridges the fields of physics and chemistry to gain an understanding of atomic structure and its relationship to energy. Exploring modern theories of the atom sets the stage for discussing chemical reactions that generate heat (combustion and explosions), processes that cause cooling (air conditioning), chemical reactions that produce electrical energy (batteries), and atomic reactions that generate nuclear energy (power generation). Consideration of responsible and ethical use of the atom and its energy is interwoven in the course.
Computer science is a practical art that has led to revolutionary innovations in entertainment, the humanities, health, business, the news media, communications, education, scientific research, and the arts. It is also a science rooted in mathematics and engineering.

Although it is a relatively young field, computer science has produced many of the advances of modern life that we now take for granted. It has given medical researchers tools to understand and cure diseases, enabled physicists to reshape our understanding of the universe, allowed neuroscientists to uncover the secrets of our brains, and helped biologists decipher the human genome. Computer science has rewritten the rules of the entertainment industry and has transformed the way humans communicate with each other.

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

The goal of the program is to train students both in the fundamental principles of computer science and in related aspects of information technology. Majors are required to take Foundations of Science and may begin Foundations in their second year. The Computer Science program embraces a rich variety of subjects and provides great flexibility, allowing students to tailor courses of study to their particular interests. Possible concentrations include computer graphics and computer vision, artificial intelligence and machine learning, networking, databases, and software development. Advanced undergraduate students can work on research projects with faculty members engaged in projects of mutual interest.

The Computer Science program offers non-major courses for students from all backgrounds and fields. Computer science and technology enable students to develop the skills needed to supplement their careers and interests. All levels will be accommodated, regardless of prior knowledge. Those with adequate computer experience may take advanced classes. Students will be introduced to the advancements that are being made in computers, the Internet, and the Web and will gain practical knowledge of this field by exploring programming, Web development, and related technologies. The courses enable students to obtain the essential background to enter this dynamic field and/or to acquire important skills to support their own major.
COMPUTER SCIENCE
SAMPLE SCHEDULE

Indicates required courses for major

YEAR 1

Fall Semester

CORE

CORE

INTRO COMP SCIENCE

CALCULUS

January Term

Spring Semester

CORE

CORE

GENERAL ELECTIVE

GENERAL ELECTIVE

YEAR 2

Fall Semester

CORE

FOUNDATIONS OF SCIENCE 1

FOUNDATIONS OF SCIENCE 2

DISCRETE MATH

January Term

Spring Semester

CORE

FOUNDATIONS OF SCIENCE 3

FOUNDATIONS OF SCIENCE 4

DATA STRUCTURES

YEAR 3

Fall Semester

CORE

FOUNDATIONS OF SCIENCE 5

FOUNDATIONS OF SCIENCE 6

COMP SYS ORG

January Term

Spring Semester

GENERAL ELECTIVE

COMPUTER SCIENCE ELECTIVE

ALGORITHMS

MULTI-DISCIPLINARY

YEAR 4

Fall Semester

GENERAL ELECTIVE

OPERATING SYSTEMS

MULTI-DISCIPLINARY

CAPSTONE

January Term

Spring Semester

GENERAL ELECTIVE

COMPUTER SCIENCE ELECTIVE

MULTI-DISCIPLINARY

CAPSTONE

17 courses, distributed as follows:

6 Foundations of Science 1-6
7 Required Courses:
   Introduction to Computer Science; Calculus; Discrete Mathematics; Data Structures; Computer Systems
   Organization; Design and Analysis of Algorithms; Operating Systems
  2 Electives
  2 Capstone Project

SCIENCE, ENGINEERING, AND MATHEMATICS | COMPUTER SCIENCE
Concentration in Web Applications and Programming for Non-Majors

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

**REQUIREMENTS FOR THE CONCENTRATION IN WEB APPLICATIONS AND PROGRAMMING**

4 courses, distributed as follows:

1. The Language of Computers: Introduction to Programming Using Python
2. Web Development and Programming
3. 2 Electives

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**COMPUTER SCIENCE COURSES**

**REQUIRED FOR MAJORS**

**Foundations of Science 1-6**

**Introduction to Computer Science**

*Fall 2010 (14 weeks)*  
*Prof. Odeh*

Intended for Computer Science majors and students in other scientific disciplines, this course will introduce students to the foundations of Computer Science. Students will learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs using a high-level programming language. The course covers core concepts including: basic computation; data structure; control structure; iterative structures; file I/O and exception handling; recursion and functions. Students will also learn the elements of Object Oriented programming (OOP), such as objects, classes, inheritance, abstraction, polymorphism, and interface. Students will produce programs focusing on scientific concepts, graphics, games and web CGI implementation, and in a final project, they will develop a fully functioning, interactive, fun game that employs a clean design, intuitive graphical user interface (GUI), simple to moderate strategy, and event-handling techniques.

**Calculus**

*Fall 2010 (14 weeks)*  
*Prof. Camia*  
*Crosslisted with Mathematics*

Discussion section included

This course presents the foundations of calculus by examining functions and their derivatives and integrals. The derivative measures the instantaneous rate of change of a function; 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. This course also provides instruction in how to model situations in order to solve problems. Applications include graphing, maximizing, and minimizing functions. In addition to two weekly lectures, students attend a weekly discussion section focused on applications of calculus in Science or Engineering or Social Science, depending on their primary interest.

**Discrete Mathematics**

*Crosslisted with Mathematics*

An introduction to discrete mathematics, emphasizing proof and abstraction. Topics include sets, relations, and functions; graphs and trees; algorithms, proof techniques, and order of magnitude analysis; Boolean algebra and combinatorial circuits; formal logic, formal languages, and automata; and combinatorics, probability, and statistics.
Data Structures
Prerequisites: Discrete Mathematics
This course treats the design of data structures for representing information in computer memory. Topics include abstract data types such as asymptotic notation; iteration and recursion; stacks, queues, and dictionaries (operations, implementations, time analysis, and applications); fundamental graph algorithms; and sorting.

Computer Systems Organization
Prerequisites: Data Structures

Design and Analysis of Algorithms
Prerequisites: Data Structures
Formal algorithms and advanced data structures. Topics include dynamic programming; divide and conquer; advanced search and graph algorithms, particularly on trees; pattern matching; randomized and amortized algorithms; lower bounds and introduction to NP-completeness.

Operating Systems
Prerequisites: Computer Systems Organization, Design and Analysis of Algorithms
Linkers and loaders. High-level design of key operating system concepts such as process scheduling and synchronization; deadlocks and their prevention; memory management, including (demand) paging and segmentation; and I/O and file systems, including examples from UNIX/Linux and Windows. Programming assignments may be written in C, C++, Java, or C#.

ELECTIVES

Tools: Operating System, Languages, Web
Prerequisites: Data Structures
The contents of this course will be regularly revised to track the developing technologies, so the following are only representative topics. Basic Unix tools, such as shells, windowing systems, awk, grep, and tar. Security using PGP and Truecrypt. Scripting languages, such as Perl. Collaborative tools such as version control systems and wikis. Typesetting systems such as LaTeX. Computational tools such at Matlab. Web development tools, such as HTML, Javascript, and CGI.

Programming Languages
Prerequisites: Data Structures
An in-depth examination of the four major categories of programming languages: imperative, object-oriented, functional, and logic languages. Specific languages will be chosen for illustration. Fundamental issues of programming languages, such as type systems, scoping, concurrency, modularization, control flow, and semantics, are discussed.

Artificial Intelligence
Prerequisites: Design and Analysis of Algorithms
There are many cognitive tasks that people do easily and almost unconsciously but that have proven extremely difficult to program on a computer. Artificial intelligence is the problem of developing computer systems that can carry out these tasks. Topics to be covered include problem solving; automated reasoning; reasoning with uncertainty; machine learning; and applications such as computer vision, natural language processing, and planning.

Computer Architecture
Prerequisites: Computer Systems Organization
Fundamentals of computer design. Topics include instruction-set architecture, pipelining, branch prediction, dynamic scheduling, hardware speculation and super scalars, VLIW, memory system (cache and main memory), multiprocessing (snooping protocol and directory protocol), interconnection networks, and case studies.

Database Systems
Prerequisites: Computer Systems Organization, Design and Analysis of Algorithms
Database-system architecture. The course can cover modeling an application and logical database 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.

Compilers
Prerequisites: Computer Systems Organization; Design and Analysis of Algorithms; and Tools
Topics include structure of one-pass and multiple-pass compilers, symbol table management, lexical analysis; traditional and automated parsing techniques including recursive descent and LR parsing; syntax-directed translation and semantic analysis, run-time storage management, intermediate code generation; and introduction to optimization, code generation; and interpreters.
Computer Graphics
Prerequisites: Computer Systems Organization, Design and Analysis of Algorithms
Problems and objectives of computer graphics, including vector, curve, and character generation; interactive display devices; construction of hierarchical image list; graphic data structures and graphics languages; hidden-line problems; windowing, shading, and perspective projection; curved surface generation display.

Networks and Distributed Systems
Prerequisites: Operating Systems
The course focuses on the design and implementation techniques essential for engineering both robust networks and Internet-scale distributed systems. The goal is to guide students so they can initiate and critique research ideas in networks and distributed systems and implement and evaluate a working system that can handle a real-world workload. Topics include routing protocols, network congestion control, wireless networking, peer-to-peer systems, overlay networks and applications, distributed storage systems, and network security.

Theory of Computation
Prerequisites: Design and Analysis of Algorithms, Probability and Statistics (Mathematics)
The goal of this class is to develop the ability to evaluate and write mathematical claims in computer science, so as to be able to judge when a problem is solved (and equally important, when it is not yet solved) and to explain such mathematical claims clearly and precisely. The specific topics covered will include proofs techniques; finite automata and regular languages; pushdown automata, and context free languages; turing machines and decidable and undecidable problems; and computational complexity.

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

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

COURSES FOR NON-MAJORS
The Language of Computers: Introduction to Programming Using Python
Spring 2011 (14 weeks)
Prof. Odeh
This course provides a gentle introduction to the fundamentals of programming, which is the foundation of Computer Science. It is intended as a first course for students from different disciplines; no prerequisite is needed. Programming has revolutionized every aspect of our lives from art and other media to education, business, and the core sciences. Students will understand the basics of how computers “think” and how computer programs (software applications) are created. We will develop simple and fun applications involving graphics, sound, text processing, animation, basic interactive game techniques, networking and web interfaces. Students will produce short programs and one final project using Python, a relatively easy programming language with powerful visual and graphics capabilities.

Web Development and Programming
Prerequisites: The Language of Computers: Introduction to Programming
Students examine the latest Web techniques from creating and manipulating graphics to writing programs using HTML, XHTML, Photoshop, CSS, UNIX, JavaScript, PHP, and others. Since the technology of the Web is constantly changing, new tools and techniques will be introduced as they evolve.
Introduction to Game Programming for the Web
Prerequisites: The Language of Computers: Introduction to Programming, Web Development and Programming
Introduction to Game Programming exposes students to game design and programming for the World Wide Web. Students create their own interactive games using popular Web technologies such as JavaScript and Java applets.

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

Flash Programming for the Web
Prerequisites: The Language of Computers: Introduction to Programming, Web Development and Programming
Flash, the ubiquitous Web multimedia and programming platform, is powered by the increasingly sophisticated scripting language ActionScript. In learning essential ActionScript programming, students will explore the fundamentals of computer science while creating Internet applications, interactive animations, and computer games. As such, both a background in basic programming and in Web design are essential for this course.

Application Development for Mobile Phone Devices
Prerequisites: The Language of Computers: Introduction to Programming, Web Development and Programming
Developing applications for mobile devices is a popular tool platform. In this course, students learn to develop applications using popular technologies for mobile devices such as the iPhone and the Google/T-Mobile phone.
The Engineering program is tailored to create technological leaders for tomorrow’s technologically advanced, competitive global society. This program draws upon courses across an array of disciplines, drawing from engineering and technology, the physical and biological sciences, mathematics, and the liberal arts. 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 essential to leadership in tomorrow’s technological innovation and enterprises.

The program involves students in technological innovations and inventions, from concept through product development and marketplace introduction. Students work across traditional disciplinary boundaries and incorporate cultural, political, economic, environmental, and public safety considerations. Through their science and engineering courses and working together in multidisciplinary teams, students gain a firm grounding across various science and engineering fields that underscore the technical component of an engineering education. By incorporating best-practice project management and liberal arts courses, the Engineering program creates effective technology-enabled business models and develops innovative managers with a global perspective.

A distinguished and diverse faculty engages in state-of-the-art research, innovation, invention, and entrepreneurship. Areas of emphasis at NYUAD are new and existing energy resources, growth and sustainability of cities, information technology, Internet security, gaming, and bioengineering. Faculty at NYUAD will actively collaborate with faculty in other divisions at NYUAD and NYUNY as well as faculty in the departments of civil, chemical and biological, computer, electrical, and mechanical engineering at Polytechnic Institute of NYU. Students in the Engineering program will have the opportunity to participate in incubator activities, gaining hands-on experience working side-by-side with faculty and companies in i2e initiatives.

The Engineering major is built on the solid foundation of basic elements of liberal arts and the Foundations of Science program, which is required for all science, math, and engineering majors. Engineering majors take Foundations of Science 1-4 beginning in their first year.
Students are exposed to a series of engineering foundation courses, providing background in concepts relating to i2e, engineering analysis and design, computation and simulation, experimentation and instrumentation. *Engineering Foundations* must be completed before registering for upper-level engineering electives. Intermediate courses explore fundamental engineering topics of mechanics, thermodynamics, fluid mechanics, materials science, and electronic circuits. Students majoring in Engineering will receive a broad and in-depth education while acquiring working knowledge of transdisciplinary technological fields covering civil, chemical, biological, computer, electrical, or mechanical engineering.

The Engineering program provides sound preparation for careers in research, academia, industry, or government. It gives students a “license to learn,” preparing them to work in frontier areas in a multicultural world, equipped to learn quickly on the job in specialized areas that will evolve with ever-increasing swiftness in the future. Graduates majoring in Engineering receive a Bachelor of Science degree.

Outstanding and highly motivated students may participate in special opportunities for independent study, summer laboratory research, internships, and other enhancements. Upper-level students may become involved in research projects in faculty laboratories.

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

Depending on the student’s interest and chosen program of study, up to two additional technical electives may be selected as free electives in the curriculum.

**CO-CURRICULAR PROGRAM**

All engineering students are encouraged to participate in a co-curricular program distributed over the four-year curriculum. It includes the Campus Forum in the first year, engineering field trips, seminars, and workshops in the subsequent years, and an ethics curriculum that spans all four years. Students examine the classical foundations of ethics, the broad scope and complexity of ethical claims, as well as ethical issues specific to engineering and technology. University-wide conversations about ethics, debates, and case studies round out the development of ethical intelligence essential for the modern engineer.
ENGINEERING CONCENTRATIONS
The integrated Engineering program encourages students to cross the boundaries of traditional engineering disciplines to concentrate in a broad interdisciplinary area that embodies key characteristics of our age, and embrace new and emerging technological fields, such as bioengineering, nanotechnology, microfabrication, smart materials, and cyber security. NYUAD will offer three concentrations, which will be gradually phased in.

Information, Computation and Electronic Systems concerns electronic hardware and software technologies of the global information economy. These technologies are the enablers of social and economic change, and provide the tools to manage such change and institutional complexity in a digital environment. Systems that use electronic and computational hardware and software permeate every sphere of human life and are at the core of every modern engineered system. This exciting area includes the design of circuits, chips, and devices, integration and interfacing of component building blocks into large systems and networks, development of data management and manipulation algorithms, database systems, communication protocols, computer architecture, signal processing, and the like. Applications such as network security, information and cyber security, telecommunications, automation, measurement and actuation, digital control, digital robotic systems, complete the set of offerings in the curriculum. This concentration will be available to students entering in Fall 2010.

Urban Systems concerns the technological challenges and innovations for the smooth functioning and sustaining of urban centers. Earth is increasingly becoming an urban planet; for the first time in history, more than 50 percent of the world’s population now lives in cities. The challenges associated with a sustainable, engaging, and harmonious urban environment require a multidisciplinary approach that integrates various technologies and disciplines. The program examines urban infrastructure design, monitoring, and management, smart materials, power systems, energy efficiency, transportation planning and management, security and safety, telecommunications, resource usage and recycling, supply chains, environmental engineering, and other engineering systems that have an impact on urban living. This concentration will be available to students entering in Fall 2012.
ENGINEERING
SAMPLE SCHEDULE

Requirements for the major:

23 courses, distributed as follows:

- 4 Foundations of Science 1-4
- 5 Engineering Foundations 1-5
- 5 Mathematics courses
- 1 Introduction to Computer Science
- 6 Electives in a concentration
- 2 Capstone design project

YEAR 1

Fall Semester

<table>
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<tr>
<th>CORE</th>
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Spring Semester

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YEAR 2

Fall Semester

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Spring Semester

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YEAR 3

Fall Semester

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Spring Semester

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YEAR 4

Fall Semester

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Spring Semester

| CORE | ENGINEERING ELECTIVE | MULTI-DISCIPLINARY | CAPSTONE |
|------|----------------------|-------------------|----------|-------------|
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, sensing and detection of disease, disease agents, and impending failures, imaging, delivery of targeted therapeutics, and others. The use of computational techniques in organizing and interpreting the great volume of data being collected worldwide, including genetic information, and algorithms to predict disease markers and therapeutic molecules is a new and powerful technological advance in this field. Biomaterials, bio-compatible materials and bio-resorbable materials, micro-biodevices, and use of wireless and computer technologies in patient care round out some of the multidisciplinary areas that draw from several different traditional engineering disciplines. The full set of courses in this area will be available to students entering in Fall 2014.

CAPSTONE DESIGN PROJECT
The Capstone Design Project is collaborative and involves bodies of knowledge across various disciplines offered at NYUAD. The goal is to educate students to solve real-world problems in interdisciplinary teams from a diverse perspective in an environment resembling a technologically advanced global workplace. This innovative approach combines students and faculty that span engineering, science, business and liberal arts. An interdisciplinary team of students is assigned a real-world problem and asked to create a solution after examining multiple aspects of the problem. The composition of the team will be decided based on the nature of the problem and after a class discussion of the different types of expertise that are needed to arrive at a realistic solution. For example, if the students were asked to examine the problem of preventing “phishing” attacks that we commonly see on the Internet today, then the student team might include computer scientists, psychologists, computer engineers with signal processing expertise, and statisticians who are skilled in machine learning techniques. Other examples of Capstone Design Projects include: design and operation of an advanced global manufacturing firm; design of urban infrastructure; gaming; power plant and clean energy systems design; theater set design and staging; and design of musical instruments.
ENGINEERING COURSES

ENGINEERING FOUNDATIONS 1-5

Engineering Foundations is a four-semester series consisting of five courses. It is suggested that Engineering majors take the courses in the following sequence: Engineering Foundations 1 in the first year; Engineering Foundations 2 and 3 in the fall semester of the second year; and Engineering Foundations 4 and 5 in the spring semester of the second year. For non-engineering students, the sequence is recommended but not required; they may also enroll in selective courses without completing the entire sequence.

ENGINEERING FOUNDATIONS 1
Profs. Jagannthan and Cook
Fall and Spring 2010-11 (14 weeks across the academic year)
Lecture and laboratory
Engineering Foundations 1 counts as one course, but it extends across both the Fall and Spring semesters. It consists of two modules, as follows.

Design and Innovation: The course will introduce the students to history and culture of design and development philosophies and practices, the modern principles of technology design, and concepts of innovation, sourcing, shaping and evaluating ideas and inventions. The labs emphasize experiential learning and innovation, and require students to use existing innovations to create and build prototypes of new technology/design products, with real-life constraints.

Simulation and Computational: This is an introductory course in engineering problem solving by simulation using computational methods. The course covers the fundamentals of the logic structure and flow chart for creating a computational scheme and applies its underlying principles using a high-level programming language. Concepts and methods introduced in the course are illustrated by examples drawn from various engineering disciplines. Useful numerical techniques and their applications to real-world problems in science and engineering are also discussed.

ENGINEERING FOUNDATIONS 2
Lecture and laboratory
Engineering Foundations 2 consists of two modules, as follows:

Materials: This module introduces different types of materials used in engineering applications and their differences/unique characteristics, from metals and alloys to semiconductors, bio-compatible materials, ceramics, and construction materials. The fundamental properties of materials are investigated. The course addresses atomic structure and bonding, atomic arrangement in crystals, crystal imperfections, mechanical behavior and failure of materials and binary-phase diagrams; characterization of microstructure and crystal structure of a material by optical and scanning electron microscopy and X-ray diffraction; and the mechanical characterization accomplished by hardness, tensile and yield strength, impact and fatigue testing.

Mechanics: This module forms the basis for understanding principles of static and dynamic properties of materials and systems, while applying the science and mathematics knowledge gained in previous courses. The course addresses a number of topics across the engineering disciplines. These include: three-dimensional vector treatment of the static equilibrium of particles and rigid bodies, equivalent force and couple system, distributed force systems; static analysis of trusses, frames and machines; friction and impending motion; methods of virtual work; three-dimensional treatment of the kinematics of particles and rigid bodies using various coordinate systems; and Newton’s laws, work, energy, impulse, momentum, conservative force fields, and rotation and plane motion of rigid bodies.

ENGINEERING FOUNDATIONS 3
Lecture and laboratory
Engineering Foundations 3 consists of two modules, as follows:

Laws of Conservation: This module addresses the conservation laws of nature as applied to engineering. These include the conservation of mass, conservation of momentum and force, conservation of energy, and conservation of chemical species. It addresses properties of pure substances, concepts of work and heat, fluid pressure and hydrostatics, conservation laws applied to closed and open systems, and the fundamental laws of thermodynamics. Basic conservation laws are derived in integral and differential forms. Inviscid and viscous flows are discussed, including Bernoulli’s and Euler’s equations.
Digital Logic: This module covers combinational and sequential digital circuits. Topics include the introduction to digital systems, number systems and binary arithmetic, switching algebra and logic design, error detection and correction, combinational integrated circuits, including adders, timing hazards, sequential circuits, flipflops, state diagrams and synchronous machine synthesis. Programmable Logic Devices, finite-state machine design, and memory elements will also be introduced.

ENGINEERING FOUNDATIONS 4
Lecture and laboratory
Engineering Foundations 4 consists of two modules, as follows:
Experimental Methods: This module introduces the design of experiments within an engineering context, planning of experimental programs, calibration, measurement uncertainty, noise, and generalized performance characteristics. Typical engineering measurements, and the various devices for measuring variables of interest in engineering such as mass and volume-flow rate, velocity, pressure, temperature, density and heat flux, etc., are studied. Statistical analysis also is discussed as well as its use in planning and analysis of results.
Analytical Methods: This module introduces the analytical techniques of analyzing and characterizing engineering systems. Systems approaches where the entire system or each of the sub-systems are considered as single units are introduced. Mathematical models, time and frequency domain responses of the systems, the system transfer function are discussed. Linearity, causality, response, stability, and transforms are studied. Examples from a diverse set of engineering applications are used, from biosystems and nanosystems to devices and equipment to large factories.

ENGINEERING FOUNDATIONS 5
Lecture and laboratory
Engineering Foundations 5 consists of one module, as follows:
Instrumentation, Sensors, Actuators: The course focuses on electrical circuits and components, passive and active filtering for signal conditioning, dynamic measurement system response characteristics, analog signal processing, digital representation, data acquisition, sensors, actuators and actuator characteristics. Study of measurement systems via computer simulation also are discussed. The laboratory experiments draw upon examples from all disciplines of engineering.

REQUIRED MATH COURSES
Calculus
Multivariable Calculus
Ordinary Differential Equations
Linear Algebra
1 Math Elective

REQUIRED SCIENCE COURSES
Foundations of Science 1-4
Introduction to Computer Science

ELECTIVES
Courses will be offered in three interdisciplinary concentrations: Information, Computation, and Electronic Systems, Urban Systems (available to the class entering in 2012), Biomedical and Health Systems (available to the class entering in 2014).

Many courses belong to two or three areas, including instrumentation and measurement, data analysis, systems integration, and computational methods. Judicious selection of electives to complete the multidisciplinary concentrations will enrich the educational experience.

Each elective course is rooted in one or more traditional disciplines of engineering. Thus students, in consultation with their academic mentor, also have the option of clustering their engineering electives to have a concentration in one of the following five traditional areas: Computer Engineering (available 2010); Electrical Engineering (available 2010); Civil Engineering (available 2012); Mechanical Engineering (available 2012); and Chemical and Biological Engineering (available 2014).
CAPSTONE

Senior Capstone Design Project (2 semesters)
The senior capstone design project will focus on the synthesis of technology with human needs and values. It provides an opportunity for teams from an array of disciplines to integrate technical, human, aesthetic, and business concerns. While projects offered will focus on development of a product or technology, the breadth of issues related to transforming them into every day private or business life will be an integral component of the project.

In the course of the year, the project teams will actively engage in developing a specification for the product being considered, generating multiple solution concepts with particular emphasis on cultural implications of the choices, identifying an optimal concept and addressing any limitations it might have, and then selecting and developing the best practical concept. In parallel with the actual product development, the team will develop associated strategies for successful commercialization, including potential sources for follow-on development funding, intellectual property management, and graphics and text for advertising campaigns, approaches to measuring customer satisfaction, ethical issues, etc.

The course will be designed to permit students to practice critical skills in communication as well as team-building, management, and motivation. Weekly memos summarizing the team’s activities will be prepared, addressing all aspects of the project. Each student will be required to keep a notebook, documenting his or her activities, designs, and considerations. In the middle of each semester, a project review will be held, permitting the students to present their ideas and concepts. The senior year will culminate in a comprehensive project report and design show open to the public where projects will be evaluated by a professional jury.

INTERNSHIP

Prerequisites: approval by faculty mentor
NYUAD Engineering students have the opportunity to engage in meaningful real-world work experience in one of the approved organizations in the U.S. or elsewhere. These programs are an important mechanism to gain specific skills and knowledge, make contacts and build confidence, as well as match careers to students’ interests 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, or alongside a faculty research mentor on cutting-edge research projects at one of NYU’s campuses. Through NYUAD’s internship program, students can also test their educational skills and classroom knowledge on various service learning projects in underdeveloped and developing countries. Internships are usually without academic credit and can be of varying lengths (a semester, a summer, or a year).
Often called the queen of the sciences, mathematics provides the logical and analytical tools for tackling many of the important problems of our time. By its very nature, mathematics provides the tools to break these problems into manageable pieces that can be analyzed and solved. It has been central to the mapping and analysis of 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 are required to take *Foundations of Science* and may begin *Foundations* in their second year.

Outstanding and highly motivated students are offered opportunities for honors work, independent study, summer research, internships, and other enhancements.

The NYUAD Courant track is a program specifically tailored to meet the needs of students who have demonstrated math and math-related aptitudes and have expressed interest in pursuing math or computer science majors. This exclusive track will include a Courant Institute faculty mentor, access to Courant Institute classes around the world and, depending on student interest, Courant-based January-term classes in New York specifically for NYUAD students. Advising will include ongoing consultation about your future, your scholarly development and graduate study. Additionally, Courant-track students with strong academic records at NYUAD will receive special consideration for admissions into the Courant Institute’s graduate programs at NYU in New York.
### MATHEMATICS

#### SAMPLE SCHEDULE

- Indicates required courses for major

#### REQUIREMENTS FOR THE MAJOR

16 courses, distributed as follows:

- **6** Foundations of Science 1-6
- **5** Required courses: Calculus; Multivariable Calculus; Linear Algebra; Abstract Algebra 1; Analysis 1
- **3** Electives: One must be either Analysis 2; Algebra 2; or Vector Analysis; Intro to Computer Science can count as an elective
- **2** Capstone Project

#### YEAR 1

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#### YEAR 2

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MATHEMATICS COURSES

REQUIRED FOR MAJORS

Calculus
Fall 2010 (14 weeks)
Prof. Camia
Discussion section included
This course presents the foundations of calculus by examining functions and their derivatives and integrals. The derivative measures the instantaneous rate of change of a function; 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. This course also provides instruction in how to model situations in order to solve problems. Applications include graphing, maximizing, and minimizing functions. In addition to two weekly lectures, students attend a weekly discussion section focused on applications of calculus in Science or Engineering or Social Science, depending on their primary interest.

Linear Algebra
Prerequisites: Calculus
Crosslisted with Engineering and Physics
In many applications of mathematics a response of some systems is very nearly a linear function of the input. These linear systems, which arise in elasticity, in electrical engineering, and in economics for example, involve linear equations in many unknowns. The associated matrix algebra is a rich and beautiful field of mathematics. It is also central to the analysis of linear ordinary and partial differential equations. The material in this course includes systems of linear equations, Gaussian elimination, matrices, determinants, Cramer’s rule, vectors, vector spaces, basis and dimension, linear transformations, eigenvalues, eigenvectors, and quadratic forms.

Abstract Algebra 1
Prerequisites: Linear Algebra
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. Algebra is a part of every field of mathematics, and has applications in the discrete systems of computer science. Topics considered: Groups, homomorphisms, automorphisms, and permutation groups. Rings, ideals, and quotient rings, Euclidean rings, and polynomial rings.

Analysis 1
Prerequisites: Linear Algebra
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 will study the real number system, the convergence of sequences and series, functions of one real variable, continuity, connectedness, compactness, and metric spaces.

Multivariable Calculus
Prerequisites: Calculus
This course explores functions of several variables and has applications to science and engineering as well as economics. Specific topics include vectors in the plane and space; partial derivatives with applications; double and triple integrals; spherical and cylindrical coordinates; surface and line integrals; and divergence, gradient, and curl. In addition, the theorems of Gauss and Stokes are rigorously introduced.

ELECTIVES

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

Analysis 2
Prerequisites: Analysis 1
The second part of the analysis series is devoted to the calculus of functions of several variables. The transition from a single variable to many variables involves important new concepts, which are essential to understanding applications to natural world. Topics: The rigorous study of functions of several variables, limits and continuity, differentiable functions, the implicit function theorem, transformation of multiple integrals, the Riemann integral.
Cryptography
An introduction to both the principles and practice of cryptography and its application to network security. Topics include: symmetric-key encryption (block ciphers, modes of operations, AES); message authentication (pseudorandom functions, CBC-MAC); public-key encryption (RSA, ElGamal); digital signatures (RSA, Fiat-Shamir); authentication applications (identification, zero-knowledge); and others, time permitting.

Discrete Mathematics
Crosslisted with Computer Science
An introduction to discrete mathematics, emphasizing proof and abstraction, as well as the applications to the computational sciences. Topics include: sets, relations, and functions; graphs and trees; algorithms, proof techniques, and order of magnitude analysis; Boolean algebra and combinatorial circuits; Formal logic, formal languages, and automata; combinatorics, probability, and statistics.

Dynamical Systems
Many of the complex systems of natural science can be formulated as a dynamical system—one whose changes are determined only by the current state. These systems are typically nonlinear, and often exhibit the random behavior associated with chaos. Topics of the course will include dynamics of maps and of first-order and second-order differential equations; stability, bifurcations, limit cycles, dissection of systems with fast and slow time scales. The geometric viewpoint, including phase planes, will be stressed. Chaotic behavior will be introduced in the context of one-variable maps (the logistic), fractal sets, etc. Applications will be drawn from physics and biology.

Functions of Complex Variables
Prerequisites: Linear Algebra
Complex analysis is a powerful tool with diverse applications in mathematics, science, and engineering. Functions of a complex variable arise in elasticity, electrical engineering, and in fluid dynamics, to name a few examples. The geometrical content of analysis in the complex plane is especially appealing. Topics include: complex numbers and complex functions; differentiation and the Cauchy-Riemann equations, Cauchy’s theorem, and the Cauchy integral formula; singularities, residues, Taylor and Laurent series; fractional linear transformations and conformal mapping; analytic continuation; and applications to fluid flow.

Introduction to Mathematical Modeling
Crosslisted with The Environment
Often the most difficult part of the task of the applied mathematician is the formulation of an analyzable model in the face of a perplexing phenomenon or data set. This course is designed to give students an introduction to all aspects of this process. The course will consist of several modules, each a self-contained problem, taken from biology, economics, and other areas of science. In the process the student will experience the formulation and analysis of a model and its validation by numerical simulation and comparison with data. The mathematical tools to be developed will 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.

Numerical Methods
Numerical analysis explores how mathematical problems can be analyzed and solved with a computer. As such, the subject has very broad applications in mathematics, physics, engineering, finance, and the life sciences. This course gives an introduction to this subject for Mathematics majors. Theory and practical examples using Matlab will be combined to study of topics ranging from simple root-finding procedures to differential equations and the finite element method.

Number Theory
Perhaps the purest of pure mathematics, number theory nevertheless finds important application to cryptography and computer science generally. The recent solution of Fermat’s last theorem brought attention to the subject. In mathematics, number theory is associated with many outstanding problems, including the famous Riemann hypothesis. Topics to be covered include divisibility theory and prime numbers, linear and quadratic congruences, the classical number-theoretic functions, continued fractions, and diophantine equations.
Ordinary Differential Equations
Prerequisites: Linear Algebra
Crosslisted with Engineering, Physics
Ordinary differential equations arise in virtually all fields of applied mathematics. Newton's equations of motion, the rate equations of chemical reactions, the currents flowing in electric circuits, all can be expressed as ordinary differential equations. The solutions of these equations usually evolve a combination of analytic and numerical methods. The course will study first- and second-order equations, solutions using infinite series, Laplace transforms, linear systems, numerical methods.

Partial Differential Equations
Prerequisites: Ordinary Differential Equations
Many laws of physics are formulated as partial differential equations, e.g., the propagation of sound waves, the diffusion of a gas, and the flow of a fluid. This course discusses the simplest examples of such laws as embodied in the wave equation, the diffusion equation, and Laplace's equation. The course will also discuss nonlinear conservation laws and the theory of shock waves. Applications to physics, chemistry, biology, and population dynamics will be given.

Probability and Statistics
This course comprises a combination of the theory of probability and the mathematical foundations with techniques of modern statistical analysis. It is designed to acquaint the student with both probability and statistics in the context of their applications to the sciences. In probability: mathematical treatment of chance; combinatorics; binomial, Poisson, and Gaussian distributions; law of large numbers and the normal distribution; application to coin-tossing, radioactive decay, and so on. In statistics: sampling; normal and other useful distributions; testing of hypotheses; confidence intervals; correlation and regression; and applications to scientific, industrial, and financial data.

Theoretical Mechanics
Prerequisites: Linear Algebra
This course provides a mathematical introduction to Lagrangian and Hamiltonian mechanics, and their application to rigid body motion and systems of many degrees of freedom. Topics to be studied include the basic conservation laws, motions of a rigid body, Hamilton's equations, Canonical transformations, and the Hamilton-Jacobi equation.

Topology
Prerequisites: Analysis I
Topology is a major branch of mathematics, which is concerned with the geometry of sets of points in space of arbitrary dimension. One aspect of the subject deals with the classification of sets based upon their structure, not their specific shape. Topology has applications in physics, biology, and dynamical systems. The material will include metric spaces, topological spaces, compactness, connectedness, covering spaces, and homotopy groups.

Vector Analysis
Prerequisites: Linear Algebra
This course is designed as a review of the calculus of several variables with emphasis on vector methods. Topics to be treated include: functions of several variables; partial derivatives, chain rule, change of variables, Lagrange multipliers; inverse and implicit function theorems; vector calculus (divergence, gradient, and curl); theorems of Gauss, Green, and Stokes with applications to fluids, gravity, electromagnetism, and the like. The course will also treat an introduction to differential forms and degree and fixed points of mappings with applications.

CAPSTONE
Senior Capstone Research Project (2 semesters)
Focuses on the art of scientific problem solving through theoretical analysis and/or experimental and technical design. The Capstone Project provides an opportunity for student teams to use their knowledge and skills to identify and solve a problem or answer a question in science, technology, engineering, or mathematics. The members of each team, which may well include majors from a wide range of disciplines that include students from the humanities and social sciences, design and execute a project under the guidance of a faculty mentor. The projects end with student presentations.
Physics is a broad discipline, ranging from fundamental scientific questions to sophisticated technological applications. At its most basic, it is the study of matter and energy and their manifold interactions. Physicists study topics as wide-ranging as the underlying nature of space and time; the origins, large-scale structure, and future evolution of the universe; the behavior of stars and galaxies; the fundamental constituents of matter; the many different patterns in which matter is organized, including superconductivity, liquid crystals, or the various forms of magnetism in solids; the workings of biological matter, whether in molecules such as DNA, or cellular structures, or the transport of matter and energy in and across cells; and many others. Basic physics research has led to myriad technological advances, which have transformed society in the 20th century through the present day; a small list includes radio and television, computers, lasers, X-rays, magnetic resonance imaging and CAT scans, and the World Wide Web.

Physics is a hands-on discipline, and our students gain expertise not only in the classroom but also in the laboratory. They participate in activities ranging from the writing of realistic computer games to the modeling of financial activities, as well as the more traditional activities of physicists. Those trained in physics are found in many occupations, such as various fields of engineering, computer technology, health, environmental and earth sciences, communications, and science writing. A higher degree opens the possibility of creative research in industry, or teaching and research in colleges and universities. Outstanding and highly motivated students are offered special opportunities for honors work, independent study, summer laboratory research, internships, and other enhancements.

Four mathematics courses are required for the Physics major: Calculus, Multivariable Calculus, Ordinary Differential Equations, and Linear Algebra. In addition, Complex Analysis and Partial Differential Equations are especially relevant to physics. At least one additional physics elective is strongly recommended.
### REQUIREMENTS FOR THE MAJOR

18 courses, distributed as follows:

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<td>Advanced Physics Lab</td>
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<td>Mathematics courses</td>
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<td>Elective</td>
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#### YEAR 1

**Fall Semester**

- **CORE**

**Spring Semester**

- **CORE**

#### YEAR 2

**Fall Semester**

- **CORE**

**Spring Semester**

- **CORE**

#### YEAR 3

**Fall Semester**

- **CORE**

**Spring Semester**

- **CORE**

#### YEAR 4

**Fall Semester**

- **CORE**

**Spring Semester**

- **PHYSICS ELECTIVE**
PHYSICS COURSES

REQUIRED FOR MAJORS

Mechanics
Intermediate-level course on the principles and applications of dynamics. Topics include rotational kinematics and dynamics, conservation laws, central force motion, Lagrange’s and Hamilton’s equations, normal modes and small oscillations, accelerated reference frames, Fourier analysis, and chaos theory.

Electricity and Magnetism
Prerequisites: FS 1-6, Multivariable Calculus
Introduction to Maxwell’s equations with applications to physical problems. Topics include electrostatics, magnetostatics, the solution of the Laplace and Poisson equations, dielectrics and magnetic materials, electromagnetic waves and radiation, Fresnel equations, transmission lines, and wave guides.

Quantum Mechanics
Prerequisites: FS 1-6; Mechanics or an equivalent course; and Linear Algebra
Designed to provide a rigorous mathematical introduction to quantum mechanics, this course covers the Schrödinger and Heisenberg description of quantum systems, application to basic atomic structure and simple boundary condition problems, quantum statistics, and perturbation theory.

Statistical Mechanics & Thermodynamics
Prerequisites: FS 1-6; Ordinary Differential Equations; and Quantum Mechanics or permission of instructor
Topics include relation of entropy to probability and energy to temperature, the laws of thermodynamics, Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics, equations of state for simple gases and chemical and magnetic systems, and elementary theory of phase transitions.

Advanced Physics Laboratory
Prerequisites: FS 1-6, Quantum Mechanics
A further development of the experimental techniques introduced in Foundations of Science as applied to modern physics. Following a number of introductory experiments, students have at their option a variety of open-ended experiments they can pursue, including the use of microcomputers for data analysis. Experimental areas include Mossbauer effect, cosmic rays, magnetic resonance, superfluidity and super-conductivity, and relativistic mass.

REQUIRED MATH COURSES

Please see the descriptions under Mathematics.

Calculus

Multivariable Calculus

Ordinary Differential Equations

Linear Algebra

ELECTIVES

Solid State Physics
Prerequisites: FS 1-6, Quantum Mechanics
Solid state physics cover the principles of crystallography; crystal structure; lattice vibrations; band theory—metals and insulators; semiconductors; magnetism; and superconductivity. Topics of current interest such as high temperature superconductivity, quantum Hall Effect, and fullerenes may be included, depending on interest.

Nuclear and Particle Physics
Prerequisites: FS 1-6, Quantum Mechanics
The phenomenology and experimental foundations of nuclear and particle physics are explored in this course, with emphasis on the fundamental forces underlying particle interactions.

Advanced Quantum Mechanics
Prerequisites: FS 1-6, Quantum Mechanics
In this course, the quantum mechanical framework covered in Quantum Mechanics is applied to physical systems. Topics include spin and statistics, coupling of angular momenta, scattering theory, and applications to atomic, molecular, nuclear, and elementary particle physics.

Computational Physics
Prerequisites: FS 1-6, Ordinary Differential Equations
Introduction to computational physics, with an emphasis on fields of current research interest where numerical techniques provide unique physical insight. Topics are chosen from various branches of physics, including numerical solution of ordinary and partial differential equations, eigenvalue problems, Monte Carlo methods in statistical mechanics, field theory, dynamical systems, and chaos.

Astrophysics
Prerequisites: FS 1-6, Quantum Mechanics
Introduction to modern astrophysical problems with an emphasis on the physical concepts involved: radio, optical, and X-ray astronomy; stellar structure and evolution; white dwarfs, pulsars, and black holes; and galaxies, quasars, and cosmology.
**Particle Physics**
This course introduces the most important advances in elementary particle physics. Topics include the discovery of elementary particles in cosmic rays, antimatter, symmetries found in nature, and the invention of the Quark model of elementary particles and its experimental verification. Latest results from current experiments will also be discussed.

**Special Topics in Physics**
*Prerequisites: FS 1-6*
This seminar course provides in-depth treatment of an area of current interest in physics. Lectures present background material and address current problems in the area related to the topic. Students read and discuss review articles and current literature on the topic. Course content is determined on a semester-by-semester basis.

**CAPSTONE**

**Senior Capstone Research Project (2 semesters)**
Focuses on the art of scientific problem solving through theoretical analysis and/or experimental and technical design. The Capstone Project provides an opportunity for student teams to use their knowledge and skills to identify and solve a problem or answer a question in science, technology, engineering, or mathematics. The members of each team, which may well include majors from a wide range of disciplines that include students from the humanities and social sciences, design and execute a project under the guidance of a faculty mentor. The projects end with student presentations.
Psychology is the scientific study of the mind and behavior. The major in Psychology introduces students to the main concepts, theoretical perspectives, empirical findings, and historical trends in the field. Students gain the ability to think scientifically, creatively, and critically about human behavior and mental processes; to acquire the basic skills for conducting research in these areas; and to develop a general understanding of psychology as both a natural science and a social science. Students grapple with overarching themes and persistent questions in psychology, such as the interaction of heredity and environment, variability and continuity of behavior and mental processes within and across species, free will versus determinism, the relation between mind and body, and applicability of general theories and measures to specific societal and cultural contexts. Topics of inquiry include cognition, sensation and perception, language and memory, child development, personality and individual differences, social interaction and group dynamics, intergroup relations, and the connection between the individual and society.

Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings. NYUAD Psychology provides a solid preparation for graduate programs in basic and applied psychology, other psychology-related fields, and graduate programs in business, education, and law.

The Psychology major consists of eleven courses. These include three required courses; four upper-level courses from the two tracks in the major, Track A: Cognition and Track B: Social Psychology; two special topics electives; and a two-course senior seminar that is designed to provide a capstone experience. In the first semester of senior year, students engage in a lab-based or field-based research practicum to develop and design a senior thesis, under close supervision of a faculty member. The thesis can be a research paper based on an independent empirical research project or a fully developed research proposal on a topic of the student’s choice. In the second semester, students conduct their independent research and are expected to present the results of their thesis projects. Psychology majors are not required to take Foundations of Science.
PSYCHOLOGY
SAMPLE SCHEDULE

Indicates required courses for major

Requirements for the Major
11 courses, distributed as follows:

3 Required Courses:
- Introduction to Psychology
- Statistics for the Social and Behavioral Sciences
- Research Methods in Psychology

4 Electives from Tracks
- A and B

2 Psychology Special Topic

2 Capstone Project

Year 1
Fall Semester
- CORE
- CORE
- GENERAL ELECTIVE
- INTRO TO PSYCHOLOGY

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

January Term
- GENERAL ELECTIVE

Year 2
Fall Semester
- CORE
- GENERAL ELECTIVE
- PSYCHOLOGY ELECTIVE
- STATISTICS FOR SOCIAL SCIENCES

Spring Semester
- CORE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- RESEARCH METHODS IN PSYCHOLOGY

January Term
- GENERAL ELECTIVE

Year 3
Fall Semester
- CORE
- PSYCHOLOGY ELECTIVE
- PSYCHOLOGY SPECIAL TOPIC
- MULTI-DISCIPLINARY

Spring Semester
- CORE
- GENERAL ELECTIVE
- PSYCHOLOGY SPECIAL TOPIC
- MULTI-DISCIPLINARY

January Term
- GENERAL ELECTIVE

Year 4
Fall Semester
- GENERAL ELECTIVE
- PSYCHOLOGY ELECTIVE
- MULTI-DISCIPLINARY
- CAPSTONE

Spring Semester
- GENERAL ELECTIVE
- PSYCHOLOGY ELECTIVE
- MULTI-DISCIPLINARY
- CAPSTONE
PSYCHOLOGY COURSES

REQUIRED FOR MAJORS

Introduction to Psychology
Fall 2010 (14 weeks)
Prof. Henry
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, 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.

Statistics for the Social and Behavioral Sciences
Fall 2010 (14 weeks)
Prof. Jensen
Crosslisted with Economics; Political Science; and Social Research and Public Policy
This course introduces students to the use of statistical methods in social and behavioral science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regression, including multiple regression analysis. Applications to empirical situations in the social sciences will be an integral part of the course.

Research Methods in Psychology
Overview of diverse research designs of quantitative and qualitative methodologies. Introduction to essential components of research methods, including formulation of questions and hypotheses, identification of variables and operational definitions, sampling, data collection, and basic analytical techniques. Students learn the basic elements and logic of psychological research and develop a conceptual and critical understanding of rigorous analysis.

ELECTIVES: TRACK A (COGNITION)

Brain and Behavior
Crosslisted with Brain and Cognitive Science
Introduction to the basic elements that make up the nervous system, and how electrical and chemical signals in the brain work to affect behavior. Using this foundation, we examine how the brain learns and how it creates new behaviors, together with the brain mechanisms that are involved in sensory experience, movement, hunger and thirst, sexual behaviors, the experience of emotions, perception and cognition, and memory and the brain’s plasticity. Other key topics include whether certain behavioral disorders such as schizophrenia and bipolar disorder can be accounted for by changes in the function of the brain, and how drugs can alter behavior and brain function.

Cognition
The course provides a broad introduction to theory and research in the major areas of cognitive psychology, including human memory, attention, language production and comprehension, thinking, and reasoning.

Perception
How do we construct a conception of physical reality based on sensory experience? This course provides a survey of basic facts, theories, and methods for studying sensation and perception. The major emphasis is on vision and audition, but other modalities may be covered. Representative topics include receptor function and physiology; color; motion; depth; psycho physics of detection, discrimination, and appearance; perceptual constancies; adaptation, pattern recognition, and the interaction of knowledge and perception.

Developmental Psychology
Also counts as a Track B elective
This course provides an introduction to the major theoretical issues and research in developmental psychology. It focuses on developmental processes and milestones from infancy through adolescence. Lectures interweave theory, methods, and findings about how we develop as perceiving, thinking, and feeling beings.

ELECTIVES: TRACK B (SOCIAL PSYCHOLOGY)

Social Psychology
Spring 2011 (14 weeks)
Prof. Henry
Crosslisted with Social Research and Public Policy
Introduction to theory and research about the social behavior of individuals, including perceptions of others and the self, attraction, affiliation, altruism and helping, aggression, moral thought and action, attitudes, influence, conformity, social exchange and bargaining, group decision making, leadership and power, and intergroup relations.
Personality
Introduction to the major theories of personality and research in personality, including such topics as the self-concept; unconscious processes; how we relate to others; and stress, anxiety, and depression. The work of various theorists is discussed as it relates to personality development throughout the life span.

Behavioral Social Science
*Crosslisted with Political Science*
This course offers a broad overview of behavioral social science, a field that uses experimental methods and theoretical ideas from psychology as tools to help understand social processes. The course introduces important concepts from psychology, offering new ways of thinking about subjects as varied as personality, the dynamics of social groups, and the ways in which emotion affects decisionmaking. The course will be divided into two parts, the first concentrating on the psychology of individual decision-making and the second emphasizing the social psychology of group behavior. In each case, the focus is on how behavioral research might potentially enrich “classical” theories, such as the choice-based theory of revealed preference. The course then applies these concepts to various topics within social science, including the study of systematic biases in group decision-making, the role of the media and political advertising, race relations, the legitimacy of government institutions, and the formation of opinions and ideologies.

Culture, Context and Psychology
In-depth examination of the cultural and contextual factors and how these factors influence every aspect of psychological theory, practice and research. Major theories, assessment approaches, practice and research in psychology will be critiqued by investigating universalistic principles, behavior and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class and value differences.

Developmental Psychology
*Also counts as a Track A elective; see Track A*

SPECIAL TOPICS IN PSYCHOLOGY
These courses will be high-level seminars offered on a wide variety of topics, including the history of psychology, emotion, motivation, social influence, intergroup relations, clinical and counseling psychology, and other focal themes. Three illustrative courses follow. The topics will change to reflect the areas of research of the faculty and affiliated faculty from NYU.

Abnormal Psychology
The kinds, dynamics, causes, and treatment of psychopathology. Topics include early concepts of abnormal behavior; affective disorders, anxiety disorders, psychosis, and personality disorders; the nature and effectiveness of traditional and modern methods of psychotherapy; and viewpoints of major psychologists past and present.

Prejudice and Stereotyping
This course will cover historical and contemporary scientific approaches to understanding prejudice, specifically prejudice that exists between social groups (for example, ethnic prejudice, religious prejudice, etc.) across different cultures. Readings will 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 (or not) of different prejudice reduction strategies.

The Psychology of Language
Examines theories and research concerning the cognitive processes and linguistic representations that enable language comprehension and production. Topics include speech perception, visual processes during reading, word recognition, syntactic processing, and semantic/discourse processing.

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

Psychology and Social Policy
*Crosslisted with Social Research and Public Policy*
Aimed at students with a background in introductory and developmental psychology as well as in basic research methods and statistics, the primary objective of the course is to introduce advanced undergraduates to issues in the design, implementation and evaluation of social interventions aimed at addressing social problems such as delinquency, lags in early learning, youth unemployment, poverty and its effects on human development, and so on. Students will become familiar with a range of problems and programs, and will study one program in depth across the semester with a small team of classmates.
Cognitive Neuroscience: Principles of Frontal Lobe Functions
The frontal cortex is thought to be a key cortical area important for the integration of sensory and motor information. Many cognitive and emotional facets of our behavior that make us unique as humans are thought to depend on the frontal cortex, which accounts for almost 1/3 of the cortical surface of the entire brain. In this course we will cover important neuropsychological patient studies and theories as well as human and animal empirical studies into the structure and physiology of the frontal lobes as they relate to higher cognitive functions.

Decision-making
This course focuses in depth on a single aspect of thinking: decision-making. Decision-making is a critical part of every person's life, as we make decisions about major life events such as what college to go to (if any), whether to get married, or what career to follow, down to trivial decisions about which bagel to order or where to sit in a class. We will examine formal theories of how people/should/make decisions, as well as many studies on whether people are good or even rational decision maker.

Motivation and Volition
The course provides an overview of the major theories and findings in research on motivation and volition. We will address the history of research on motivation and volition, classic phenomena of being motivated versus lacking motivation and willpower, the psychology of goals (goal setting, goal implementation, effortful goal pursuits, disengagement, content and structure of goals, the mental representation of goals), disorders of self-regulation, and cognitive-neuropsychological research as well as the perspective of economics on motivation and volition.

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

Economic Psychology
This course introduces important concepts from psychology and behavioral economics, offering new ways of thinking about subjects as varied as personality, the dynamics of social groups, and the ways in which emotion affects decision making. The course will be divided into two parts, the first concentrating on the psychology of individual decision making and the second emphasizing the social psychology of group behavior. In each case, the focus is on how behavioral research might potentially enrich “classical” economic theories, such as the choice-based theory of revealed preference. The course then applies these concepts to various topics within the social sciences, including the study of systematic biases in group decision-making, the role of the media and political advertising, race relations, the legitimacy of government institutions, and the formation of opinions and ideologies.

Political Psychology
Crosslisted with Political Science
This course addresses key theoretical and empirical topics in political psychology, drawing on 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 will also be addressed.

CAPSTONE
Senior Seminars (2 semesters)
A two-semester sequence designed to provide majors with an independent and hands-on research experience in a labor field-based setting. A minimum of six hours per week of research is required plus seminar attendance. The seminars have two main objectives: (a) provide a forum in which students engage in a serious intellectual discussion about the process of research and the design of lab- or field-based studies; and (b) provide guidance and structure to students in the process of conducting and writing their research thesis. A senior thesis can be either an independent data-based research project or a research proposal on a topic of their choice within the field of psychology and under the mentorship of a faculty member.
Mutli-Disciplinary Concentrations
The disciplines offer a basis for rigorous study, but significant knowledge is also gained from the intersections of disciplines, and problem solving requires students to harness a wide range of methods and bodies of knowledge. NYUAD’s signature Multidisciplinary Concentrations are one of the ways the curriculum supports work across disciplines and engages students to think about complex subjects from multiple perspectives.

The Multidisciplinary Concentrations have both global dimensions and special relevance in Abu Dhabi. The Emirate’s location and major initiatives in the realm of the environment, technology, and urbanization afford students unusual opportunities for research, field work, and first-hand experiences.

Students are required to take four courses in a Multidisciplinary Concentration and choose a concentration no later than the fifth semester. The Capstone Project may be completed in either the Multidisciplinary Concentration or the Major.
The Ancient World Multidisciplinary Concentration focuses on the shared and overlapping periods in the development of cultures and civilizations around the Mediterranean basin, in the Near East, and across central Asia to the Pacific Ocean.

Abu Dhabi’s location at the center of this geographical expanse makes it an ideal site for exploring the intellectual and material riches of the ancient world. This concentration encompasses a number of disciplines, including archaeology, art history, history, literature, and philosophy. In addition to regular coursework, students may also have the opportunity to participate in an archaeological excavation.

Requirements for the Concentration
Students who elect this Multidisciplinary Concentration will select four courses approved by their mentor. The courses must be distributed across at least two disciplines and/or civilizations.

Students are also encouraged to take a course in archaeology or material culture. NYU operates several archaeological excavations, including in the Dakhla Oasis of Egypt and in Aphrodisias, in Turkey. This fieldwork requires special training, and admission is by application. Other archaeological fieldwork opportunities are available in UAE and the region. Students can learn more about fieldwork opportunities by consulting with the Ancient World faculty.
ANCIENT WORLD COURSES

These courses are open to all students as electives.

Ancient Empires
This global history course presents the emergence of large territorial states in the ancient world. Starting from the earliest Eurasian civilizations in Egypt, Mesopotamia, the Indus Valley, and China, it aims to provide a thematic and comparative introduction to the major empires of the ancient world, including Qin and Han China, the Assyrian and Persian Empires, and the Roman Empire, as well as their successors. Topics include kingship, warfare, economy, law, ethnic identity, core-periphery relations, and imperial ideologies.

Before Globalization: Understanding Premodern World History
Spring 2011 (14 weeks)
Prof. Scheidel
Crosslisted with Arts and Humanities Colloquia
Humans have created a stunning variety of cultures, yet different civilizations have often developed in comparable ways. This course explores similarities and differences in the long run: are there patterns in world history, and why did civilizations develop the way they did? How did humanity come to grow together by forging connections over ever greater distances? We address these questions by taking a global view of humanity, from hunter-gatherers up to the beginnings of modern globalization 500 years ago. We will examine the biological evolution of humans; the creation of art and religion; the origins of agriculture; the invention of hierarchy, gender inequality, and slavery; and the rise of cities, states, and empires.

Intellectual History of the Ancient World
This course examines foundational texts in the intellectual life of ancient Greece and Rome in their historical context. Topics include political thought (democracy, republicanism, cosmopolitanism), religion (ritual and theology), and science (medicine, mathematics, astronomy).

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

Archaeological Field Work
Field work options at present include NYU’s excavations in the Dakhla Oasis of Egypt and may also include Aphrodisias, the ancient Greek City in Turkey. This program, which takes place from January to March each year, is offered either as a full semester program or as a seven-week module. The 7-week module includes a seminar on the archaeology and history of the oases of Egypt’s western desert and a one-month field work experience in NYU’s excavations at Amheida (amheida.org). The full-semester option adds a four-week tour of sites and museums throughout the Nile valley and an independent paper. Admission is competitive, and application is required in the previous spring.

COURSES FROM OTHER PROGRAMS IN THE CURRICULUM

HISTORY
Judaism, Christianity, and Islam
Topics in Asia-Pacific History: Ancient China
The Ancient Near East
The Ancient Mediterranean World
Topics in Mediterranean History: History of Egypt
Topics in Mediterranean History: Roman Empire
Topics in Mediterranean History: Religion and Culture from Alexander to Muhammad

LITERATURE
Classical Literature and Its Global Reception

PHILOSOPHY
Ancient Mediterranean Philosophy
Classical Chinese Philosophy
Classical Indian Philosophy

THEATER
Roots of Global Performance
The Theater in Ancient Greece

VISUAL ARTS
History of Western Art from Antiquity to the End of the Middle Ages
Topics in South and Southeast Asian Art

MULTIDISCIPLINARY CONCENTRATIONS | THE ANCIENT WORLD 159
The Arab Crossroads takes advantage of Abu Dhabi’s geographical location at the intersection of five great cultural and civilizational regions: the Arab world at the center; the African world to the southwest; the Mediterranean world to the northwest; the Iranian and Central Asian worlds to the northeast; and the Indian Ocean world to the southeast.

The historical and cultural interactions and exchanges between these regions have generated engaging areas for study in both the humanities and social sciences. The flow of people, ideas, and commodities through the Gulf has made it a cosmopolitan and culturally hybrid setting for many centuries. The historical archives testify to this richness, which can also be gleaned from the local cuisine, the mix of many spoken languages, and the diversity of people who now live in the Gulf region.

Today, Abu Dhabi is at the center of the strategically most important region of the world. At least sixty percent of the world’s proven fossil fuel reserves are located in the Gulf region, and some of the most vexing political conflicts are not too far away. As a result, Abu Dhabi represents a natural setting for studying the complex cultural, political, and economic dynamics of the Arab world, South and Central Asia, Europe, as well as Africa, historically as well as in modern times.

The Arab Crossroads concentration will allow students to study this important region from a number of disciplinary perspectives: Economics, History, Political Science, Literature, and Philosophy. In addition to coursework, students will have the opportunity to travel to some of the countries in these regions and experience firsthand the issues that are raised in class.

Requirements for the Concentration
Students who elect this Multidisciplinary Concentration will select four approved courses. The courses must be distributed across at least two disciplines. Students should develop their program in close consultation with their mentor.
ARAB CROSSROADS COURSES

These courses are open to all students as electives.

Oil, Energy, and the Middle East
January Term (Abu Dhabi)
Prof. Haykel
Crosslisted with Political Science, The Environment

Energy is, by many counts, the biggest business on earth. Its geopolitical significance is similarly enormous. Oil and sovereignty are virtually indistinguishable in many Middle East countries. Energy’s outsized role is mirrored in US public discourse, where increasing reliance on imports has made supply fears an obsession of domestic politics. The epicenter of that anxiety is the Middle East. This course will provide an overview of the issues surrounding global energy supplies, oil’s unique economic properties, and its role in shaping the political economy of the Middle East and U.S. strategic interests in the region. We will begin by discussing the basic science and availability of energy sources, the state of technology, the functioning of energy markets, the challenges of coping with global climate change and the key role of the oil reserves in the Middle East. The second part of the course will focus on the history of oil in the Middle East and its impact on societies in the region.

The Gulf and the Indian Ocean
This course examines the long history of interaction, trade, and exchange between the Gulf and the Indian Ocean. Topics include the Islamic trading system before the arrival of the Europeans, the age of the maritime empires (Portuguese, Dutch, and British), the lives of ordinary people in the networks that spanned this commercial world, religious appropriations and syncretism, and the importance of the annual pilgrimage and its routes to Mecca.

COURSES FROM OTHER PROGRAMS IN THE CURRICULUM

CORE CURRICULUM

The Desert: Life in an Arid Environment
Fall 2010 (14 weeks)
Prof. Burt

BIOLOGY

Where the Desert Meets the Sea: The Environment of the Arabian Peninsula

ECONOMICS

Environmental Economics and Energy Policy

HISTORY

Judaism, Christianity, and Islam
The Making of the Muslim Middle East
Topics in Indian Ocean History
The Ottoman Empire in World History
The Emergence of the Modern Middle East
When There Were Two Europes: Islam and Christendom, 711-1529
Fall 2010 (7 weeks)
Prof. Lewis

Modern South Asia
Spring 2011 (14 weeks)
Prof. L. Minsky

LITERATURE

Classical Literature and Its Global Reception
Literatures of the Middle East
Modern Arabic Fiction
January Term (Abu Dhabi)
Prof. Khoury

MUSIC

Regional Musics of the Middle East
Fall 2010 (14 weeks)
Prof. Feldman

Music in and of the City: Abu Dhabi

PHILOSOPHY

Classical Arabic and Islamic Philosophy
Topics in the History of Philosophy
Ancient Mediterranean Philosophy

POLITICAL SCIENCE

Introduction to Comparative Politics
Introduction to International Politics
Comparative Politics of the Near and Middle East
Comparative Politics of South Asia
SOCIAL RESEARCH AND PUBLIC POLICY

Islamic Societies
Spring 2011 (14 weeks)
Prof. Hassan

THEATER

Theater in the Arab World
Spring 2011 (14 weeks)
Prof. Polendo

VISUAL ARTS

Islamic Art and Architecture
Fall 2010 (14 weeks)
Prof. Tabbaa

Design and Ornament in Islamic Art
Spring 2011 (14 weeks)
Prof. Tabbaa

Orientalist Art
Spring 2011 (14 weeks)
Prof. Tabbaa

Architecture in Abu Dhabi and Dubai
The Multidisciplinary Concentration in the Environment affords an outstanding opportunity for making connections among fundamental scientific and engineering concepts, economic and sociological forces, and literary and artistic endeavors. This inherently interdisciplinary subject intimately connects to our existence and is especially relevant in Abu Dhabi, which has made a major commitment to environmental sustainability. The concentration is designed to integrate the fundamental sciences, including biology, chemistry, computer science, mathematics, and physics, with economics and the arts to provide an understanding of the Earth System and the current and future challenges imposed on it as the human population grows.

The curriculum emphasizes both quantitative reasoning and descriptive analysis in courses that emphasize science, economics, social concerns, the humanities and arts as a means to identify, explore, and solve fundamental problems and issues of environmental concern. Whenever possible, the courses utilize the local Abu Dhabi environment as a natural laboratory and studio for field trips and consider relevant local phenomena and issues. Students have the opportunity to integrate their understanding of the environment into a broader scientific, social, economic and artistic framework through a senior Capstone Project.

Requirements for the Concentration
The Multidisciplinary Concentration in the Environment requires four courses. In order to develop an interdisciplinary understanding of environmental concerns, students must take at least one course in each of the following areas: Environmental Science; Environmental Policy; and the Environment, Culture, and Society.
THE ENVIRONMENT COURSES

ENVIRONMENTAL SCIENCE

The Biosphere
This course introduces students to the fundamental dynamics of Earth’s atmosphere and its oceans. These two systems are then integrated into a global picture of the biosphere. Topics include the carbon cycle, climate feedbacks and anthropogenic influences, global ecology, energy transport, the paleoclimate record, the coupled atmosphere-ocean-ice-land system and climate modeling. Lectures are augmented by field trips and laboratory investigations. 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.

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

Global Climate Change
In this seminar students delve more deeply into the models and data that are the basis for our current understanding of Earth’s climate, and how it is changing. The course will weave quantitative analysis with human impacts, economics, and policy-making.

Where the Desert Meets the Sea: The Environment of the Arabian Peninsula
Prerequisites: Experimental Discovery in the Natural World
The Arabian Peninsula conveys images of camels, palm trees, and deserts that meet the sea. This terrain provides a rich opportunity to understand this unique ecological niche and to gain an understanding of the organisms that inhabit it. This course examines the diverse animals and plants that inhabit this landscape, and also considers issues related to the region’s preservation as its cities and population grow. Water as a resource plays a focal point in many discussions. This course relies on fieldwork to gain the best understanding of the terrain.

ENVIRONMENTAL POLICY

Environment and Society
A systematic survey of central concepts and issues relating to environment and society including environmental history and concepts of nature and the environment; the rise of environmentalism; environmental skepticism; anthropogenic global change; population and consumption, ecological footprint analysis and other environmental indicators; environmental justice; public goods and collective action problems; regulatory regimes; environmental politics; environmental movements; environmental values; environmental protest and disobedience; and the future of environmentalism.

Energy and the Environment
Crosslisted with Science, Society, and History
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.
Oil, Energy, and the Middle East
January Term (Abu Dhabi)
Prof. Haykel
Crosslisted with The Arab Crossroads, Political Science

Energy is, by many counts, the biggest business on earth. Its geopolitical significance is similarly enormous. Oil and sovereignty are virtually indistinguishable in many Middle East countries. Energy’s outsized role is mirrored in US public discourse, where increasing reliance on imports has made supply fears an obsession of domestic politics. The epicenter of that anxiety is the Middle East. This course will provide an overview of the issues surrounding global energy supplies, oil’s unique economic properties, and its role in shaping the political economy of the Middle East and U.S. strategic interests in the region. We will begin by discussing the basic science and availability of energy sources, the state of technology, the functioning of energy markets, the challenges of coping with global climate change and the key role of the oil reserves in the Middle East. The second part of the course will focus on the history of oil in the Middle East and its impact on societies in the region.

ENVIRONMENT, CULTURE AND SOCIETY

Environmental Ethics
Crosslisted with Philosophy, Urbanization
An examination of the application of moral and political philosophy to issues that arise in connection with humanity’s relation to its physical environment. Topics include conceptions of stewardship and the morality of population management.

Global Environmental History
Fall 2010 (14 weeks)
Prof. L. Minsky
Crosslisted with History
This course offers an overview of global environmental history with a focus on the period from 1500 C.E. to the present—a time marked by a dramatic intensification in the use of land, water, and energy resources around the world. Our central goal is to understand the relationship between globalization, natural resource use, and environmental change, and to explain how this relationship unfolded (and continues to unfold) differently in major world regions. This course assumes no background knowledge in either world or environmental history.
New tools create new possibilities. The Multidisciplinary Concentration in Interactive Media and Technology (IMT) is based on the premise that new digital tools represent a huge infusion of possibilities into our lives, at scales ranging from the personal and local to the social and global.

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

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

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

**Requirements for the Concentration**
This concentration requires four courses: *New Media Lab* and three other courses drawn from those offered by the IMT concentration or crosslisted with the concentration as well as appropriate courses offered at the NYU global sites.
INTERACTIVE MEDIA AND TECHNOLOGY COURSES

REQUIRED COURSES

**New Media Lab**  
_Crosslisted with Film and New Media_  
An introductory course designed to provide students with hands-on experience using various technologies such as online communities, digital imaging, audio, video, animation, authoring environments, and the World Wide Web. The forms and uses of new communications technologies are explored in a laboratory context of experimentation and discussion. Principles of interpersonal communications, media theory, and human factors are introduced.

**ELECTIVES**

**Applications of Media**  
_Crosslisted with Film and New Media_  
This class is designed for students who have grown up in a rapidly changing global multimedia environment and want to become more literate and critical consumers and producers of culture. The course examines media through an interdisciplinary, comparative, and historical lens, and defines it broadly as including oral, print, theatrical, photographic, broadcast, cinematic, and digital cultural forms and practices. The course looks at the nature of mediated communication, the functions of media, the history of transformations in media and the institutions that help define media’s place in society. Over the course of the semester we will explore theoretical debates about the role and power of media in society in influencing our social and cultural values and political beliefs. Students will also have the opportunity to analyze media texts, such as films and television shows, and explore the changes that occur when a particular narrative is adapted into different media forms. Through the readings, lectures, and discussions as well as their own writing, students will have the opportunity to engage with critical debates in the field as well as explore the role of media in their own lives.

**Introduction to Physical Computing**  
**Prerequisite:** Applications of Media (may be taken concurrently)  
What can computation add to human communication? This course focuses on the fundamentals of computer programming and how you can make it interact with the physical world. It starts in the area of physical computing using tiny, cheap microcontrollers. Students will write very simple programs to sense physical switches and control LED lights. The class continues with the fundamentals of computer programming (variables, conditionals, iteration, functions, and objects) on more powerful personal desktop computers. The topic of serial communication will tie these two worlds together and introduces networking concepts that invite connections to the wider Internet. The course is designed for computer programming novices.

**The Nature of Code**  
Can we capture the unpredictable, evolutionary and emergent properties of nature in software? Can understanding the mathematical principles behind our physical world help us to create digital worlds? This class focuses on the programming strategies and techniques behind computer simulations of natural systems. We explore topics ranging from basic mathematics and physics concepts to more advanced simulations of complex systems. Subjects covered include forces, trigonometry, fractals, cellular automata, self-organization, and genetic algorithms.

**Networked Objects**  
This course explores the possibilities and challenges of designing alternate physical network interfaces. This class covers methods for making interfaces talk to each other. On the physical interface side, students will learn about a variety of network interface devices, including microcontrollers, network radios, and serial-to-Ethernet converters. Topics of discussion include: networking protocols and network topologies; network time vs. physical time; coping with network unreliability; planning a network of objects (system design); mobile objects; and wireless networks of various sorts.

COURSES FROM OTHER PROGRAMS IN THE CURRICULUM

**FILM AND NEW MEDIA**

**Mobile Media**

**Social Software**

**Video for New Media**

**ARTS AND HUMANITIES COLLOQUIA**

**Site-Specific: Augmentation, Affinities, Frames**
The Urbanization Concentration takes advantage of the setting in Abu Dhabi, a rapidly growing city which is making major investments in infrastructure, public transportation, and environmental sustainability, and drawing international attention as a model of advanced urban planning. Through course work, internships and research projects, this program will give students first-hand exposure to the complex issues associated with urbanization.

At the start of the 20th century, only one person out of every ten lived in a city. Today, half the world population is urbanized. United Nations projections suggest that more than 70 percent will reside in cities by 2050, with the largest increases expected in the developing world.

The Multidisciplinary Concentration in Urbanization focuses on this process—the forces that drive it, the cities it creates, and their impacts on well-being and social interactions. Encompassing the social, economic, political, and physical dimensions of urbanization, the concentration provides students with a cross-disciplinary set of perspectives for understanding the urbanization process, across cultures, countries, and time.

The concentration is inherently global in nature, with a particular concern for the role of urbanization in the developing world, the multicultural nature of much of current urbanization, and the intersection of this process with the environment and associated issues.

**Requirements for the Concentration**
Students who elect to take this Multidisciplinary Concentration take four approved courses, with at least one course selected from the electives designed specifically for the Urbanization concentration. Students should develop their program in close consultation with their mentor.
**URBANIZATION COURSES**

**Urban Life and Cities in a Global Context**
This course introduces students to the life of cities, their creation and development over time, and the effect of cities on the lives of people. Drawing on diverse disciplines, such as sociology, history, geography, and political science, it explores the process of urbanization, focusing on major theories of urbanization, the urban way of life, and problems related to the urbanization process. It also places these urban processes within a transnational and global context.

**Urban Infrastructure: Planning and Program Implementation**
Infrastructure includes the energy, environmental protection, transportation, and communication systems that support social well-being in urban areas: the physical systems that shape and support urban life. This course examines the infrastructure needs in developed and developing urban areas and considers the capability of these services to meet public goals of environmental sustainability, social equity, economic development, and security. The course will also examine environmental and public health considerations as well as strategies for serving low-income households and rapidly growing communities outside of formal urban boundaries.

**Sustainable Cities in a Comparative Perspective**
This course examines the social, economic, and environmental dimensions of sustainability in cities—in the current context of development and environmental challenges. Policies and programs that try to address the challenges of sustainability (from both developed and developing countries) are studied and compared.

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

**Urbanism and Modernity: Paris, Istanbul, Berlin**
*Spring 2011 (14 weeks)*
*Prof. Roth*
This course explores the experience of urban modernity in Paris, Istanbul, and Berlin and the challenges it presented to urban planners, social theorists, and political reformers. Special attention will be given to the political significance of architecture, changing use of public space, and urban planning, including the transformation of Paris under Haussmann, the reforms of late Ottoman and early republican Istanbul, and the rebuilding of Berlin after military defeat in 1945. This course includes a mid-term study trip to Istanbul.

**COURSES FROM OTHER PROGRAMS IN THE CURRICULUM**

**ECONOMICS**
The Urban Economy
Environmental Economics and Energy Policy

**ARTS & HUMANITIES COLLOQUIA**
Contemporary Creativity: Art vs. Design
New York and Modernity
*January Term (New York)*
*Assoc. Dean Patell*

**MUSIC**
Music in and of the City: Abu Dhabi and Dubai
Regional Musics of the Middle East
*Fall 2010 (14 weeks)*
*Prof. Feldman*

**POLITICAL SCIENCE**
The Political Economy of Cities

**PHILOSOPHY**
Environmental Ethics

**VISUAL ARTS**
Topics in Architecture and the Urban Environment from Antiquity to the Present
Pre-Professional Tracks
Electives in pre-professional tracks provide academically rigorous introductions to various careers. Students may take up to three such courses for academic credit. Courses may be taken in single tracks or across tracks. The pre-professional courses will be primarily taught by visiting faculty from NYU’s renowned professional schools, including:

**COURANT INSTITUTE OF MATHEMATICAL SCIENCES**

**LEONARD N. STERN SCHOOL OF BUSINESS**

**NYU SCHOOL OF LAW**

**POLYTECHNIC INSTITUTE OF NYU**

**ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE**

**SILVER SCHOOL OF SOCIAL WORK**

**STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT**

**TISCH SCHOOL OF THE ARTS**

Pre-professional track courses also tap into local institutions, organizations, and businesses, providing students with community engagement and experiential learning opportunities.
The courses in this pre-professional track are designed to expose students to the principles of building effective organizations, with a particular focus on the for-profit sector. Organizations can be conceptualized in many ways—as a group of groups, a vehicle for creating economic value and sustainable competitive advantage, or a community of people pursuing a common mission. Each metaphor adds unique insights into the challenges and rewards of building an integrated network of people, systems, and financial resources that create economic and social capital.

**COURSES**

**Making Groups and Teams Effective**  
*Crosslisted with Leadership and Social Entrepreneurship*  
This course studies the fundamentals of how human groups function and evolve over time and what scholars and practitioners have learned over the last 50 years about making them more effective. The course will examine how size, longevity, surrounding social context, member composition, and emergent social norms dramatically shape how a group behaves and how effectively it operates. Then the course will turn to study how group behavior can be shaped and changed over time. Particular attention will be paid to issues of group culture, status and power structures, communication patterns, member diversity, and the effects of new member entry and member departures.

**Principles of Marketing**  
*January Term (New York)*  
*Prof. Buchanan*  
*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 will be emphasized, including, for example, the role of consumer research, product design and pricing, branding, and communications and promotional strategies in effective marketing.

**Special Topics in Management and Strategy**  
This course will be taught by leading management and economic scholars from around the world who are in residence in Abu Dhabi. The content will be oriented toward the scholar’s expertise and the evolving international landscape of business, management, and competitive strategy.

**COURSES FROM OTHER PROGRAMS IN THE CURRICULUM**

**ECONOMICS**  
*Introduction to Accounting*  
*Fall 1 2010 (7 weeks)*  
*Prof. Nyarko*  
*Introduction to Economic Thinking*  
*Fall 2010 (14 weeks)*  
*Prof. Burghart*  

**LEADERSHIP AND SOCIAL ENTREPRENEURSHIP**  
*Models of Leadership*  

**PSYCHOLOGY**  
*Industrial and Organizational Psychology*  

172 PRE-PROFESSIONAL TRACKS | BUSINESS AND ORGANIZATIONAL STUDIES
Education is at the center of personal and social life. Its study includes many interrelated questions, such as: What is teaching? What, or who, is a teacher? What is worth knowing and studying? What are the grounds, rationales, and philosophies of life educators? Should educational policy be guided by particular political, social, cultural, or other values, and if so, which ones? How do educational policy and practice reflect, or call into question, understandings and conceptions of play and work, technology, democracy, the environment, gender, race, class, ethnicity, peace and war?

The pre-professional track in Education engages students in the investigation of educational theory, policy, research, and practices from a variety of disciplinary and national perspectives. It encourages undergraduates to think critically and creatively about the processes of teaching and learning and provides them the foundational knowledge about the role of education in society.

Students interested in future careers as educators, in education policy, education research, or in academic research/teaching will benefit from taking Education courses. The courses in NYUAD’s educational pre-professional track highlight the disciplinary links with the profession and practice of teaching, and provide students with the analytical and critical tools to understand the role of education in society today.

**COURSES**

**Sociology of Education**
Study of basic sociological concepts such as status, role, and bureaucracy as they apply to the institution of education. Examination of current perspectives and research findings about the social aspects of the learning process.

**Psychology of Learning**
Consideration of major learning theories and related research. Learning is viewed in relation to social, cognitive, and personality development. Implications for the implied behavioral sciences are discussed.

**Education in a Global Context**
Examine conceptual and empirical work on the social, cultural, and economic aspects of globalization and their implications for the field of education. Looks at the increasing deterritorialization of cultural formations, the emergence of global markets along with the post-nationalization of the production and distribution of goods and services, new information communications technologies, and worldwide population movements.
Journalism is at the center of our social and civic life. It informs and engages us in thinking about who we are as individuals, citizens, and members of society. Journalism is an essential strand in the liberal arts and sciences tradition and a critical factor in public culture. The pre-professional track in Journalism emphasizes the significance of journalism’s role in society across political, economic, social, and historical platforms. It encourages students to think critically about the complex forms, practices, and meanings of journalism. The curriculum also introduces some of the practical skills necessary to the profession. To that end, NYUAD will facilitate internships for qualified students with news organizations in Abu Dhabi and at other NYU GNU sites.

COURSES

Foundations of Journalism
Students will explore the significance of news and the role of the journalist from Thucydides to now and write journalistic essays. The aim is an immersion experience in the mission and romance of journalism as a profession, indeed a calling, as well as exposure to the realities journalists now face in this rapidly changing media environment.

Journalistic Inquiry
Prerequisite: Foundations of Journalism
This first-level reporting, research, and writing course emphasizes in-depth research and interviewing technique as it introduces a variety of journalistic forms, including the reported essay, the newspaper pyramid style, magazine and newspaper feature style, broadcast news-writing style, and writing for the Web. This course provides a strong foundation in basic journalistic forms, issues, and responsibilities.

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

ELECTIVES

There are no prerequisites for elective courses, which are open to all students.

Journalism and Society
This course examines the role of journalists and journalism itself as they function in the wider culture.

Media Criticism
This course analyzes the forces—cultural, social, economic, ideological, and aesthetic—that shape the media and their messages.

COURSES FROM OTHER PROGRAMS IN THE CURRICULUM

FILM AND NEW MEDIA

Person-to-Person: The Interview
This pre-professional track exposes students to important concepts in U.S. and international law and to fundamental issues in the relationship between law and society. Courses address the rule of law, the possibilities of law as a process for social change, the relationship of government and religion, and international legal issues. The NYUAD pre-professional track draws upon the extensive programs of the NYU School of Law, including international law, environmental law, and U.S. constitutional law, areas that reinforce the other programs in the NYUAD curriculum.

**COURSES**

**The Relationship of Government and Religion**  
*Fall and Spring 2010-11 (14 weeks)*  
Pres. Sexton  
Crosslisted with Structures of Thought and Society  
The course centers on the U.S. Supreme Court's treatment of religion in the U.S. Constitution, specifically the First Amendment. Students read opinions from the U.S. Supreme Court, the highest court in the country and final authority on interpretations of the U.S. Constitution. The course begins with an overview of American history and government, focusing on the U.S. Constitution and Bill of Rights. We examine the dual purpose of the religion clauses: prohibiting extensive government entanglement with religion (the Establishment Clause) and protecting individual religious freedom (the Free Exercise Clause). Students discuss differences between the U.S. approach to religion and government and that of other nations, including the U.A.E.

**Punishment in Law, Politics and Society**  
*January Term (New York)*  
Prof. Barkow  
Crosslisted with Social Research and Public Policy  
This seminar will investigate the state’s power to punish. We will read foundational works from philosophy, sociology, political science, and law to explore why states punish, how they punish, and whom they punish. We will also focus in particular on the modern American approach to punishment, including its use of mass incarceration and the death penalty. We will closely read and analyze cases from the Supreme Court of the United States in light of the fundamental purposes of punishment, and we will consider how the American approach compares with penal practices in other nations and regions. Part of the seminar will take place outside the classroom and inside criminal justice institutions in New York. Though subject to change, these outside activities may include attending arraignment court, observing a sentencing hearing, and visiting a correctional facility.

**Law and Society**  
The course offers sociological perspectives on law and legal institutions: the meaning and complexity of legal issues; the relation between law and social change; the effects of law; uses of law to overcome social disadvantage. Topics include: limits of law, legal disputes and the courts, regulation, comparative legal systems, legal education, organization.

**International Law**  
The course concerns the norms that govern states in their legal relations and the current development of law among nations, based on cases and other legal materials relating to the nature and function of the law; recognition of states and governments; continuity of states and state succession; jurisdiction over persons, land, sea, air, and outer space; international responsibility and the law of claims; diplomatic
privileges and immunities; treaties; regulation of the use of force; and the challenges posed by new states to the established legal order. The case law method is employed, as used in law school instruction.

**Civil Rights**
Interpretation of the Bill of Rights, the Civil War amendments, and other rights in the U.S. Constitution through the reading of Supreme Court opinions. Topics include freedom of speech and press; free exercise of religion and separation of church and state; the right of privacy; 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.

**Gender in Law**
Examines the relationship between gender politics, legal theory, and social policy. Studies the role that the legal arena and certain historical conditions have played in creating, revising, and protecting particular gender identities and not others and examines the political effects of those legal constructions. Analyzes the major debates in feminist legal theory, including theories of equality, the problem of essentialism, and the relevance of standpoint epistemology. The course considers to what extent law is or is not an effective political resource in reforming notions of gender in law and society.
The courses in this pre-professional track are designed for students to study the dynamics of social innovation, organizational change, and transformative leadership—with a particular focus on the not-for-profit and government sectors. Different courses expose students to the influential role that individuals can play within these sectors as entrepreneurs, analysts, policymakers, and social architects. Each perspective adds unique insights into the challenges and rewards of mobilizing people, resources, and popular sentiment to address and overcome pressing social issues.

**COURSES**

**Social Entrepreneurship and Innovation**
*January Term (Abu Dhabi)*
*Prof. Light*
This course provides a broad introduction to the role of organizations and entrepreneurs in achieving social impact through their work. The course will examine the definition of social entrepreneurship and different strategies for creating ideas that will help solve pressing social issues such as poverty, illiteracy, hunger, economic opportunity, and disease. Students will work in teams to develop venture plans for implementing an entrepreneurial idea. The course will examine social entrepreneurship in a variety of settings, including government, nongovernmental organizations, and the private sector.

**Policy Studies**
This course introduces specific analytical tools useful for effectively assessing public policies and social issues. It surveys the topics central to the task of policy analysis: how problems are defined, how information is collected, how relative costs and benefits of policy are assessed, how policy solutions are formulated and adopted, and how ethics inform policy analysis. Students will conduct a series of policy debates.

**Models of Leadership**
*Croslisted with Business and Organizational Studies*
This course examines the role and meaning of leadership within work organizations, communities, markets, and governments. Students are introduced to different theories and models of leadership, and are encouraged to examine their own leadership styles. The impact of history, culture, and circumstance on how we define and identify leaders is examined.

**Special Topics in Leadership and Social Innovation**
This course will be taught by leading management and policy scholars from around the world who are in residence in Abu Dhabi. The content will be oriented toward the scholar’s expertise and the evolving landscape of leadership, entrepreneurship, and innovation.

**COURSES FROM OTHER PROGRAMS IN THE CURRICULUM**

**ECONOMICS**

**Introduction to Economic Thinking**
*Fall 2010 (7 weeks)*
*Prof. Nyarko*

*Fall 2010 (14 weeks)*
*Prof. Burghart*

**BUSINESS AND ORGANIZATIONAL STUDIES**

**Making Groups and Teams Effective**
**Principles of Marketing**
The pre-professional track in Museum Studies is designed to give students a broad knowledge of museum practice and of the historical and theoretical factors that have shaped the modern museum. Combining practical training with discussion of current issues, it is appropriate for students interested in museums of any discipline (art, history, anthropology, natural history, science, etc.) and in any area of museum work (curatorial, education, administration, collections management, etc.). The track consists of three courses plus an internship in a museum or cultural institution. Students interested in this track are encouraged to take courses in the history of art and related concentrations such as the Ancient World.

NYUAD students will have exceptional opportunities to explore the role of museums in society, the challenges these institutions face, and the career paths they offer because Abu Dhabi is building several important museums. The Sheikh Zayed National Museum, the Louvre Abu Dhabi, and the Guggenheim Abu Dhabi will be located in the Cultural District of Saadiyat Island, close to the permanent campus of NYUAD. The Abu Dhabi Authority for Culture and Heritage manages important national heritage sites and is renovating and developing associated museums. Museum Studies students will be involved in developing strong connections between the university and the museums.

NYUAD will organize internships at the museums of Abu Dhabi. In consultation with a mentor, internships may also be arranged at NYU’s global sites. NYU’s Grey Art Gallery in New York will also provide students with hands-on experience in all aspects of museum work.

**COURSES**

**Introduction to Museum Studies**
*Crosslisted with Visual Arts*

Introduction to the social, cultural, and political history of museums. This course focuses on the formation of the modern museum. Museums of art, natural history, science, technology, and anthropology will be 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.

**The Meaning of Museums**
*January Term (New York)*
*Prof. de Montebello*
*Crosslisted with Visual Arts*

This course will trace the history of art museums from antiquity to the present with an emphasis on the factors and ideas that led to their creation. The main functions of today’s museum—acquisitions, exhibitions, education, presentation—will be examined, as will the challenges posed by globalization. The class will meet periodically in a NY institution and individual visits to museums, followed by an oral report, will be required along with a final paper.
Cabinets of Wonder
Crosslisted with Visual Arts
This course explores the relationship between the modern museum and sixteenth-century “cabinets of wonder,” which presented the viewer with compartments and drawers containing amazing items from different eras and parts of the world. Students will investigate the antecedents of these cabinets in mnemonic practices in Ancient classical culture, shifting notions of wonder and curiosity in the Middle Ages, and the new models of learning and state governance in the Early Modern period that assigned these cabinets a “laboratory” function. Students explore how, in the period leading to our modern times, new models of classification, taxonomy, and scientific discovery led to a continued process of recollection and re-collecting objects from the past. The course includes visits to a variety of exhibits, museums, and venues in Abu Dhabi and the Gulf region.

International Issues in Cultural Policy
Fall 2010 (14 weeks)
Prof. Stewart
Crosslisted with Arts and Humanities Colloquia
This course looks at government policies and private sector practices that have helped to shape how the arts and culture are understood and valued around the world. Students will examine and compare major issues and concepts impacting the production, distribution, and consumption of the arts and culture within and across borders, such as national sovereignty, heritage and cultural patrimony, historic preservation, cultural diplomacy, arts funding systems, and the role of the arts in the design, development, and revitalization of world cities from Bilbao, Spain to Los Angeles to the Arabian Gulf. While the course will focus primarily on government supported and non-commercial visual and performing arts institutions and organizations, it will also explore the for-profit sector looking at such issues as artists’ rights, art markets, the creative industries, international trade law, and copyright in the digital age. Cultural site visits and field trips will be a regular part of the course.

Sharing Heritage
Crosslisted with Visual Arts
This course explores the idea of ‘sharing heritage’ through a series of case studies in which material goods considered to belong to a nation’s national patrimony have become the object of public discussion, international controversy, and legal action. Students will investigate the ways in which local politics, preservation policies, myths of national identity, international law and heritage conventions, historical sensibilities, and the media influence the circulation of art works, “collectibles,” and other objects intended for public display. Students will discuss the different strategies that that museums and exhibition-makers have developed to deal with disputes over “heritage” across national boundaries and cultural differences.

Museum Collections and Exhibitions
An introduction to the management, care, and display of collections, and to the process of organizing a temporary exhibition.

Museum Administration and Leadership
An introduction to museum management, finance, and administration, including discussion of legal issues and international differences in governance structures.
NYU Abi Dhabi’s Premedical and Health Studies program will fully prepare students to apply to medical and other professional schools in the health field. The health professions provide many challenging and rewarding opportunities. These include clinical careers in medicine, dentistry, and physical therapy as well as non-clinical careers such as health education and research.

In order to apply to health-related professional schools, students typically need to complete courses in introductory biology, chemistry, and physics. At NYUAD, these subjects comprise *Foundations of Science*, which is a rigorous three-semester, integrated course that covers the fundamentals of basic science. On NYUAD transcripts, grades in biology, chemistry and physics are distinctly reported under *Foundations of Science*. In addition to introductory science courses, professional medical or health schools often require two semesters of math, one of which must be calculus, two semesters of organic chemistry, and two semesters of English, including writing. NYUAD offers all these. Students are encouraged to gain some practical experience by volunteering in a clinical setting and to demonstrate a commitment to service and humanistic endeavors.

It is important to understand that pre-professional training does not require students to major in science or math. Students may elect to major in any discipline and complete the Premedical and Health Studies program in parallel. You should choose a disciplinary major that you will enjoy and in which you will excel. If you enjoy the sciences, choosing a major in those areas is the right decision for you. If, however, you have other interests or talents, you will demonstrate your versatility and increase your chances of excelling by pursuing a major in the humanities or social sciences along with the prehealth curriculum.

NYUAD, like many American colleges and universities, does not offer a premedical, predental, or prehealth major. In fact, the best professional schools want, above all, students with a broad education who can think clearly, read critically, and write well.
Your faculty mentor and pre-professional advisors will help you to explore your options, advise you about programs and appropriate course selection, and help you to present the best possible application to professional schools. Students should be aware that it is extremely difficult for applicants who are not U.S. citizens or permanent U.S. residents to gain admission to medical school in the United States. Other health professional schools in the U.S. have more hospitable admissions policies, such as schools of dentistry and M.D./Ph.D. programs. For information about professional health programs in countries other than the U.S., please consult a pre-professional mentor.

The following are the basic set requirements most medical schools in the United States request; however, specific medical schools might have additional requirements or modifications to those listed here. You should consult with the premedical mentor for more information.

**SUGGESTED COURSES FOR APPLICATION TO MEDICAL SCHOOL**

**Foundations of Science 1-6**
*(Note: This covers the pre-med requirements of one year of general biology, one year of general chemistry, one year of general physics, and one year of lab work in each of those areas.)*

**Organic Chemistry 1 and 2**

**Calculus**

One semester of **Writing** and one additional semester of **Literature**

**Organismal Biology** is highly recommended as are **Biochemistry 1 and 2** and **Probability and Statistics**.
Global NYU and Study-Away Programs
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. In addition to NYU Abu Dhabi and NYU New York, the NYU Global Network University has 10 international study sites.

Global education is an essential component of NYUAD. The global education programs provide students with intellectually rigorous, research-focused learning experiences that complement and extend their coursework. They include semester study-away programs, January-Term programs, and course study trips in the UAE and abroad that are typically combined with J-Term or Spring-semester courses.

NYUAD study-away programs are coordinated by the Office of Global Education, which 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.
An important part of NYU Abu Dhabi is discovery of the historic, culturally varied region where it is located. Course Study Trips are a regular feature of the NYUAD program and enable students to connect their academic studies with on-the-ground exploration of the Gulf and the broad Middle East. Our global crossroads location connects Africa, the Mediterranean, the Arab world, Central Asia, and the Indian Ocean and creates exceptional opportunities for our students to combine experiential study, research and intercultural exploration. Study trips allow students to deepen knowledge through first-hand experiences of the societies and issues they are studying at NYUAD. Direct encounters intensify learning by adding an experiential dimension that is not possible through reading alone.

The study trips are integral parts of courses, and students sign up for Course Study Trips through the regular process of course selection. The trips are led by faculty and may draw upon local experts with deep research knowledge of the sites.

The academic calendar has been designed to allow for course study trips during January Term and the Spring midterm break. During academic year 2010-11, Course Study Trips are planned for India during January (for Professor Westermann’s course, Gardens of Eden) and for Istanbul during Spring Break (for Professor Roth’s course on urbanization and Professor Tabbaa’s course on Islamic art). In future years, Course Study Trips may be organized to Alexandria, Amman, Beirut, Cairo, Jaipur, Mumbai, Muscat and the villages of Oman, the Nile Valley, and Petra.

Students will be encouraged to spend up to two semesters over their four years at NYUAD studying abroad at academic sites within the NYU Global Network, including NYU New York. Typically these study-away experiences take place from the time a student is a second-semester sophomore to a first-semester senior. The GNU sites will also connect students from NYU Abu Dhabi and NYU New York who will study together in the intensive courses and experience the rich social diversity of NYU’s global network. These courses not only promote strong interaction between students and their teacher; they also build community among students.

Semester study away will combine three courses offered by the NYU global sites with one NYUAD Honors Seminar. There are two types of honors seminar: one brings a multidisciplinary lens to seeing and understanding the global complexities of the host society; the second is an honors research seminar through which students learn to access, elicit, interpret, and generate knowledge within the host society around a research topic of their choosing or as part of a larger, longitudinal research project in a particular field. During semester study-away programs, we anticipate many students will focus on gaining foreign-language proficiency, building a new area of academic specialization, and participating in internships or community-based service learning projects in the local community.
JANUARY-TERM STUDY AWAY

Each January, NYUAD students will have a choice of courses offered in Abu Dhabi and New York and at least two other NYU global sites. In January 2011, NYUAD students will choose from courses offered at NYU in New York, London, and Shanghai as well as Abu Dhabi. Students will be encouraged to enroll in up to two January-Terms of study away during their four years at NYUAD. For more information on the January term, see page 16.

NYU GLOBAL NETWORK SITES

The NYU campuses in Abu Dhabi and New York are anchors of a global network university. Students from NYU Abu Dhabi have the opportunity to study at NYU New York and at NYU’s ten other global sites. Each site 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 in New York (U.S.)

NYU in New York is now one of the largest private universities in the United States. The university, which has no walls and no gates, is deeply intertwined with New York City, drawing inspiration from its vitality. The center of NYU in New York is its Washington Square campus in the heart of Greenwich Village. The university includes 14 schools and colleges, and offers more than 2,500 courses each year in an extraordinary range of fields.

NYU in Accra (Ghana)

The program at NYU in Ghana explores the rich history and vibrant culture of this dynamic, stable democracy. As a crucible of West African civilization and the first African nation to throw off the colonial yoke, Ghana is a unique blend of rooted tradition and energetic change. These forces shape the NYU Ghana curriculum, a program that fosters academic growth by partnering with local universities and using the city as a laboratory where students combine multidisciplinary coursework and community service.

NYU in Berlin (Germany)

At NYU in Berlin students experience a cosmopolitan city that holds a complex and crucial place in modern European history. Early 20th-century Berlin was a key source of the European cultural avant-garde. Early 21st-century Berlin has reemerged as the dynamic center of a new, multicultural Europe. In the intervening century the city suffered the devastation of World War II and the bitter winds of the Cold War. Students explore this fascinating renewal and reunification from many angles—politics and history, sociology, philosophy, architecture and art.

NYU in Buenos Aires (Argentina)

One of South America’s most dynamic cities, Buenos Aires has always challenged expectations—cultural, political and economic. Like the U.S., Argentina is a nation of immigrants, built on a colonial legacy and indigenous roots. The curriculum at NYU in Buenos Aires explores the complex reality of this global city while highlighting the uniquely local: the Latin American, the Argentinean, the Porteño. Spanish- and English-taught courses are offered in a wide range of disciplines; with expert Spanish language instruction available at all levels.
NYU in Florence (Italy)
Housed in Renaissance villas on a stunning hilltop estate, NYU in Florence offers students unique perspectives from which to explore this beautiful city, capital of Tuscany and home to some of the world’s greatest treasures of art and architecture. Faculty experts in ancient, medieval and Renaissance art, literature, and history teach side by side with scholars and public intellectuals of modern Europe. Students may do their coursework in Italian or study in English while learning the Italian language, and those proficient in Italian may also enroll in selected courses at the Universidad Autonoma de Madrid.

NYU in Paris (France)
At NYU in Paris students immerse themselves in the daily life of this vibrant city while taking courses in French language, history, culture, and society. Students in the Francophone program supplement their studies with courses at the University of Paris. Students select courses from a wide variety of subjects taught in English or French by a superb faculty. Students proficient in French may also enroll in selected courses at the following French universities: Paris I, Paris III, Paris VII, Paris X, Ecole Normale Superieure, Insitut d’Etudes Politiques de Paris (Sciences Po).

NYU in London (England)
NYU in London is located in Bloomsbury, around the corner from the British Museum, in the heart of the city’s university district. It is an ideal place to engage with the history and intellectual life of this great multicultural capital. More than 60 courses are offered, ranging across the liberal arts and social sciences, but also including mathematics, natural science, and business. A special arrangement with the University of London (UL) allows NYU and UL students to take courses together.

NYU in Madrid (Spain)
For more than 50 years, NYU students have been immersing themselves in the intensive study of Spanish language and culture at our academic center in Madrid. One of the premier study programs in Spain, the NYU in Madrid curriculum is characterized by its variety and flexibility, allowing students from many majors to craft programs that meet their intellectual interests and academic needs. Course offerings span the disciplines and explore the many facets of Spain’s history that connects it to Europe, Latin America, Islam, North Africa, and the Mediterranean.

Students proficient in Spanish may also enroll in selected courses at the Universidad Autonoma de Madrid.

NYU in Prague (Czech Republic)
At NYU in Prague students come to understand what it means for a country to completely reposition itself on the global stage in the space of 20 years. Courses explore the cultural and political transition from authoritarian rule to democracy; some are taught by the very architects of this transition. Other courses cover the broad sweep of Czech history and culture: its legacy as a medieval power center, its role in European modernism, its rich heritage of art, music, literature. Internship and volunteer opportunities abound. Students with language proficiency may also enroll in selected courses at Charles University.

NYU in Shanghai (China)
The dizzying pace of growth and change in China over the past quarter century is unprecedented and difficult to grasp. NYU in Shanghai helps students understand these changes by offering a solid grounding in the Chinese past and a close-up look at the future now being built. Courses on
various aspects of Chinese culture and society, past and present, are complemented by business and professional courses and internships that immerse students in energetic Shanghai. The chance to study side-by-side with Chinese students lends an added depth to students’ appreciation of China and its people.

NYU in Tel Aviv (Israel)
NYU in Tel Aviv is for students who are motivated to understand the complexity of our world. The program embraces journalism, politics, social sciences, media, and pre-law, explored within the intricate framework of the Middle East. At the same time, students in the sciences and business are exposed to the technological innovation and entrepreneurship that mark this dynamic city. The program encourages internships and provides opportunities for students to conduct research in Israel and the greater region.

Alternative Program Options
We expect the majority of NYU Abu Dhabi students will study away at one or more of the NYU global sites to take advantage of the unique curricular and technological offerings of the NYU Global Network University. However, if a student’s academic program requires or would significantly benefit from instruction not available at the NYU global sites or in Abu Dhabi, he or she may petition the Office of Global Education to attend an alternative study-away program. For example, students may wish to spend a semester studying at the top university in their home country to connect to scholars and leaders in their discipline, join a distinctive local research project, or use their non-English language skills at the highest level of critical thinking.
GENERAL INFORMATION ABOUT STUDY AWAY

Careful academic and logistical preparation is required for students who intend to participate in study away. Students should plan on consulting with their faculty mentors early in their studies to be certain study-away experiences can fit well with their major requirements and progress toward graduation. Some programs have specific prerequisites, including the completion of courses related to a particular language, region, culture, discipline, research methodology, or issue. Students must attend an NYUAD Study Away Information Session before submitting an application. Numerous information sessions will be provided throughout the year and timed to application deadlines. Prior to travel, students are required to attend an Intercultural Orientation Session specific to their study-away program. This session will provide guidance for getting to the site, making connections to the host community, managing the challenges of intercultural communication, health protocols, staying safe, and maximizing their intercultural learning through it all.

Ongoing critical reflection is expected of all study-away participants through a variety of formats, including intercultural orientation pre-departure and on site; the courses themselves; a portfolio of reflective writing; opportunities for independent research projects; academic internships; and/or discipline-specific fieldwork. The reflective process continues upon return through the Global Undergraduate Symposium, which provides students an opportunity to share their intercultural learning experiences with faculty, staff, their peers, and community members through poster presentations, panel discussions, exhibitions of visual art, and performance each semester.

Credit: Academic credit for study-away programs is treated like any other credit awarded for coursework at NYU Abu Dhabi. All courses from study-away programs will be recorded on the student’s transcript. Grades from NYU global programs and J-terms or other credit-bearing programs taught by NYU or NYUAD faculty will be calculated into a student’s NYUAD grade point average.

Credit for exchange programs or any other non-NYU or non-NYUAD programs will follow the Registrar’s policies for transfer credit. Grades are noted on the NYUAD transcript but not calculated into the student’s grade point average. For such programs, students must make sure that the semester course load abroad is the equivalent of a full-semester load at NYUAD to facilitate normal progress toward graduation. Students may earn credit for no more than five courses for any semester-long program unless they receive authorization for an overload from their faculty mentor. Students must maintain full-time student status (and carry the requisite course load for that status) while on a semester-long study-away program.

Faculty mentors will determine whether courses taken abroad can be used to fulfill requirements of the major. The coursework completed on a study abroad program may be used towards the requirement of 36 courses completed while registered at NYUAD.

Cost: For students participating in study away, costs equal the same comprehensive fee as a semester at NYU Abu Dhabi. Financial support and fellowship awards will be applied to covering these costs just as they are when a student is at NYUAD in Abu Dhabi. Please note the following financial policies for study away:
If students are flying directly from home to the study-away site, the airfare will count as one of the two round-trip tickets between home and Abu Dhabi provided by NYUAD. NYUAD will fund the travel cost of study away for up to two semesters, two J-terms and one course-related trip away. Students are responsible for the full airfare and travel costs on any additional periods of study.

**Financial Support:** Financial support from NYUAD may be applied to participation in semester-long, J-term, and course-related study-away trips. Financial support is not available for summer programs.

**Application Process:** Though study away is strongly encouraged at NYUAD, the opportunity to participate in any NYUAD study away program is a privilege, and the application process is competitive.

**Application Schedule:**
- **J-Term 2011**
  - Applications due October 1, 2010
- **J-Term 2012**
  - Applications due October 1, 2011
- **Spring Semester 2012**
  - Applications due October 1, 2011
- **Fall Semester 2012**
  - Applications due February 15, 2012
- **Spring Semester 2013**
  - Applications due February 15, 2012
- **J-Term 2013**
  - Applications due October 1, 2012

**J-Term 2011:** Applications for the J-Term 2011 programs will be due October 1, 2010. Students will be notified of their site selection and course assignment by November 1 to allow for sufficient time to process visas and provide pre-departure orientation.

**Semester Study Away in 2011-2012:** Though we anticipate most students will participate in study-away semesters during their third year at NYU ABi Dhabi, students may study away as early as second semester sophomore year and as late as first semester senior year. Study away during any other semester requires approval from the Office of Global Education upon recommendation from the student’s faculty mentor.

Applications for participation in study-away programs for Spring 2012 include the Preliminary Application Form due April 1, 2011 and the final Study Away Application forms due on October 1, 2011. Priority is given to students meeting all NYUAD application deadlines. Exchange programs will require students to complete the program’s own application paperwork in addition to NYUAD forms and may have earlier deadlines.

For study away for a semester in Academic Year 2012-2013 (Fall 2012 and Spring 2013), NYUAD will move to an annual application deadline of February 15, 2012. This early deadline helps students and their faculty mentors do long-range planning for study away to ensure these important experiences fit well with the selection of a major, normal progress toward graduation, and preparation for the Capstone Project.

**Selection Process:** Selection for any program is based on a student’s academic record, the strength of the application essays, academic preparation for and
suitability of the chosen program to NYU Abu Dhabi’s overall goals for global education. The competitiveness of the applications will vary based on the number of applicants, the limited availability of some exchanges or the allotment of limited spaces on some programs. All applicants are required to list a first and an alternate choice of programs. The Office of Global Education is charged with reviewing applications and selecting students. If the number of qualified applicants exceeds the number of spaces available for a given study-away program, priority will be based on class standing and the strength of the application. Priority will be given to students for whom this would be their first NYUAD study-away experience.

Some qualified students may be asked to delay their participation to another term or to select an alternate program. Students on academic or disciplinary probation or with outstanding debts to NYUAD are ineligible for participation in study away.

**STUDY AWAY AT NYUAD**

NYU New York students who are interested in studying abroad for a full academic year and fulfilling a leadership role at NYU Abu Dhabi (such as RA positions, peer tutors, etc.) will have the opportunity to apply for this unique study-away opportunity. NYU students based in New York must fulfill a leadership role and must agree to spend a full academic year in order to study away at NYU Abu Dhabi. For further information, please contact the Office of the Deputy Vice Chancellor.

At this time, NYU Abu Dhabi does not offer study-abroad programs for students who are not matriculated at NYU.
Special Programs and Resources
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 unanswered questions, proposing answers, and making knowledge. At NYUAD, unlike many other universities, research is not limited to the senior year and to advanced courses. We understand research as a fundamental mode of learning that is applicable at every level of study.

The required courses in most majors consider research methods and clarify the distinctive approaches of the disciplines. These courses include Foundations of Science; Engineering Foundations; the Arts Practice courses in the Art programs; The Theory and Practice of History; and the Logic of Social Inquiry, Survey Research and Ethnographic Field Research in the Social Sciences.

The Global Education program features research seminars at the study-away sites; in these seminars, 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 or participate in a larger, longitudinal research project in a particular field. An example of a global, longitudinal research seminar is The State and Fate of Earth (in The Environment multidisciplinary concentration). In January 2011, Professor Volk will teach the course in Abu Dhabi, where students will collect data about local environmental conditions. In January 2012, we expect to offer the course in Shanghai, where students will undertake site-specific research about environmental conditions in Shanghai. NYU’s global network and our commitment to global education facilitate a cross-cultural, comparative approach.

The Capstone Project in the senior year is a research-intensive experience. The 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. (Please see the description of the Capstone on pp. 15-16.)

All faculty members at NYUAD are research scholars, actively engaged in projects of their own and setting new directions in their fields of research. The faculty enrich their classrooms with this cutting-edge vibrancy and draw students into their research activities.

In addition, students will have the opportunity to participate in the advanced research projects at the NYUAD Institute and work with leading scientists, scholars, and artists who are moving the frontiers of knowledge. The low ratio of students-to-faculty and to researchers will give the undergraduates at NYUAD extraordinary access to advanced research.
DIRECTED STUDY COURSES

Directed Study Courses are intended for students with a well-defined interest in a subject and prepared to undertake advanced, independent work. They require regularly scheduled weekly sessions with the Directed Study Professor and normally involve research.

A student or group of students interested in pursuing a Directed Study Course should secure tentative approval from an appropriate faculty member who is willing to serve as the Directed Study Professor. Upon receiving tentative approval, the student(s) will draft a detailed project outline for consideration by the proposed Directed Study Professor. A student may not register for a Directed Study Course without the formal approval of a Directed Study Professor and the appropriate academic dean. As a result, the approval process for a Directed Study Course must be completed prior to the applicable course registration period. Up to three NYUAD students may participate in a single Directed Study Course. Students may take no more than one Directed Study Course per academic year and at most three directed study courses in total. The Directed Study Course is a full-credit course.

Directed Study Courses may be taught by faculty of NYUAD and NYUNY as well as members of the NYUAD Institute. Since NYUAD course offerings may not be able to accommodate all critical special interests of the extraordinarily talented students enrolled in the undergraduate college, Directed Study Courses provide an opportunity to draw on the depth and broad expertise of NYU’s faculty in New York to meet these needs. If the professor is in New York, the weekly meetings shall take place by regularly scheduled videoconference or teleconference sessions. For Directed Study Courses with faculty at NYU New York, the Office of the Deputy Vice Chancellor can provide assistance in identifying faculty resources.

CAMPUS FORUM

The Campus Forum gathers the entire campus community for a year-long series of exchanges with prominent thinkers, entrepreneurs, innovators, scientists, and artists. The goal of the Campus Forum is to stimulate the students’ imagination and broaden their horizons by learning from the real life experiences of leaders in their fields, as they share their journey to their respective heights. This access to people of great accomplishment will demystify for students the process of reaching those heights and expands the experiential learning context. The Forum exposes students to different realms of intellectual endeavor. Students see how different disciplines interact and engage in the natural and technological world, and how passion and education provide the foundation for making a difference in society. Students are encouraged to prepare for the lecture by reading and discussing the writings of the visiting luminary and preparing questions for discussion following the lecture.
ADVISING AND MENTORS

NYUAD offers an environment that provides students with a network of mentors, mentors, coaches, and other resources to support learning and academic performance. Each student is assigned a faculty mentor, who serves as a general guide and resource for academic planning, and additional advising and learning support is provided by the Associate Dean for Academic Affairs, the Associate Dean for Student Learning Resources, the Registrar, and other members of the Dean of Students staff.

Personal attention and support is also provided by writing instructors and a team of student academic coaches who provide writing assistance, tutor students in a wide variety of subjects, lead study groups and review sessions before exams, and work one-on-one with students to refine study skills, improve time management strategies, and other significant contributors to academic success.

Academic support is available at the Library and through the Dean of Students Office, which is located in the south building of the Downtown Campus.

Study spaces are available in three main locations: the Downtown Campus Library, Sama Tower, and the Center for Science and Engineering. Computers are available for student use at these locations as well.

CAREER SERVICES AND INTERNSHIPS

The Career Development Center, located in the Student Services Center at the Downtown Campus, is the place to start career exploration and planning in year one, and will be an important resource throughout a student’s academic career. The Career Development Center is the place to go for information about internships and work opportunities on and off campus. The Center coordinates on-campus work opportunities, which provide valuable work experiences and professional development. Students will be individually assisted with career exploration, graduate school selection, application to prestigious post-graduate fellowships, and connecting with outstanding job opportunities in their home countries and abroad. In addition to NYUAD career services, students will draw upon the vast international job network of the Wasserman Center for Career Development at NYU in New York (nyu.edu/careerdevelopment) and will have access to its online database that lists thousands of jobs and the worldwide community of more than 360,000 NYU alumni, including 17,000 alumni who live outside the U.S.

THE NYUAD LIBRARY

The NYUAD Library is your gateway to the world of Research, Scholarship, and Communication.

Creative use of technology to connect NYUAD, NYUNY, and other NYU study sites is a hallmark of NYUAD. Electronic classrooms, video conferencing, and pervasive wireless technology will advance inquiry-based education, meld living and learning, and promote interaction between students and faculty on different continents. Nowhere is the power of our
technological connectivity more apparent than in the NYUAD library. The breadth of its resources is on a level with the world’s finest universities and research centers.

The NYUAD library supports learning and research by providing in-depth access to the world of scholarly information. The on-campus collection of essential books is complemented by rapid access to NYU’s holdings of over 5 million volumes. The library can also print books on demand, and will purchase books as required to save time and increase convenience for researchers.

Digital library services provide students and faculty with library access anywhere and anytime, whether on campus or off site. The library also holds 80,000 sound and video recordings, and digital versions of virtually all of the world’s scholarly journals and periodicals. The library acquires new items continuously and honors special requests for material from students and faculty.

Specialist librarians and technology experts are available to accelerate the discovery, use, and sharing of vital information. The library staff offers instructional sessions, term paper clinics, and online tutorials. Librarians work directly with students at the library service desk, or by appointment, to assist with specific research needs. The latest tools for organizing, analyzing, and presenting knowledge are available at the library, and can be accessed 24 hours a day via the library’s extensive online facilities. The library and NYUAD information technology services work together to provide opportunities to learn independently—or work collaboratively with others—in an environment rich in information and the technology needed to process text, images, sounds, and video.

Beyond its virtual capabilities, the library provides physical spaces for engagement between faculty and students, complemented by quiet areas for concentration and contemplation. Group study rooms have large monitors and a broad selection of software packages that create a productive environment for completing team projects. Laptops, cameras, and audiovisual equipment are available for loan. Comfortable reading areas and views of the campus garden create a relaxed atmosphere for study. Learn more about the library’s window to the world of scholarly communication at nyuad.nyu.edu/academics/library.html

**THE NYUAD INSTITUTE**

Creating new knowledge is central to NYU Abu Dhabi. We are building a world-class center for advanced study and research at the NYUAD Institute, hosting individual scholars, research centers, and labs led by faculty selected according to the highest standards from NYU and other universities around the world.

**Research:** A key element of 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. It supports individual fellowships, creative and performance projects, experimental laboratories, scholarly groups and research centers, and signature initiatives that link laboratories and scholarly groups to address the grand challenges of our times.
All faculty and students at NYUAD will be actively encouraged to participate in the intellectual and scholarly opportunities afforded by the NYUAD Institute, through programming linked to faculty research interests, courses, and student Capstone Projects. NYUAD students will be able to work in pioneering labs and research centers. They will learn how discoveries and knowledge are made, and stand side by side with artists, scholars, and scientists who write the books they read in class, develop ideas that shape public conversations, and engage important issues in the world.

Events and Programs: The NYU Abu Dhabi Institute hosts a full program of academic conferences, workshops, lectures, film series, performances, and other public events directed both to local audiences and to the worldwide academic and research community. It is fast becoming a center of intellectual life for Abu Dhabi, the United Arab Emirates, and the Gulf, bringing together faculty and students from institutions of higher learning throughout the region and inviting leaders of business, policy, and the interested public.

The NYUAD Institute forms an immediate intellectual and programmatic link between NYUNY and NYUAD, bringing the plenitude of NYU’s renowned graduate and professional schools to the Gulf region. Recent events have included programs on cosmology, social entrepreneurship, climate change, and African-Arab Gulf relationships.

For the schedule of events and information about past programs, please visit the Institute’s Web site at nyuad.nyu.edu.

THE ACADEMIC RESOURCE CENTER

The Academic Resource Center (The ARC) provides students with a variety of support systems designed to ensure that the graduates of NYU Abu Dhabi are world-class communicators who are able to develop and present their ideas effectively to a 21st-century global audience. The writing support resources within The ARC provide students with help at any stage in the writing process. Writing faculty and academic coaches work with students one-on-one or in small groups to develop specific writing and revision skills. Academic coaches are also on hand to focus on quantitative skills. The ARC’s varied student learning resources provide opportunities to develop time management and study skills. Support and enrichment in a variety of academic areas can be arranged. Computer hardware, software, and instructional assistance are available for students pursuing foreign language instruction or seeking assistance with preparing presentations. While the Downtown Campus serves as the primary home to The ARC, many services will also be available on a more limited basis in Sama Tower.
Academic Policies

The following is a summary of Academic Policies at NYU Abu Dhabi. Unless otherwise noted, students should direct all questions or concerns regarding these policies to their Faculty Mentor, who will liaise with the appropriate members of the university administration as needed. For the most up-to-date policies, please refer to the NYUAD Web site: nyuad.nyu.edu.
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 will 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.

COURSE LOAD

Normally, each course at NYUAD will have the same value. Students take nine courses per year: usually four during each semester, and one during the January term. 36 courses are required to graduate for the Bachelor’s degree with any of the majors, except for the degree of Bachelor of Science with a Major in Engineering, which requires 37.

NYUAD believes firmly that four years is the appropriate amount of time for students to take optimal advantage of NYUAD’s unique course structure, global programming, and co-curricular experiences. Students interested in accelerating or extending their degree programs must consult with their faculty mentors and the NYUAD Dean of Students in order to determine eligibility.

Faculty mentors will work closely with students to ensure a balance in academic workload, particularly as students take advantage of NYUAD’s scheduling system and the availability of 7-week courses. Students who wish to take more than four courses per semester must obtain the permission of their faculty mentors and the Associate Dean of Academic Affairs. Students who wish to take fewer than four classes per semester must also obtain the permission of their mentor and the Associate Dean for Academic Affairs in order to ensure a course of study that allows the student to maintain good academic standing. Students are not permitted to take more than one immersive J-term course per year.

GRADING

The following grades may be awarded:

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<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
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<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
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<td>B</td>
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<td>P</td>
<td>Pass</td>
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<td>I</td>
<td>Incomplete</td>
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<td>W</td>
<td>Withdrawal</td>
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See policy on Pass/Fail

See policy on Withdrawal

The GPA is computed by determining the total number of quality points earned and dividing that figure by the total number of quality hours completed. For classes taken Pass/Fail, those that receive a Pass are not calculated into the GPA and those that are failed are registered as an F for purposes of GPA calculation (see policy on Pass/Fail).
When a course is repeated, only the second grade—whether it is higher or lower—will be calculated into the cumulative GPA. The initial grade will remain on the transcript regardless.

Auditing
Students will be permitted to audit a course with the permission of the course’s primary instructor. Audited courses will not be reflected on a student’s transcript.

Grade Changes
To dispute an assigned grade, students must appeal directly to the instructor of record. Based on the appeal presented by the student, the course instructor may revise the grade. Before students petition to appeal a grade decision, they should keep in mind that a grade amended due to an appeal can be either higher or lower than previously assigned. Final responsibility for the student’s grade rests with the course instructor.

A student alleged to have engaged in academic dishonesty will meet with the Associate Dean for Academic Affairs. A student with strong evidence supporting an allegation of malfeasance or discrimination should also consult the Associate Dean for Academic Affairs.

Adding and dropping courses
Within the following time frames, a student may add or drop a course (or section) with no record to the student’s permanent transcript:

• The deadline for adding or dropping a 14-week course or section is the end of the second week of the course or section.
• The deadline for adding or dropping a 7-week course or section is the end of the first week of the course or section.
• The deadline for adding or dropping a January Term course or section is the end of the first day of the course or section.

Any student who adds a course after the first day of instruction is fully responsible for all work previously assigned in that course. No course or section may be added after the stated deadline. After the stated deadlines, courses may only be dropped in accordance with the NYUAD policy on Withdrawal (see below).

Withdrawal from a course
Within the following time frames, a student may drop a course and thereby receive a grade of W on his or her transcript:

• Those 14-week courses dropped in the third week through the seventh week will be recorded on the transcript with a grade of W.
• Those 7-week courses dropped in the second week through the fourth week will be recorded on the transcript with a grade of W.
• Those January-Term courses dropped in the second day of the first week through the second day of the second week will be recorded on a transcript with a grade of W.
After the final date in each of the above, no student may withdraw from a course without a direct appeal to the Associate Dean for Academic Affairs. All relevant circumstances will be taken into consideration, but there is no guarantee that a late withdrawal will be allowed.

**INCOMPLETES AND LEAVES OF ABSENCE**

Incompletes will be permitted only in extraordinary circumstances that prevent a student from completing the required course work on time.

Requests for a grade of Incomplete must be submitted to the course instructor and the Associate Dean for Academic Affairs. Students should note that leaving a course unfinished will not automatically result in an incomplete. The Associate Dean for Academic Affairs will coordinate with the student, the course instructor, the student's faculty mentor and the NYUAD registrar to develop a resolution plan.

Outside of truly exceptional cases, NYUAD requires that all work be completed early in the academic semester following an incomplete.

Students who wish to withdraw from all courses and/or take a leave of absence should make an appointment with the Associate Dean for Academic Affairs.

**PASS/FAIL**

NYUAD will allow students to take up to four courses Pass/Fail during their enrollment. This option is designed to encourage students 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 first two years before students invest in a major and Multidisciplinary Concentration.

A student may take no more than one course Pass/Fail per semester, and a student may not take courses Pass/Fail in the Core Curriculum. Courses taken Pass/Fail within a student’s major will not be counted for credit toward the completion of the major. However, Pass/Fail courses may allow students to place out of a basic course requirement in favor of a more advanced course within the major. One course in the Multidisciplinary Concentration may be taken Pass/Fail. There will be no Pass/Fail option for the January-Term classes.

Students considering the Pass/Fail option in their area of study or in pre-professional courses should consult with their mentors about the effect of such grades on admission to graduate and professional schools. Students who change their majors may not be able to use courses taken under the Pass/Fail option to satisfy the requirements of their new majors.

Classes that receive a Pass are counted for credit toward the degree, but are not calculated into the GPA. Classes that are failed are registered as an F for purposes of GPA calculation.

Within the following time frames, a student may request to change his or her grading option in a particular course to or from Pass/Fail:

- The deadline for a student to determine the grading basis in a 14-week course is the end of the second week of the course.
- The deadline for a student to determine the grading basis in a 7-week course is the end of the first week of the course.
ACADEMIC STANDING

Academic Standing at NYU Abu Dhabi relates to the performance level necessary to continue enrollment. NYUAD defines good academic standing using two basic criteria: (a) timely progress towards the degree and (b) achieving the minimum academic standard.

(a) In principle, timely progress is achieved by completing a minimum of nine courses per academic year. A variance in number of courses per semester may on occasion be granted for the student’s optimal academic planning. Whenever a student fails to complete at least three courses in a given semester or fails to complete a J-term course, the student may cease to be in good academic standing and may be placed on academic probation. A student who fails to complete at least two courses in a regular semester may be considered for mandatory leave of absence without having first been placed on probation.

(b) Meeting the minimum academic standard requires attaining an average GPA of 2.0 or higher each semester. If a student fails to attain a GPA of 2.0 for a semester, the student ceases to be in good academic standing and may be placed on academic probation. A student who fails to complete at least two courses in a regular semester may be considered for mandatory leave of absence without having first been placed on probation.

Academic probation cases are assessed each semester. A student who is in danger of being placed on academic probation due to unsatisfactory progress towards his or her degree should work with his or her faculty mentor to develop a suitable course of study.

A student who is already on academic probation and who fails to attain a GPA of at least 2.0 or to complete four courses during the subsequent 14-week semester will normally be asked to take a leave of absence for the first such deficiency. If the conditions persist, a student may be considered for suspension or ultimately dismissal.

A student on academic probation who completes four courses with a term GPA of at least 2.0 but whose cumulative grade point average remains below 2.0 and/or who remains deficient in courses will ordinarily remain on probation until the deficiency is remedied.

EXEMPTIONS

All exemptions related to the completion of degree requirements are by application to the appropriate Academic Dean.

TRANSFER COURSES

Advanced-level courses, including AP, IB and A levels, may allow students to obtain advanced standing and substitute a more advanced course for material they have already completed. Transfer credit, however, is awarded only on a limited basis and only for college-level courses completed after high school.

For students who would like to petition for advanced standing, the student must apply to the Academic Dean of the area of study for permission. To be considered for advanced standing on the basis of a college-level course taken prior to matriculation at NYUAD, students also must submit a copy of the syllabus and a copy of the academic record.

DOUBLE MAJORS

A student is permitted to complete a second major if both majors can be accommodated during the student’s four years at NYUAD.
GRADUATION HONORS

NYUAD will have Latin honors and departmental honors at the time of graduation. Latin honors are determined by cumulative GPA. *Summa cum laude* is limited to the top five percent of the graduating class, *magna cum laude* to the next 10 percent of the graduating class, and *cum laude* to the next 15 percent of the graduating class.

ACCESS TO EDUCATIONAL RECORDS

New York University Abu Dhabi is fully committed to the protection of the privacy of student records. To assist with the guarding of this privacy, the university complies with the United States Family Educational Rights and Privacy Act (FERPA). This specifically means that any education records maintained by the university and directly related to students, such as grades, transcripts, and test scores, will not be released to others, including parents or guardians, without the student’s consent except as provided by United States federal regulations.

Education records refer to any record or document containing information directly related to a student (including computerized and electronic files, audio and video tape, photographic images, film, e-mail, etc.) and are not limited to hard copy documents or to a file with a student’s name on it.

The Family Educational Rights and Privacy Act (FERPA) was enacted by the United States Congress to protect the privacy of students’ education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have information in their records corrected which is inaccurate, misleading, or otherwise in violation of their rights of privacy. FERPA also permits the disclosure by an institution without a student’s prior consent of so-called “directory information” (see definition below), and of other personally identifiable information under certain limited conditions. Students have the right to file complaints with the United States Department of Education’s Family Policy Compliance Office concerning alleged failures by an institution to comply with FERPA.

New York University Abu Dhabi and New York University have designated the following student information as “directory information:”

Name, dates of attendance, NYU school or college, class, previous institution(s) attended, major field of study, full or part-time status, degree(s) conferred (including dates), honors and awards (including dean’s list), past and present participation in officially recognized activities (including positions held and official statistics related to such participation and performance).*

(Under United States federal law, address information, telephone listings, and age are also considered directory information for military recruitment purposes. Address information does not include e-mail address.)

FERPA governs the release of personally identifiable information to both external and internal parties, including other University employees, parents, and government agents. The NYUAD and NYU FERPA Guidelines (accessible as indicated below) describe the circumstances and procedures governing the release of information from a student’s education records to such parties.
Disclosure of Personally Identifiable Information: Among other exceptions authorized by FERPA, prior consent of the student is not needed for disclosure of directory information or for disclosure to school officials with a legitimate educational interest in access to the student’s educational record. School officials having a legitimate educational interest include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment. In addition, the University may, at its sole discretion, forward education records to the officials of another institution (a) in which a student seeks or intends to enroll if that institution requests such records, or (b) if the student is enrolled in, or is receiving services from, that institution while she or he is attending NYUAD or NYU. Other exceptions are listed in the NYUAD and NYU Guidelines for Compliance with FERPA.

Additional Information for Students about Records Access: Students may obtain additional information about access to their records from the NYUAD and NYU Guidelines for Compliance with FERPA. The Guidelines may be viewed at nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/FERPA.html. Students should also read the FERPA Annual Notice to Students at nyu.edu/registrar/university-policies/ferpa.html.

*The University is considering the addition of netID and e-mail address as directory information for internal purposes only. The NYUAD community will be notified when this change is implemented, and information posted on the Web site revised accordingly.*
Student Affairs and Campus Life
ATHLETICS AND PHYSICAL EDUCATION

Physical fitness is an important aspect of overall student development at NYU Abu Dhabi. Guided by the principle that a healthy body supports a strong mind in achieving one’s full potential, the Physical Education program provides opportunities for competitive and recreational athletic participation, fitness through exercise classes such as aerobics and Pilates, and lifetime skills in sports such as golf and tennis.

The Athletic Department promotes and enhances a healthy lifestyle by providing qualified coaches and instructors, coordinating the use of athletic facilities, overseeing the intramural program, arranging for recreational opportunities, and providing exercise classes. Students at NYUAD will have the opportunity to participate in a wide range of indoor and outdoor fitness activities including popular team sports such as football/soccer, volleyball and tennis, individual competitions such as road races and triathlons, a choice of water sports such as kayaking and sail boarding, and athletic leisure activities, such as cycling, hiking, and equestrian events.

While the goal is to field at least one externally competitive team per fall, winter, and spring season, the specific sports offered will depend on the interest and ability levels among students in the class. There are also opportunities for individual competition in events.

HEALTH AND WELLNESS SERVICES

The Health and Wellness Center is conveniently located on the 4th floor of Sama Tower. The Center provides convenient access to basic medical care and counseling support, as well as referrals to a select network of local doctors, clinics and dentists for specialty care and other assistance as needed.

Students can call a confidential NYU hotline, the NYU Wellness Exchange that is available 24 hours a day, seven days a week, to be connected to professionals who can help them address both day-to-day challenges as well as any other crises they may encounter. The 24/7 hotline is also available for students who just need to talk or to call about a friend. The number of the NYU Wellness Exchange is 02 628 5555.

STUDENT ACTIVITIES AND COMMUNITY SERVICE

The Campus Life Office provides advice, guidance, and access to information and resources pertaining to campus activities, including: film, poetry, and language clubs; and groups based on shared interests in recreational, social, cultural activities.

In NYUAD’s inaugural year, students will have the extraordinary opportunity to develop a system of student government and leadership. Students may petition the Campus Life Office for funding and administrative support to establish new clubs on campus. Throughout the year, trips and activities will be planned for interested students, such as camping in the desert, dinner parties on the beach near the fish souk, photography expeditions to each of the seven Emirates, and compiling the NYUAD International Cookbook of favorite recipes from each student’s home. Students have an unprecedented opportunity to be the creative force building bridges to the local and regional communities through service- and learning-based opportunities. Students can volunteer with local schools and charitable organizations; and work with
local organizations concerned with environmental efforts, which will help develop leadership and professional skills, and the capacity for intercultural teamwork.

**RELIGIOUS LIFE**

NYU Abu Dhabi is a place where students of all faiths can find support and fellowship, and where interfaith dialogue and understanding are encouraged. NYUAD staff are available to offer advice and support for individuals and groups, and provide personal assistance to help students connect with religious resources on campus, in Abu Dhabi, in the Chaplain’s Office at NYU in New York, and in students’ home communities.

**CAMPUS SAFETY AND TRANSPORTATION**

The mission of the NYUAD Department of Public Safety is to create, promote and preserve a safe and secure University environment by delivering high quality community safety and protection-services in a professional and customer-friendly manner. It is equipped to provide the highest standards of Security and Safety for the NYUAD community. Additionally all transport services are coordinated and conducted on a daily basis by the department. The department partners with the Public Safety Department of NYU to provide the highest level of professional support possible.

All of the NYUAD sites are staffed 24/7 hours a day, and you may call the Department of Public Safety at any time for emergency assistance or to report a security concern. The contact numbers are published at the end of the Bulletin. Please also pick up an NYUAD Contact Numbers Card, which provides all emergency numbers and useful departmental numbers for the Campus.

The Department of Public Safety is in contact with numerous foreign embassies present in Abu Dhabi, and in particular, has developed a close relationship with the U.S. Embassy. These relationships are important to keep us informed of any developing security situations that may arise. It is also important that you as an individual (or family) register with your respective embassy upon taking residence in Abu Dhabi. We will also assist you if you require help dealing with the Abu Dhabi Police Force; please contact Public Safety as soon as possible should the need arise.

The NYUAD community and sites are welcoming to all NYUAD members and visitors. We encourage you to wear your NYUAD ID Card so that it can be clearly seen by anyone while you are at the Downtown Campus, Sama Tower, or the Center for Science and Engineering. All visitors entering these sites are required to obtain a visitors ID Card.

The Department of Public Safety provides transport services for all faculty, staff, and students. A shuttle bus runs between Sama Tower and the Downtown Campus, and from both locations to the Center for Science and Engineering. To use the service, you will need to show your ID Card to the driver to verify that you are a member of the NYUAD community; the service is not open to the public. All buses are clearly marked with a NYUAD logo.

Abu Dhabi is a safe place to live, work, and study. The crime rate is much lower in Abu Dhabi than in many other international cities of the world. Indiscriminate violent attacks and criminal activities in general occur much less frequently; nevertheless, such events still do happen in Abu Dhabi. The best approach is to use common sense at all times.
The NYUAD Campus

The NYUAD campus consists of three facilities: The Downtown Campus, where most classes are held; the Center for Science and Engineering, where the instructional and research labs are located; and Sama Tower, which combines student, faculty and staff residences, the dining hall, student life spaces, and offices.
THE DOWNTOWN CAMPUS

The campus is located in the heart of downtown Abu Dhabi, just off the Corniche, the city’s prestigious boulevard. The Corniche faces the waterfront and an expansive recreational zone, with parks, jogging and bike trails, restaurants, a boardwalk, and public beach. While the permanent campus of NYU Abu Dhabi is under construction on Saadiyat Island, the Downtown Campus (DTC) will accommodate all the academic needs of NYUAD except for experimental labs, which are located a short distance away.

The academic facilities were built for NYUAD and were designed to meet the requirements of our unique programs, research opportunities, small classes, and interaction between students and faculty. The classrooms and library have state-of-the-art technology, and the campus has total wireless access.

The landscaped grounds are designed for outdoor dining, study, and recreation. Collegiality and interaction among students and faculty is central to NYUAD’s mission. The buildings are air-conditioned and wheelchair accessible.

The Downtown Campus includes:

- A two-story library with spaces for group and individual study, a print collection, and connection to the full range of resources of NYU’s libraries in New York
- Classrooms with state-of-the-art audio-visual technology
- Seminar rooms
- Language and computer labs
- Global network seminar rooms that allow students to interact with classes at NYU in New York
- Student services offices
- Faculty and administrative offices
- A garden with gazebos for dining and conversation
- A cafe with indoor and outdoor seating
- Comfortably furnished student lounges
- An events space for performances, international speakers, and school-wide gatherings
- A bookstore, with textbooks, general interest books, and NYUAD merchandise
- A Welcome Center to acquaint visitors with NYUAD
- A Connection Center for presentations about NYUAD programs and for communication to other NYU global sites
- Prayer Rooms
The Center for Science and Engineering (CES) houses NYUAD’s experimental laboratories for teaching and research, classrooms, faculty offices, and a variety of related facilities. The instructional labs include multipurpose wet labs, multipurpose dry labs, organic chemistry labs, engineering labs, and a digital media lab. The labs are supported by core facilities, appropriate tissue culture rooms, preparatory rooms and seminar rooms. The laboratory sections of Foundations of Science, Engineering Foundations, advanced science and engineering courses, and the experimental Core Curriculum courses meet at the CSE.

The Center of Science and Engineering supports advanced research in addition to the teaching program of NYUAD. It contains the experimental research labs of NYUAD faculty in science and engineering, and the research initiatives of the NYUAD Institute. The lead-off Institute research initiatives at the CSE include: the Technology Center for Rural Development, which is devoted to the study and application of technology as a tool for spurring economic development in poor and rural communities throughout the developing world; and the Neuroscience of Language Laboratory, which explores how the ability to use natural language is implemented in the brain. The Center will welcome a series of other research projects over the next two years.

The Center for Science and Engineering is equipped with hard-wired and wireless communications, and audio-visual and video-conferencing facilities, and includes a lounge, kitchen, and dining area. Located in the Mussaffah district of Abu Dhabi, the Center is approximately 40 minutes from the Downtown Campus and Sama Tower. NYUAD shuttle buses regularly travel between the Center for Science and Engineering, the Downtown Campus, and Sama Tower, and lab schedules take into account the travel time.

Sama Tower

Sama Tower is a new, 50-story apartment building located a short walk from the Downtown campus. NYU Abu Dhabi student residences are located in Sama Tower, as are apartments for faculty and staff. On the mezzanine level, a comprehensive dining venue offers cuisines both familiar and new to the campus community. The 4th and 5th floors comprise the Campus Center, which incorporates Campus Life Deans’ offices; student activities, clubs and organizations; a fitness area; a multi-faith gathering room; music practice rooms; study spaces; meeting rooms; lounge spaces; multi-purpose rooms for performance spaces; and the Health and Wellness Center.

The Sama Tower student residences are an important part of the living and learning experience. Students live together on single-sex floors in shared studio or two-bedroom apartments. Each floor has a spacious lounge for meetings, movie nights, activities and relaxing with friends. Residents Assistants (RAs), who are upperclassmen from NYU’s New York campus, live on each floor and provide personal and academic support for residents. RAs will organize programs to introduce students to campus resources, faculty members, fellow students, and the exciting activities Abu Dhabi has to offer.
The permanent campus of NYU Abu Dhabi will be located on Saadiyat Island, a 27-square kilometer natural island that lies a short distance from the main island of Abu Dhabi and is now under development. The master plan for Saadiyat Island calls for the creation of multiple districts, including the Cultural District, where several important museums will be located, among them the Louvre Abu Dhabi, the Guggenheim Abu Dhabi, and districts that take advantage of the island’s spectacular beaches and mangrove lagoons. NYUAD is located in the Al Marina District, distinguished by its prominent marina and downtown feel. The campus will occupy a site of approximately 15.4 hectares of land within a dense urban context that features a network of public amenities, including parks, public spaces, bicycle paths, and public transportation. NYU Abu Dhabi will be an open, ungated campus; as in New York, the university will be “in and of the city.”

The layout of the campus promotes interaction between the disciplines. The facilities will comprise a wide variety of instructional spaces, including experimental laboratories, new media labs, film production facilities, music practice rooms, and classrooms with sophisticated technological infrastructure; a Library; Student Center; Health and Wellness Center; Recreation Center with outdoor athletic fields and courts; Performing Arts Center; Art Gallery; Bookstore; a variety of cafés and dining facilities; the NYUAD Research Institute, with experimental laboratories and significant scientific equipment; and residences for students, faculty and staff. The design creates a dense, pedestrian environment that is responsive to the climate and creates shaded walkways. Courtyards, plazas, gardens and other open spaces offer a landscaped public realm for social interaction.

In the words of Rafael Viñoly, the architect of NYU Abu Dhabi, “the scheme is essentially a New Village, neither replicating the image of the traditional Islamic neighborhood, nor the character of Greenwich Village, but instead an amalgam of both, as a metaphor for the central idea of the institution that occupies it.”

The Saadiyat campus is scheduled to open in September 2014.
NYU Abu Dhabi has a superb faculty and administration resident in Abu Dhabi as well as a large cohort of affiliated faculty from across NYU’s vast range of programs in New York. NYUAD professors are scholars, scientists, and artists who are proven and innovative teachers and leaders of international standing in their fields. They have been appointed because of their commitment to cutting-edge research and engaged teaching. In addition, the NYUAD faculty are pathbreakers and builders of another kind—they are creating an institution unlike any other in the world. The faculty of NYUAD is growing; for the most recent appointments, please consult the Faculty section of the NYUAD Web site.
LEADERSHIP

JOHN SEXTON
President
John Sexton has served as President of NYU since 2001, and is also the Benjamin Butler Professor of Law and Dean Emeritus of NYU School of Law, having served as Dean for 14 years. He is Chair of the Independent Colleges and Universities of New York, Chair of the New York Academy of Sciences, Vice Chair of the American Council on Education. Sexton received his J.D. from Harvard Law School.

ALFRED H. BLOOM
Vice Chancellor
Bloom oversees all academic, administrative, and operational affairs. Bloom joined NYU Abu Dhabi from Swarthmore College, after an 18-year tenure as president. Prior to assuming the presidency at Swarthmore, he served as executive vice president of Pitzer College in Claremont, CA. Previously, he was vice president of academic affairs and dean of faculty at Pitzer. He was appointed as assistant professor of psychology and linguistics at Swarthmore in 1974, and named associate provost there in 1985. Bloom graduated summa cum laude, from Princeton University in 1967. He received his Ph.D. from Harvard University in 1974, and holds honorary doctorates from the University of Richmond and Swarthmore College.

FABIO PIANO
Provost
Piano serves as NYU Abu Dhabi’s chief academic officer, setting the university’s academic strategy and priorities, and overseeing academic appointments and faculty affairs. Before his appointment as provost, Piano was instrumental in developing and advancing NYUAD, helping to craft its innovative undergraduate science curriculum, as well as its distinctive research program. Piano is Associate Professor of Biology and a founding member and Director of the Center for Genomics & Systems Biology at NYU. He has received numerous grants and fellowships from the National Institutes of Health (NIH), the American Cancer Society, and the Damon Runyon Cancer Research Foundation for research in embryonic development and genomics. Piano received his Ph.D. from NYU.

HILARY BALLON
Deputy Vice Chancellor
Ballon serves as the principal representative of NYU Abu Dhabi in New York, working to ensure a strong connection between the two campuses. Involved in the original planning of NYUAD, in particular the academic plan, she also focuses on curriculum development, and planning the new NYUAD campus on Saadiyat Island and other facilities. Ballon is a University Professor, and a professor of urban studies and architecture at NYU’s Robert F. Wagner Graduate School of Public Service. Prior to joining NYU in September 2007, Ballon taught for more than 20 years at Columbia University, where she served as director of art humanities and chair of the department of art history. She received her Ph.D. from M.I.T.

CAROL BRANDT
Vice Provost, Global Education and Outreach
Brandt plays a central role in shaping and implementing NYU Abu Dhabi’s commitment to global education and the institution’s connections to Abu Dhabi and the UAE. Brandt joins NYUAD from Pitzer College, where she most recently held the position of vice president for international programs and fellowships. Previously, Brandt served as Pitzer’s associate vice president of international programs, director of the program in American college English, and director of special programs. She was also a senior lecturer in modern languages, literature, and culture. Brandt received a B.A. and an M.A. in Linguistics from California State University, Fresno.

CATHERINE DE LONG
Campus Finance Officer and Associate Vice Chancellor for Finance and Information Technology
De Long is responsible for NYUAD’s overall resource management, providing the leadership, vision, strategy and facilitation for resource allocation and for the financial and information technology infrastructure that supports the teaching, learning and research mission of the faculty, staff and students. De Long, who holds a B.S. in Accounting from Marquette University, first joined NYU in 2001 as associate dean for finance and strategic planning at the Law School. She has since served in a variety of positions, including, most recently, associate provost for academic financial planning and fiscal affairs.
WILLIAM GALLAGHER
Associate Vice Chancellor, Operations and Administration & Campus Operating Officer
As COO, Gallagher is responsible for the operations, logistics, facilities, and athletic programs that support NYU Abu Dhabi’s academic and student life. Gallagher, a 28-year army veteran and retired colonel, most recently served as deputy chief of staff for the army in Europe, based in Heidelberg. He previously held the posts of chief of strategic plans and chief of staff for strategic operations in the US Department of Defense’s Multi-National Force-Iraq, chief of the Strategic Initiatives Group in Heidelberg, and as brigade commander at Fort Benning (Columbus, GA). He joined NYUAD in 2009. Gallagher received a B.S. in engineering, an Eisenhower Fellowship, and an M.A. in leader development from West Point; an M.B.A. from Long Island University, and a National Security Fellowship from the Harvard Kennedy School.

JAMES LARIMORE
Associate Vice Chancellor, Campus Life and Dean of Students
Larimore oversees all aspects of student life, including academic advisement and residential life, and shares responsibility for student health, public safety, food services, athletics, and recreation. Prior to joining NYU Abu Dhabi, Larimore served as dean of students at Swarthmore College from 2006 through 2009, and dean of the college at Dartmouth College (1999-2006). Previously, he also served in several capacities at Stanford University, including assistant to the provost, acting dean of students, and assistant dean and director of the American Indian Program. Larimore received a B.S. from East Texas State University and an A.M. in higher education from Stanford.

LINDA MILLS
Associate Vice Chancellor, Admissions and Financial Aid
Mills is responsible for student recruitment and financial aid for NYU Abu Dhabi. Mills is also NYU’s senior vice provost for undergraduate education and university life and is a professor of social work, public policy, and law, with teaching appointments at the School of Law, Silver School of Social Work, and Tisch School of the Arts. She is the executive director of the NYU Center on Violence and Recovery. Mills received a B.A. from the University of California, Irvine, a J.D. from the University of California, Hastings College of Law, an M.S.W. from San Francisco State University, and a Ph.D. in Health Policy from Brandeis University.

RON ROBIN
Special Counselor to the Vice Chancellor
Robin plays a leading role in the recruitment of NYU Abu Dhabi faculty worldwide, and has responsibility for additional critical elements of the academic enterprise. He also serves as NYU’s Senior Vice Provost for Planning. Robin is a professor of media, culture, and communication at NYU Steinhardt School of Culture, Education, and Human Development, where he was previously associate dean for academic affairs. Prior to joining NYU, Robin taught U.S. history and communication theory at the University of Haifa, Israel, where he also served for five years as dean of students. Robin received a B.A. from the Hebrew University, Jerusalem, and an M.A. and Ph.D., in history, from the University of California at Berkeley.

LISA C. SMITH
Assistant Vice Chancellor, Strategic Initiatives
Smith serves a central role in the planning, coordination, and facilitation of strategic institutional initiatives. She also serves as chief of staff to the vice chancellor. Smith joined NYU Abu Dhabi from Swarthmore College, where she served as Assistant to the President for Special Projects, with a focus on institutional self-study and long-range planning. Earlier in her tenure at Swarthmore, Smith served as Director of Corporate, Foundation and Government Relations and as Special Assistant to the President for External Communications. Prior to Swarthmore, Smith worked for many years in public interest communications, including public broadcasting management and public affairs programming. Smith received a M.P.A. from the Harvard Kennedy School and B.S. from the University of Oregon.

JOSH TAYLOR
Assistant Vice Chancellor, Public Affairs
Taylor serves as NYU Abu Dhabi’s primary spokesperson, and manages the school’s communications and marketing functions. Taylor served in a number of capacities at NYU New York, including deputy director of public affairs and director of web communications. He also held the position of vice president of communications at Teach For America, and worked in new media for companies including CBS Interactive and Microsoft. He received his B.A. in political science from Columbia College.
DEANS

REINDEERT FALKENBURG
Dean of Humanities and Arts
As Dean of Humanities & Arts at NYU Abu Dhabi, Reindert Falkenburg seeks to engage the entire faculty and student body in innovative and interesting research, exploring cross-discipline collaborations across the faculty and encouraging undergraduate students to participate in research. Most recently, Falkenburg served as chair of the Art History Department at Leiden University in The Netherlands. Before that he was Professor of Western Art and Religion at the Graduate Theological Union in Berkeley, California; Deputy Director of the Netherlands Institute for Art History; and Research Fellow of the Royal Dutch Academy of Sciences. Falkenburg holds his Ph.D. from the University of Amsterdam.

SUNIL KUMAR
Dean of Engineering
Sunil Kumar is a mechanical engineer and Dean of Engineering at NYU Abu Dhabi. He has been instrumental in developing the undergraduate and graduate engineering curricula, and in recruiting engineering faculty for NYUAD. His scholarly focus is the transport of light and thermal radiation, specifically examining how lasers interact with material surfaces. He came to NYUAD from the Polytechnic Institute of NYU, where he was graduate dean and former head of the department of mechanical, aerospace, and manufacturing engineering. He has also taught at the University of California Berkeley, was a scientist at the Lawrence Berkeley Laboratories, and a visiting scientist at NASA’s Ames Research Center in California. Kumar received a M.S. in mechanical engineering and a M.A. in applied mathematics from the State University of New York Buffalo, and a B.Tech. in mechanical engineering from the Indian Institute of Technology Kharagpur, India.

MO OGRODNIK
Associate Dean of Arts
An Associate Professor of Film and Television at NYU’s Tisch School of the Arts, Mo Ogrodnik first began her filmmaking career as an AC to Kevin Rafferty and Sandi Sissel on the film Blood in the Face, a documentary about the emergence of the KKK and the New Right. Her first film, Richard and Nicole, sold to WNYC and won numerous festivals. She has produced pieces for National Geographic and their Explorer Journal series. She is the writer, director of the feature film, Ripe, which premiered at the Toronto Film Festival, was theatrically released, and received critical acclaim. She is one of the writers of Uptown Girls, and Killer is producing her next film, Deep Powder Alpine Country Club. In development: The Don’t Room, Three Loves, and The White House Gang. Ogrodnik earned her M.F.A from Columbia University.

CYRUS R.K. PATELL
Associate Dean of Humanities
A specialist in 19th- and 20th-century American literature and culture, Cyrus Patell studies how contemporary American culture and ideology has been shaped by its literary, cultural, sociological, and political past. He is an Associate Professor of English at NYU New York. Currently, Patell is researching the theory and practice of cosmopolitanism and the literature and culture of New York City. In 2004 he received NYU’s highest pedagogical award, the Distinguished Teaching Award. Patell earned his Ph.D. from Harvard University.

DAVID SCIChITANO
Dean of Science
As Dean of Science for NYU Abu Dhabi, David Scicchitano is responsible for faculty recruitment, leading the science departments, and developing research. A molecular biologist by training, his own scholarly interests are in genomic maintenance mechanics, which are biochemical pathways and networks in cells that prevent DNA from accumulating damage and mutations. Scicchitano has taught in the department of biology since 1990. Since 2004, he has served as director of undergraduate science initiatives for NYU’s College of Arts and Sciences. Previously, Scicchitano was a National Institutes of Health (NIH) postdoctoral fellow at Stanford University in California. Scicchitano holds a Ph.D. in physiology from the Pennsylvania State University Milton S. Hershey College of Medicine.

IVAN SZELENyi
Dean of Social Sciences
Ivan Szelenyi is Dean of Social Sciences at NYU Abu Dhabi and a sociologist specializing in the comparative study of social stratification across cultures over time. Szelenyi is interested in social inequalities, studying the interplay of ethnicity, gender and socioeconomics in transitional and post-communist societies. In 2006, he was awarded the Szchenyi Prize, recognizing outstanding contributions to academic life by the President of the Hungarian Republic, and his book Patterns of Exclusion won the Karl Polanyi Prize for the best publication of the year from the Hungarian Sociology Association. He has received numerous grants from the National Science Foundation and
the Ford Foundation to fund studies in poverty, ethnicity, gender and social stratification in Southern Europe and China. Szelenyi holds a Doctor of Sciences (D.Sc.) and Ph.D. in philosophy and sociology from the Hungarian Academy of Sciences.

**FACULTY**

**RANA AL-ASSAH SAADEH**  
*Assistant Professor of Biology, NYUAD*  
Rana Al-Assah Saadeh is a biologist specializing in gene therapy and cancer research. Before joining NYUAD, she was instrumental in developing the science curriculum at Abu Dhabi University and was the Research and Development Senior Specialist for the Abu Dhabi Education Council (ADEC). In that role, she developed research initiatives in the United Arab Emirates and was part of the team that implemented a strategic plan for higher education. Al-Assah received her Ph.D. from the University of Manchester.

**RACHEL BARKOW**  
*Professor of Law, NYU School of Law*  
Rachel Barkow's scholarship focuses on criminal law. In a series of major articles, she has explored the relationship between separation of powers, federalism and criminal law. Barkow is the Faculty Director of the Center on the Administration of Criminal Law at NYU. She served as a law clerk to Judge Laurence H. Silberman on the District of Columbia Circuit Court and Justice Antonin Scalia on the U.S. Supreme Court. Barkow received her J.D. from Harvard Law School.

**GÉRARD BEN AROUS**  
*Professor of Mathematics, Courant Institute of Mathematical Sciences, NYU*  
Gérard Ben Arous is an expert in field of statistics, with interests in probability theory and its applications. He is a member of the International Statistical Institute, a lead editor for the Journal of the European Mathematical Society, and founder of the Bernoulli Institute in Lausanne, whose mission is to encourage collaboration between mathematicians and other scientists. His recent work connects probability theory and statistical mechanics to information theory and neurobiology. Ben Arous received his Ph.D. from the University of Paris.

**TOM BENDER**  
*University Professor of the Humanities; Professor of History, NYU*  
Tom Bender is a scholar of American urban and intellectual history. He has reshaped scholarly understanding of the production of knowledge in institutions of higher education. In recent years, his work has taken a global approach, concentrating on transnational and comparative history. Bender received his Ph.D. from the University of California, Davis.

**JOEL BERNSTEIN**  
*Professor of Chemistry, NYUAD*  
Joel Bernstein’s research interest focus on the organic solid state, specifically crystal engineering and crystal growth and structure. He has published over 160 research and review articles and is a member of the Oxford University Press/International Union of Crystallography Book Series Committee. In 1999 he was elected fellow of the American Association for the Advancement of Science has been a member of the American Chemical Society and the Royal Society of Chemistry for nearly four decades. Bernstein received his Ph.D. from Yale University.

**PAUL BOGHOSSIAN**  
*Silver Professor of Philosophy, NYU*  
Paul Boghossian is a renowned scholar of the philosophy of mind, the philosophy of language, and epistemology. His study of relativist theories redefined the way knowledge is socially constructed. Boghossian received his Ph.D. from Princeton University.

**BRUCE S. BUCHANAN**  
*C.W. Nichols Professor of Business Ethics, Stern School of Business, NYU*  
Bruce Buchanan is a leading expert in the interrelation of markets, ethics, and law. His primary research areas include standards of truth in professional ethics in business, Internet marketing, and marketing research, and his work appears in leading marketing and business journals. As director of Stern’s Market, Ethics, and Law Program, he instills in students their responsibility to create and maintain efficient markets and best business practices. Buchanan received his Ph.D. from Columbia University.

**DANIEL BURGHART**  
*Visiting Assistant Professor of Economics, NYU*  
Daniel Burghart’s research brings together economics and neuroscience to understand how people value goods that can benefit others. A post-doctoral fellow at NYU’s Center for Neuroeconomics, he has published on neural responses to taxation and voluntary donations and is currently studying the neurobiological basis for altruism and the rationale for making difficult choices. Burghart received his Ph.D. from the University of Oregon.
JOHN BURT
Assistant Professor of Biology, NYUAD
A marine biologist, John Burt studies the ecological and management implications of marine coastal developments in urban areas. He is most interested in the development of fish, coral, and other fauna on artificial structures, the processes that affect their development, and how these artificial reefs compare with natural reef communities. He is examining how the Arabian Gulf, which is significantly warmer than neighboring bodies of water, can serve as a model for the possible impact of climate change on reef communities. Recently, he has worked with the United Nations University International Network on Water, Environment and Health on a project to study the ecological implications of large-scale developments off the coast of Dubai and to develop a coastline management plan. He received his Ph.D. from the University of Windsor, Ontario, Canada.

CRAIG CALHOUN
University Professor of the Social Sciences, NYUNY
Sociologist Craig Calhoun has written extensively on culture and communication, technology and social change, social theory, and politics. Since 1999 Calhoun has served as President of the Social Research Council. In that role he launched major initiatives to broaden public knowledge of social science research. Calhoun is also the founding director of NYU’s Institute for Public Knowledge and co-founder of NYLON, an interdisciplinary working seminar for graduate students in New York and London studying the impact of ethnographic and historical research on politics, culture, and society. Calhoun holds his Ph.D. from Oxford University.

FEDERICO CAMIA
Visiting Associate Professor of Mathematics, NYUAD
Federico Camia’s research focuses on statistical physics and probability theory, especially on phase transitions and spatial stochastic models. He has been awarded the Marie Curie Research Fellowship and grants from the U.S. National Science Foundation and the Dutch Organization for Scientific Research, and has co-organized seminars and an international workshop on probability and stochastic systems. His work has been published in numerous international physics and mathematics journals. Camia holds his Ph.D. from NYU.

MARY CARRUTHERS
Erich Maria Remarque Professor of Literature; Professor of English, NYUNY
A professor of medieval literature and rhetoric, Mary Carruthers is an internationally renowned scholar of the study of memory as it pertains to medieval thought, culture, and pedagogy. Her seminal trilogy on the subject effectively established a new forum for historical inquiry; the second part received the Haskins Medal of the Medieval Academy of America. Carruthers received her Ph.D. from Yale University.

MARIO CHACON
Assistant Professor of Political Science, NYUAD
Mario Chacon studies comparative political economy and development, particularly in Latin American nations. He has published on democracy and on economic opportunities and inequalities in Colombia. Currently, Chacon is working on the rise of armed clientelism in Colombia as a result of the ongoing civil war as well as the spillover effects of civil conflict. He earned his Ph.D. from Yale University. Chacon is spending academic year 2010-11 in residence at NYU in New York.

UNA CHAUDHURI
Professor of English and Drama, NYUNY
Una Chaudhuri is best known for her extensive work on modern drama and performance theory. She is the author of *No Man’s Stage: A Semiotic Study of Jean Genet’s Plays* and the award-winning *Staging Place: The Geography of Modern Drama*. In recent years, Chaudhuri has been among the first scholars of the burgeoning field of Ecocriticism, the study of environmental representation in art and media, and the emerging field of Animal Studies. An active member of the New York theatre community, she chairs the panel of judges for the Callaway Prize for the Best Book on Drama or Theatre, and she has been a judge of the Obie and the Alpert Awards. She is a voting member of the American Theatre Wing, which awards Broadway’s Tony Awards. Chaudhuri earned her Ph.D. from Columbia University.

DOUGLAS COOK
Assistant Professor of Mechanical Engineering, NYUAD
Douglas Cook is a mechanical engineer researching phonetics, the biomechanics of the human voice. He began his undergraduate career studying music, and now applies his engineering training to better understand the biomechanics of singers in the hopes that this research can eventually be employed to help those with voice disorders. His research on the biological mechanisms for sound generation has won him grants from the
National Science Foundation and Purdue University Strategic Initiatives. His findings have been published in the *Journal of the Acoustical Society of America*. He also conducted research for the National Natural Science Foundation of China at Shanghai Jiaotong University. Cook holds his Ph.D. from Purdue University.

**DAVID CREGAR**  
*Senior Language Lecturer, Expository Writing Program, NYUNY*

David Cregar has served as instructor for a variety of writing courses, writing center consultant and mentor. Cregar has been teaching expository writing for some twenty years, and has been with NYU since 1993. Most recently he has developed and taught writing courses for International students at NYU, and for Educational Opportunity Fund students at Montclair State University (NJ). He is a frequent presenter for the Conference on College Composition and Communication and has presented papers for the NCTE and IWCA. He received his M.A. in American and Comparative Literature from Montclair State.

**MARTIN DAUGTRY**  
*Assistant Professor of Music, NYUNY*

As a specialist in Ethnomusicology, Martin Daughtry studies the intersection of music, literature, and politics. He is particularly interested in the transformation of musical traditions in the wake of cataclysmic events. He is currently at work on the ethnography of musical listening practices in conflict zones, with a focus on Baghdad. Daughtry received his Ph.D. from the University of California, Los Angeles.

**CHETAN DAVE**  
*Assistant Professor of Economics, NYUAD*

A specialist in macroeconomics and econometrics, Chetan Dave studies economic growth and inflation. His current research focuses on behavioral macroeconometrics and experimental social choice. In 2009, he was part of two teams of economists to respectively receive National Science Foundation Grants. Dave received his Ph.D. from the University of Pittsburgh. Dave is spending academic year 2010-11 in residence at NYU in New York.

**MICHELLE DENT**  
*Senior Language Lecturer, Expository Writing Program, NYUNY*

Michelle Dent has taught in NYU’s Expository Writing Program for over ten years. She currently serves as Director of Writing the Essay for Goddard Residential College (NYU). A specialist in Performance Studies, Dent publishes and presents regularly on humanities topics related to gender studies, globalization, and world’s fairs. She was recently visiting guest curator of “Women’s Work at the 1909 Alaska-Yukon-Pacific Exposition,” an exhibit at the University of Washington. This summer, before arriving for fall 2010 classes in Abu Dhabi, she will embark on a community writing project in Southeast Alaska. Dent earned her Ph.D. in Performance Studies from NYU.

**ALEXANDRA DIMITRI**  
*Assistant Professor of Biology, NYUAD*

Alexandra Dmitri is studying the impact of DNA damage on gene expression and DNA repair. Her recent findings on the importance of structure in understanding the function of biological molecule have been published in the *Journal of Molecular Biology and DNA Repair*, among others. She has collaborated with NYU Abu Dhabi Dean of Science David Scicchitano and others on a forthcoming book on the consequences of DNA damage. In 2004, she received the Dean’s Outstanding Teaching Assistant Award at NYU. Dimitri received her Ph.D. in biology from NYU.

**TROY DUSTER**  
*Professor of Sociology, NYUNY*

Troy Duster publishes widely across the fields of the sociology of law, race, and education. He shattered conceived notions of ethnicity in genetic research by raising the issue of race identification at the DNA level. His work proves that race continues to matter, biologically and socially. As a public intellectual, Duster serves on committees for the National Academy of Sciences, the National Science Foundation, and the Ethical, Legal, and Social Issues mentory committee of the Human Genome Project, to name only a few. Duster received his Ph.D. from Northwestern University.

**PAULA ENGLAND**  
*Global Professor, NYUAD*

Paula England is Professor of Sociology at Stanford University and an affiliate of the Clayman Institute for Gender Research. Her research focuses on gender issues in labor markets, and on how changes in family life are affected by the gender and class systems. England’s work on gender inequality often takes an interdisciplinary approach, successfully fostering dialogue between sociologists, economists, demographers, and feminists. She recently received the Distinguished Career Award, American Sociological Association’s Section on Sociology of the Family and was elected Francis Perkins Fellow, American Academy of Political and Social Science. England earned her Ph.D. from the University of Chicago.
DEFNI EZGI  
Visiting Assistant Professor of Political Science, NYUUNY
Defni Ezgi focuses on international politics and international relations, with interests in secessionist movements, ethnicity, and societies in conflict. Her forthcoming publications will explore the various factors that make secession possible, including the role of ethnic leadership and mobilization as well as the importance of federalism. Ezgi received her Ph.D. from New York University.

WALTER ZEV FELDMAN  
Professor of Music, NYUAD
Walter Zev Feldman is a leading researcher in Ottoman Turkish and Jewish music, and a performer specializing in the cimbal, the klezmer dulcimer, as well as the Ottoman tanbur. He has written extensively on Ottoman court music and is currently at work on a foundational study of klezmer music. A musician as well as a scholar, he performs and records Ottoman and klezmer music throughout the U.S., Europe, and the Middle East. Feldman is the recipient of several fellowships and grants, including awards from the National Endowment for the Humanities, the Memorial Foundation for Jewish Culture, the Littauer Foundation, and the U.S. Department of Education. He received his Ph.D. from Columbia University in New York.

JOSEPH GELFAND  
Assistant Professor of Physics, NYUAD
Joseph Gelfand’s scholarly focus is core collapse supernovae—the cosmic explosions believed to mark the death of the most massive stars, in particular the neutron stars and pulsar wind nebulae formed in these events. More broadly, he studies radio and X-ray active galactic nuclei, high redshift radio galaxies, the acceleration and propagation of cosmic rays, and the evolution of massive stars. He is the lead author of a series of peer-reviewed articles in The Astrophysical Journal. Gelfand was the recipient of a Loomis Research Grant at Harvard. Additionally, he has hosted a weekly radio show devoted to recent astronomical discoveries, highlighting the basic theories underlying modern physics, the recent thinking in the field, and questions that astronomers are working to answer, and looking to continue such public outreach in Abu Dhabi. Gelfand holds his Ph.D. from Harvard University.

RIAZ HASSAN  
Global Professor, NYUAD
Riaz Hassan is an Australian Research Council Professorial Fellow and Emeritus Professor in the Department of Sociology, Flinders University in Adelaide, South Australia. Over the course of his 40-year academic career, he has conducted research on the sociology of housing, sociology of suicide, organizational culture, and Muslim societies. In 2001, Hassan completed a 10-year, multi-country study of Muslim religiosity in which he explored key aspects of Islamic consciousness, and in 2006 he received one of the largest research grants awarded by the Australian Research Council to investigate “Suicide Terrorism: The Use of Life as Weapon.” Hassan received his Ph.D. from The Ohio State University.

BERNARD HAYKEL  
Visiting Professor, NYUAD
Bernard Haykel is Professor of Near Eastern Studies and Director of the Institute for the Transregional Study of the Contemporary Middle East, North Africa, and Central Asia at Princeton University, where he established the Oil, Energy, and the Middle East Project. His research focuses on modern Islamic political thought and reformist movements, and he is completing a book on the history of the Wahhabi movement in Saudi Arabia from the 1950s to the present. Haykel earned his Ph.D. from Oxford University.

PETER HEDSTRÖM  
Global Professor, NYUAD
Peter Hedström is an Official Fellow of Nuffield College, Oxford University and a well-known authority in the field of analytical sociology. He is particularly interested in the analysis of complex social networks and in developing Stata software for network analysis and agent-based modeling. He served as President of the European Academy of Sociology from 2004-2008, is currently Secretary General of the International Institute of Sociology, and in 2008 was elected fellow of the Norwegian Academy of Science and Letters. Hedström earned his Ph.D. from Harvard University.

PJ HENRY  
Associate Professor of Psychology, NYUAD
PJ Henry is a social psychologist studying prejudice and intergroup relations, with a focus on the effects of prejudice and discrimination on individuals. While prejudice is typically studied in the United States through the lens of the African-American experience, he is particularly interested in the different forms prejudice takes around the world. Henry has taught around the world, spending a
year as a Humboldt research fellow at Germany’s University of Bielefeld and most recently working at DePaul University in Chicago, where he was nominated for an Excellence in Teaching award. Henry has been published in a host of professional journals, including the Journal of Personality and Social Psychology and Political Psychology. He holds his Ph.D. from the University of California Los Angeles.

SIMON HIX
Visiting Professor, NYUAD
Professor of European and Comparative Politics at the London School of Economics and Political Science, Simon Hix studies the European Union politics and policy, legislative process and the European Parliament, parties and elections, and rational choice theory. He is Director of the Political Science and Political Economy Group at the LSE, is the co-editor of the journal European Union Politics, and has consulted for the U.K. Cabinet Office and Foreign and Commonwealth Office, the European Parliament, the European Commission, and the European Policy Centre. In 2004 he won a Fulbright Distinguished Scholar Award. Hix took his Ph.D at the European University Institute, in Florence.

PAULO LEMOS HORTA
Assistant Professor of Literature, NYUAD
Paulo Lemos Horta is a scholar of world literature, currently interested in the cross-cultural collaborations that influenced A Thousand and One Nights, and the reception of the works of 16th-century Portuguese author Luis de Camoes, who lived in the Middle East and South Asia. He is co-editing a volume for the MLA series Approaches to Teaching World Literature. At Simon Fraser University he was the recipient of a World Literature and Cultural Research Grant and a President’s Research Grant. Horta serves as co-director of a multi-campus research group on world literature, which is hosting a five-year series of interconnected seminars across several continents. Horta holds a Ph.D. in English from the University of Toronto.

DALE HUDSON
Faculty Fellow, NYUAD
Dale Hudson’s research interests include transnational, postcolonial, and global cinemas as well as nonwestern film theory and criticism. His recent publications have focused on film in the digital era and the transnational cinema, and he has curated online new media exhibitions for the Finger Lakes Environmental Film Festival. Hudson is currently at work on a study of the impact of global access to new digital technologies as a means to create bases of knowledge outside of the structure of the nation-state. He received his Ph.D. from the University of Massachusetts, Amherst.

RAMESH JAGANNATHAN
Professor of Chemical Engineering, NYUAD
Ramesh Jagannathan is a nanotechnologist and entrepreneurial technologist, specializing in converting abstract concepts into tangible and marketable technologies. He worked for more than 15 years as a chemical engineer at Eastman Kodak in the U.S. and the U.K., culminating in a prestigious appointment as Research Fellow at Kodak Research Labs. Jagannathan invented a dry inkjet printing technology and a new process for coating thin films and holds at least 42 U.S. patents. A recipient of a Distinguished Inventor Award and a distinguished researcher, Jagannathan sat on the Cambridge University Mentor Panel, the Kodak Research Scientific Council and the editorial board of the Open Physical Chemistry Journal. He holds a Ph.D. in chemical engineering from Clarkson University in Potsdam, NY.

TALA JARJOUR
Assistant Professor of Music, NYUAD
Tala Jarjour studies local and European music in the Arab world. A specialist in the religious musical traditions of both rural and urban Syria, she has lectured and written widely on the topic through the support of the Gates Cambridge Scholarship, Bill and Melinda Gates Foundation. Jarjour received her Ph.D. from the University of Cambridge. She is spending academic year 2010-11 in residence at NYU in New York.

PAUL HORWICH
Professor of Philosophy, NYUNY
Paul Horwich has authored original philosophical theories on the conception of truth, the philosophy of language, and the interrelation of time and philosophy. He has received multiple fellowships from the National Endowment for the Humanities and the National Science Foundation. Horwich received his Ph.D. from Cornell University.
JEFFREY JENSEN  
Visiting Assistant Professor of Political Science, NYUAD

Jeffrey Jensen studies comparative political economies through the lens of comparative politics and quantitative methods. A post-doctoral fellow at Duke University, his research considers the effect of historical institutions on current levels of economic development by examining the political economy of the United States in the Antebellum era (1789-1860). Jensen completed a post-doctoral fellowship at NYU in the Program in Political Institutions and Public Choice (PIPC), in the Department of Political Science. He received his Ph.D. from New York University.

SEUNG-HOON JEONG  
Assistant Professor of Cinema Studies, NYUAD

A former film critic in South Korea, Seung-Hoon Jeong specializes in French film theory and East Asian cinema studies. In 2003 Jeong received Korea's first prize, Cine21 Film Criticism Award, and in 2007 he was awarded the Domitor essay award on early cinema. He has published extensively in Korean, French, and English-language journals, and has forthcoming essays on East Asian filmmakers, Korean cinema, and the work of experimental director Peter Greenaway. His current interest is in the cinema of catastrophe. Jeong received his Ph.D. from Yale University. He is spending 2010-11 in residence at NYU in New York.

PHILIP KENNEDY  
Faculty Director, NYUAD Institute

In addition to his role as faculty director of the NYU Abu Dhabi Institute, Kennedy is associate professor of Middle Eastern and Islamic Studies and Comparative Literature. As author or editor, Kennedy has published many writings on Arabic literature, including *Abu Nuwas: A Genius of Poetry* (Oxford: Oneworld 2005—in the series Makers of the Muslim World) and *Islamic Reflections, Arabic Musings* (co-editor with Robert Hoyland, Oxford: Oxbow for the E.J.W. Gibb Memorial Trust Series 2004). Kennedy has served on a number of university-wide committees at NYU, and acted both as Director of Undergraduate Studies and Director of Graduate Studies for his department. As a student, he studied in Oxford, Cairo, Madrid, Aix-en-Provence and the United Arab Emirates.

MUHAMED OSMAN AL-KHALIL  
Director of Arabic Studies, NYUAD

Muhamed Osman Al-Khalil is a specialist in Middle Eastern Studies, concentrating on Modern Arabic Literature. He comes to NYUAD from the Michigan State University Dubai campus, where he coordinated the Writing, Rhetoric, and American Cultures program and directed the Writing Center. Al-Khalil has extensive experience teaching Modern Standard Arabic and colloquial Arabic of the Levantine, Egyptian, and Gulf regions as well as rhetoric and composition in Arabic. He is currently completing a research project on visions of America in recent Arabic literature and is compiling the Dictionary of Spoken Educated Arabic. Al-Khalil earned his Ph.D. from the University of Arizona.

ELIAS KhouRY  
Global Distinguished Professor of Modern Arabic Literature, NYUNY

Elias Khoury is a Lebanese novelist, playwright, and critic, and serves as editor of the *Mulhak*, the weekly literary supplement of the *An-Nahar* in Beirut. Professor Khoury is a public intellectual, who plays a major role in the Arabic cultural scene and in the defense of the liberty of expression and democracy. He has published 11 novels, 3 plays, and 4 books of literary criticism. His 1998 book, *Gate of the Sun*, received the Palestine Prize and was named *Le Monde Diplomatique*’s Book of the Year in 2000. His 2002 novel, *Yalo*, was shortlisted for the Best Translated Book Award for 2009.

JASON KING  
Artistic Director and Associate Professor, The Clive Davis Department of Recorded Music, Tisch School of the Arts, NYU

Jason King is a cultural critic and journalist, musician, manager and consultant to artists and labels, and live event producer. Specializing in in pop music, he is a longtime contributing writer for magazines and newspapers including Vibe, Blender, The Village Voice, and Idolator.com and his forthcoming book, *Blue Magic: Spirit and Energy in Black Popular Music*, will be published by Duke University Press. In 2002, King was named Theater Resources Unlimited Multicultural Playwright of the Year. He received his Ph.D. from New York University.
ANTHONY KRONMAN
Global Professor, NYUAD
Anthony Kronman is Sterling Professor of Law at Yale Law School, teaching in the areas of contracts, bankruptcy, jurisprudence, social theory, and professional responsibility. After stepping down from the position of Dean of Yale Law School, Kronman has focused his scholarly attention on the humanities, for example, on higher education's current disregard for questions about the meaning of life, as explored in his 2007 book *Education's End*. There, Kronman made a compelling case for reviving the study of the reason for living through a close analysis of literature and philosophy. He is a fellow of the American Academy of Arts and Sciences and of the American and Connecticut Bar Foundations. Since 2002, Kronman has served as Vice President of the Yale University Press Board of Governors. Kronman earned his Ph.D. in Philosophy from Yale University and his J.D. from Yale Law School.

JÁNOS LADÁNYI
Global Professor, NYUAD
János Ladányi is a professor at the Corvinus University of Budapest in the Department of Sociology and Social Policy. He has published extensively on comparative urban sociology, poverty and ethnicity, and reforms and conflict particularly in Eastern European post-communist societies. His co-authored book with Dean Ivan Szelenyi, *Patterns of Exclusion*, received the Karl Polanyi Prize for best publication of the year from the Hungarian Sociological Association. Ladányi was awarded his Ph.D. from the Hungarian Academy of Sciences.

MICHAEL Laver
Professor of Politics, NYUNY
Michael Laver is Chair of the Politics Department at NYUNY. An expert in party competition, Michael Laver studies analytical, computational and empirical accounts of political competition and government formation. He is the author or co-author of 18 books and well over 100 articles and book chapters on these subjects. He has been editor of the European Journal of Political Research, was elected to the Royal Irish Academy in 1990 and to the American Academy of Arts and Sciences in 2009. Laver was awarded his Ph.D. from Liverpool University.

JOHN LEAHY
Professor of Economics, NYUNY
John Leahy is a specialist in behavioral economics and economic theory. He considers the psychological side of consumerism, analyzing individuated, decision-making processes. He is a leading authority on macroeconomics, serving as a visiting scholar to the Federal Reserve Banks of New York, Philadelphia, and Kansas, and is a research associate at the National Bureau of Economic Research. Leahy received his Ph.D. from Princeton University.

DAVID LEVERING LEWIS
Professor of History, NYUNY
As author of the seminal biography on Martin Luther King Jr., David Levering Lewis is the leading scholar of American civil rights and social history. He received two Pulitzer Prizes for his two-part study of W.E.B. Du Bois. Recently, Levering Lewis has authored revisionist studies of the impact of Islam on the formation of medieval Europe. Levering Lewis received his Ph.D. from The London School of Economics and Political Science.

PAUL C. LIGHT
Paulette Goddard Professor of Public Service, Robert F. Wagner Graduate School of Public Service, NYUNY
Paul Light is a leading expert on public policy and service, with special interests in non-profit management and government bureaucracy. In 2005 he founded the Organizational Performance Initiative with a mission to improve policy-making institutions in all sectors of the economy, government, charitable, and business. His most recent book is *The Search for Social Entrepreneurship* (Brookings Institution, 2008). Light received his Ph.D. in Political Science from the University of Michigan.

SHEETAL MAJITHIA
Assistant Professor of Literature, NYUAD
Sheetal Majithia's research and teaching focuses on theories of modernity; globalization; comparative post-colonial literature, film, feminist, gender, and sexuality studies; cultural studies; and South Asian studies. She was the recipient of several fellowships and travel awards while a doctoral student at Cornell University, and won the university’s Beatrice Brown Award for work on women and gender. Previously, she was an Andrew W. Mellon Teaching Fellow at the University of Pennsylvania and a visiting assistant professor of World Literature at the School of Humanities, Arts, and Cultural Studies at Hampshire College in Amherst, MA. Majithia earned her Ph.D. in Comparative Literature from Cornell University.
JENNIFER MCCOY
Visiting Professor, NYUAD
Jennifer McCoy is a Brooklyn-based artist, working in collaboration with her partner, Kevin McCoy, with whom she will teach a January-term course. They create projects that explore their personal experiences with new technology, the mass media, and global commerce, challenging models of the world constructed by pop culture. Their work is in the collections of the Museum of Modern Art (New York) and the Metropolitan Museum of Art (New York), and has been exhibited in the PKM Gallery (Beijing) and the British Film Institute (London), to name only a few. McCoy received her M.F.A. in Integrated Electronic Arts from Rensselaer Polytechnic Institute and is Professor of Art at Brooklyn College.

KEVIN MCCOY
Associate Professor Art and Art Professions, The Steinhardt School of Culture, Education, and Human Development, NYUNY
Kevin McCoy is a Brooklyn-based artist, working in collaboration with his partner, Jennifer McCoy, with whom he will teach a January-term course. They create projects that explore their personal experiences with new technology, the mass media, and global commerce, challenging models of the world constructed by pop culture. Their work is in the collections of the Museum of Modern Art (New York) and the Metropolitan Museum of Art (New York), and has been exhibited in the PKM Gallery (Beijing) and the British Film Institute (London), to name only a few. McCoy received his M.F.A. in Integrated Electronic Arts from Rensselaer Polytechnic Institute.

AMIR MINSKY
Faculty Fellow, NYUAD
Amir Minsky studies modern European intellectual and cultural history, specifically exploring the impact of the French Revolution on late 18th- and 19th-century German thought and society. His work focuses on the discourse of sentimentalism and its contribution to the development of German political culture, and later German nationalism, by way of “intellectual border crossings” and cultural translation—how ideas are transformed and adapted in the process of their mediation between differing socio-political contexts. He was the winner of a series of fellowships at the University of Pennsylvania, including the Benjamin Franklin, Pomfret, and SAS Fellowships, as well as a fellowship from the Doris G. Quinn Foundation. Minsky earned his Ph.D. in history from the University of Pennsylvania.

LAUREN MINSKY
Assistant Professor of History, NYUAD
Lauren Minsky’s research integrates the social, medical, and environmental histories of South Asia. She is especially interested in understanding how the agrarian lower-classes experienced the commercialization of agriculture through changing patterns of sickness, and how they crafted effective healing practices to improve their chances of survival. Minsky has researched in India, Tanzania, and the United Kingdom on numerous grants and fellowships, including a Fulbright-Hays Fellowship from the US Department of Education and an IDRF fellowship from the Social Science Research Council (SSRC). She was also recently named a 2010 SSRC-Columbia University Press Book Fellow. Minsky holds her Ph.D. in history from the University of Pennsylvania.

PHILIPPE DE MONTEBELLO
Fiske Kimball Professor in the History and Culture of Museums, Institute of Fine Arts, NYUNY
Philippe de Montebello served for more than 30 years as The Metropolitan Museum of Art’s eighth and longest-serving director. He is celebrated for his extraordinary role in reshaping the museum through building the collections, expanding museum programs, and increasing gallery space through the addition of new wings, most recently the new American Wing. Under de Montebello’s leadership, some of most ambitious and critically acclaimed exhibitions of the 20th and 21st centuries were achieved. De Montebello received the National Medal of the Arts in 2002 and was among the eight recipients of the 2009 National Humanities Medal, making him only the fourth individual to have won both the arts and humanities medals.

WOLFGANG NEUBER
Visiting Professor of Literature, NYUAD
Wolfgang Neuber is Professor of early modern German and Neolatin literature at the Free University in Berlin. Neuber takes an interdisciplinary approach to the history of rhetoric, travel accounts and mnemonics in early modern times, focusing on the invention of the book, the organization of knowledge, and the meaning of the spirit through the lens of theology, law, medicine and art. Neuber received his Ph.D. from the University of Vienna.

YAW NYARKO
Professor of Economics, NYUNY
Yaw Nyarko studies human capital and economic growth, which recently culminated in a pioneering study on the impact of brain drain to Africa’s intellectual and economic development. He is one
of the founding directors of NYU’s Africa House and helped shape the study abroad program in Ghana. Nyarko received his Ph.D. from Cornell University.

SANA ODEH
Clinical Associate Professor of Computer Science, NYUNY
Sana Odeh takes a cross-disciplinary approach to Computer Science in her courses on game programming and web development. Her research focuses on information systems for the developing world and assessing the effectiveness of e-learning systems. A proponent of women in technology, Odeh advises Courant’s Women in Computing and the Annual New York City Girls Computer Science and Engineering Colloquium.

NATHALIE PEUTZ
Assistant Professor of Arab Crossroads Studies, NYUAD
Nathalie Peutz is a political anthropologist. She studies globalization, cultural heritage, and environmental conservation and development of the Middle East, Yemen, and Somalia. Recently, she has published on the migrant experience and on poetic exchanges between Suqutra and the Gulf. Her co-authored book, The Deportation Regime: Sovereignty, Space, and the Freedom of Movement, will be published by Duke University Press in 2010. Peutz received her Ph.D. from Princeton University. Peutz is spending academic year 2010–11 in residence at NYU in New York.

RUBÉN POLENDO
Associate Professor of Theater, NYUAD
Rubén Polendo is a director and playwright focused on different traditions of the world stage. He is the founder of the New York-based Theater Mitu, which researches world theater performance traditions and incorporates them into performances of original and established works. His own research and teaching interests emphasize “whole theater,” the rigorous exploration of the visual, aural, emotional, intellectual and spiritual tenets of performance. The recipient of fellowships from the New York Shakespeare Festival, New York Theater Workshop, International Centre for Theatre Research, Watermill Center and Theatre du Soleil, Polendo was nominated with Theater Mitu for a prestigious Alpert Award. He has been an invited speaker at performance hubs around the world, including Lincoln Center in New York, the Salzburg Festival, the New York Prelude Festival, The Year of Grotowski Festival and the Center for International Theater Development. Polendo has an M.F.A. in directing from the UCLA School of Theater, an M.A. in non-Western theater from Lancaster University in the U.K.

MICHAEL PURUGGANAN
Dorothy Schiff Professor of Genomics; Professor of Biology, NYUNY
Michael Purugganan is a leader in the field of the evolutionary and ecological genomics of plants. Specifically, his lab concentrates on the evolutionary forces that impact plant developmental networks in reaction to local environments. He is a recipient of genome grants from the National Science Foundation and a recent Guggenheim Fellow. Purugganan received his Ph.D. from the University of Georgia.

NADINE ROTH
Faculty Fellow, NYUAD
Nadine Roth specializes in pre- and post-war German history and the changing role of public space. Roth received her B.A. from the University of Regina, her M.A. from the University of Calgary, and her Ph.D. in history from the University of Toronto. She taught at Simon Fraser University before joining NYU Abu Dhabi.

ABDULMOTALEB EL-SADDIK
Visiting Professor of Electrical Engineering, NYUAD
Abdulmotaleb El-Saddik is Professor and University Research Chair in the School of Information Technology and Engineering (SITE), University of Ottawa. El-Saddik studies leading-edge multimedia and new technologies reproducing the human sensory fields, particularly touch and smell, on which he has published extensively and received numerous grants, most recently from the Natural Sciences and Engineering Research Council of Canada. In 2010 El Saddik was elected as a Fellow of the Engineering Institute of Canada. He earned his Ph.D. from Darmstadt University of Technology, Germany.

JOANNE SAVIO
Director of Freshmen Studies, Kanbar Institute of Film and Television, Tisch School of the Arts, NYUNY
Joanne Savio oversees the first-year film and television program at the Tisch School of the Arts, where she teaches film-making and documentary film. A professional photographer, she has published several books and exhibited widely. Dance is a central theme of Savio’s work, and she has collaborated with leading choreographers, including Trisha Brown, Merce Cunningham, Mikhail Barishnikov, Mark Morris, and Garth Fagan, among others. Savio received a B.F.A with honors at Cooper Union School of Art.
WALTER SCHEIDEL  
Global Professor, NYUAD  
Walter Scheidel is Dickason Professor in the Humanities and Professor of Classics at Stanford University. His research focuses on ancient social and economic history, with particular emphasis on historical demography, slavery, and state formation. More generally, he is interested in comparative and interdisciplinary approaches to the study of the ancient world, and is trying to build bridges between the humanities and the life sciences, which will place the Greco-Roman world into a more broadly understood context. He is currently preparing a general survey of ancient demography and a monograph on ancient empires. Scheidel received his Ph.D from the University of Vienna.

ELLA SHOHAT  
Professor of Art and Public Policy and Middle Eastern Studies, NYUNY  
Ella Shohat studies issues that relate to Eurocentrism, post/colonialism, and transnationalism as well as to orientalism and the representation of the Middle East, including the question of Arab-Jews. Her recent work focuses on the cultural politics of Middle Eastern diasporas throughout the Americas in collaboration with Robert Stam. She is a recipient of the Rockefeller Fellowship and more recently of the senior fellowship at ICAS, the International Center for Advance Studies, NYU. Shohat received her Ph.D. from New York University.

MATTHEW SILVERSTEIN  
Assistant Professor of Philosophy, NYUAD  
Matthew Silverstein is interested in the foundations of ethics—the question of what, if anything, we can say on behalf of our most basic ethical commitments? His secondary philosophical interests include the philosophy of action, political philosophy, early modern philosophy, and the history of ethics. He is the author of In Defense of Happiness: A Response to the Experience Machine, published in Social Theory and Practice. Silverstein has served for four years as a panelist for AskPhilosophers.org, a Web site that puts the knowledge and talents of professional philosophers at the service of the general public, who pose philosophical questions for the panelists to consider. Silverstein holds a Ph.D. from the University of Michigan in Ann Arbor.

OZGUR SINANOGLU  
Assistant Professor of Engineering, NYUAD  
Ozgur Sinanoglu is an electrical and computer engineer. He has published extensively on computer-aided design, fault tolerance, reliability of integrated circuits, and system-on-chip designs. Sinanoglu has industry experience as a senior design and test engineer for Qualcomm CDMA Technologies, and currently has 3 U.S. patents pending approval. In 2002 he was awarded the prestigious IBM Ph.D. Fellowship Award. Sinanoglu received his Ph.D. from the University of California, San Diego. He is spending academic year 2010–11 in residence at the Polytechnic Institute NYU.

HEIDI STALLA  
Language Lecturer, Expository Writing Program, NYUNY  
Heidi Stalla has taught writing courses to students at NYU’s College of Arts and Sciences, as well as to Performing Arts students at the Tisch School of the Arts, winning departmental awards for Excellence in Teaching each year she has been in...
the program. Prior to coming to NYU, Stalla did her graduate work and taught at Oxford University, where she was also Junior Dean of Exeter College. Her research focuses on the reception of antiquity in early 20th Century British literature, and in particular on the novels and essays of Virginia Woolf. Stalla will also serve as an Assistant Athletic Director at NYUAD. She is a professional-level tennis player, and was a member of Stanford University’s NCAA National Championship Team in 1997.

ROBERT STAM
University Professor, Cinema Studies, Tisch School of the Arts, NYUNY
A specialist in film theory and history, Robert Stam has published widely on Brazilian cinema, multiculturalism, and literary adaptation. He has recently collaborated with Ella Shohat on a study of transnational patriotism in an international context. Stam has been awarded the Woodrow Wilson Fellowship, NDEA Fellowship, Rockefeller Fellowship, Fulbright Lectureship, and Guggenheim Fellowship. He received his Ph.D. from the University of California, Berkeley.

JUSTIN STEARNS
Assistant Professor in Arab Crossroads Studies, NYUAD
Justin Stearns is a historian of the medieval Islamic world, focusing on theology and law, science and medicine, ethics, and the Iberian region. He is particularly interested in the intersection of medieval Islamic and Christian thought, which is the topic of his forthcoming book to be published by Johns Hopkins University Press. Stearns earned his Ph.D. from Princeton University. Stearns is spending academic year 2010-11 in residence at NYU in New York.

RUTH ANN STEWART
Clinical Professor of Public Policy, NYUNY
Ruth Ann Stewart specializes in cultural policy and the role of the arts in urban revitalization. With a distinguished career in government research for the arts and humanities and as a member of the Washington-based cultural policy think tank, the Center for Arts and Culture, Stewart brings to the classroom significant experience in arts management. Recently, she has co-edited the volume Understanding the Arts and the Creative Sector in the United States, which explores the central role the arts play in civic identity. Stewart received her M.S. from Columbia University.

YASSER TABBAA
Visiting Professor of Art History, NYUAD
A specialist in medieval Islamic architecture, Yasser Tabbaa brings together the architectural and epigraphic aspects of buildings to better understand the social, political, and religious conditions under which they were built. He has published widely on monuments that span the regions of North Africa and the Middle East, and is currently at work on the intersection of Christian and Islamic art. Tabbaa received his BA from Ohio State University and his Ph.D. from the Institute of Fine Arts, NYU. He has previously taught at M.I.T. and the University of Michigan.

ADITI THAPAR
Assistant Professor of Economics, NYUNY
With interests in the area of money and banking, Aditi Thapar has made significant contributions to the study of monetary policy. Thapar received her Ph.D. from Boston University.

JOSHUA TUCKER
Associate Professor of Politics, NYUNY
Joshua Tucker studies in comparative politics, specifically the regions of Eastern Europe and the former Soviet Union. He is currently focused on the development of partisan attachment in newly competitive party systems and the effects of communist (and pre-communist) era legacies on political values and behavior in post-communist countries. In 2006, Tucker was the first scholar of post-communist politics to be awarded the Emerging Scholar Award for the top scholar in the field of Elections, Public Opinion, and Voting Behavior within 10 years of receiving the Ph.D. Tucker was awarded his Ph.D. from Harvard University.

TYLER VOLK
Professor of Biology, NYUNY
Through his interdisciplinary study of science and natural philosophy, Tyler Volk has redefined our understanding of the Earth and its systems. His study of the controversial Gaia hypothesis, which views the Earth’s biosphere and physical elements as closely linked, effectively reincorporated the theory into the study of global ecology. Volk’s recent book, CO2 Rising: The World’s Greatest Environmental Challenge (The MIT Press, 2008), documented the journey of the carbon cycle to clearly convey its integral role in global climate change. Volk received his Ph.D. in Atmospheric Science from New York University.
IMMANUEL WALLERSTEIN
Global Professor, NYUAD
Immanuel Wallerstein is a Senior Research Scholar at Yale University’s Sociology department. A historical social scientist and founder of the intellectual school of world-systems theory, Wallerstein is best known for his three-volume work The Modern World-System, an analysis of the historical changes that led to the modern world. Most recently, Wallerstein served as distinguished professor of sociology at Binghamton University and as head of the Fernand Braudel Center for the Study of Economies, Historical Systems and Civilization at Binghamton University until 2005, and is the former President of the International Sociological Association (1994-1998) and chair of the international Gulbenkian Commission on the Restructuring of the Social Sciences (1993-1995). Wallerstein received his Ph.D. from Columbia University.

MARIËT WESTERMANN
Visiting Professor, NYUAD
Mariët Westermann stepped into her new role as Vice President of the Mellon Foundation in June 2010. Previously she served as NYUAD’s Provost. She began her career as an associate professor of art history at Rutgers University, and was director of NYU’s Institute of Fine Arts (IFA) from 2002 through 2008. She continues to publish widely in the field of Early Modern Netherlandish art on painters such as Jan Steen, Rembrandt van Rijn, and Johannes Vermeer. Westermann received her Ph.D. from the IFA.

SHAMOON ZAMIR
Associate Professor of Literary and Visual Studies, NYUAD
Shamoon Zamir works in the areas of literature, photography and intellectual history. He has published on W.E.B. Du Bois, 20th-century African American and Native American fiction, and modern poetry, and he has translated short stories from Urdu. His current project examines the ways in which art and science, pictorialist photography and anthropology come together in the Native American portraits of Edward S. Curtis. He received his Ph.D. from King’s College, University of London.

INGYIN ZAW
Assistant Professor of Physics, NYUAD
Ingyin Zaw studies the intersection of particle physics and astronomy. She concentrates on two of the most central questions in fundamental physics: the origin of high energy cosmic rays and the comprehension of dark energy. Both topics are key to understanding the composition of the universe. During her time as a postdoctoral fellow at the Center for Cosmology and Particle Physics at New York University, Zaw collaborated on publications pertaining to her research interests. She earned her Ph.D. in physics from Harvard University.
Visitors
The NYU Abu Dhabi Welcome Center is the first point of contact for visitors at the Downtown Campus. Located at the main entrance, just across from the Bookstore, 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.

The Welcome Center is open Sunday through Thursday 9:00 am to 5:00 pm.

NYU Abu Dhabi Welcome Center
New York University Abu Dhabi
P.O. Box 129188
Behind the ADIA Tower and across Al Nasr Street from the Cultural Foundation
Abu Dhabi, United Arab Emirates
Tel: (+971) 2 628 4000

From its prestigious location in Greenwich Village, 19 Washington Square North (WSN) is the gateway to NYUAD at Washington Square. It is an information center for visitors interested in NYUAD; the academic home for NYUAD students, faculty, and administrators while staying in New York; and an active connecting point, stimulating interest and participation in NYUAD.

19 WSN hosts classes, research workshops, exhibitions, and public programs that reinforce the curricular and research initiatives of NYUAD 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 to interact. For a complete list of programs and exhibitions please visit nyuad.nyu.edu/news.events/events.nyc.html.

In January 2011, 19 WSN will welcome NYUAD study-away students who enroll in January Term at NYU in New York. Their classes and various social activities will take place at 19 WSN, which will serve as a connection site for NYUAD and NYUNY students to meet, collaborate, and learn from one another.

NYU Abu Dhabi in New York
19 Washington Square North
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New York, N.Y. 10011
Tel: (212) 992-7200
DIRECTIONS TO NYU ABU DHABI

By taxi:
The ride from the Abu Dhabi International Airport to NYU Abu Dhabi’s Downtown Campus takes about 25 minutes If you are traveling by taxi, it is recommended to take a silver-colored car and to make sure the driver starts the meter at the outset of the trip. Because street addresses are not typically used in Abu Dhabi, ask the driver to take you to “New York University, at the old fish market, across from the Cultural Foundation.” The ride costs approximately 70 AED.

If you are driving:
1. Follow signs for Abu Dhabi using the Maqtah Bridge
2. Stay on Old Airport Road
3. Make a left at the traffic light on Sheikh Hamdan Street (the street just past Sheikh Zayed the First Street)
4. Make an immediate right at the first service road on your right
5. Follow service road until it curves around to the left
6. Look for the NYUAD buildings with the violet trim on your left
7. Enter the first parking lot on the left and go through the security gate

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
1. Dial the international exit code for the country you are dialing from
2. Dial the the UAE country code: 971
3. Dial the city code and the NYUAD local number: 2 628 4000
From within the UAE:
0 2 628 4000
NYU Abu Dhabi Administration

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Provost ................................................................. Fabio Piano
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NYU Wellness Exchange . . . . 02 628 5555 (24 hrs)

Security Helpdesk . . . . . . 02 628 4402 (24 hrs)