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

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Welcome to NYU Abu Dhabi!

Although we are just entering our second year of classes, NYU Abu Dhabi is already emerging as an international center of research, scholarship, and artistic advancement, at once vitally linked to NYU New York and NYU’s global sites and poised to lead in capturing, examining and integrating the insights, ideas, and perspectives of a rapidly evolving global world.

Located in the Emirate of Abu Dhabi, NYUAD is already and increasingly engaged with its host community, and positioned, through the education it offers, the students it trains, and the research and scholarship it generates, to support Abu Dhabi’s own aspirations for educational, cultural, and scientific contributions on the world stage.

And through the powerfully innovative vision of undergraduate education it defines and delivers, NYUAD offers a model of liberal arts and science education, unsurpassed in quality, and distinctive in ability to educate leaders for a 21st-century global world.

I invite you through the pages of this Bulletin to take the first step in coming to know this singular undergraduate institution and its educational program.

Our first two undergraduate classes are drawn from the world’s best students—bright, confident, exceptionally talented pioneers, committed to our community and to global understanding, and resolved to make a difference through their lives.

The faculty who teach them are at once scholars, researchers, and artists of extraordinary professional distinction, and accomplished teachers, dedicated to transforming undergraduates into intellectual colleagues and to shaping an education responsive to challenges and opportunities of global scope.

The curriculum builds from an imaginative and comprehensive trans-disciplinary base, through 17 in-depth majors, towards a full-year independent project. It is supplemented by formative opportunities for research, community participation, and study abroad, for up to two semesters, at NYU’s other global sites. Focused on depth, breadth, and global perspective, an NYUAD education equips students with the intellectual and ethical foundations to set considered priorities for their societies and the world and to begin to chart their own paths to contributing to the realization of those priorities.

I am convinced that no other undergraduate institution brings a deeper commitment to or greater capacity for placing undergraduate education at the service of a more informed, productive, just, and cooperative world. And I am very proud of the success that NYUAD has already achieved along this historic course.

Alfred H. Bloom
The World’s Honors College

Drawing on the traditions of the finest liberal arts and sciences colleges and the exceptional resources of a major research university, NYUAD offers students unmatched attention from professors who are leaders of their fields, and in the company of a unique and highly-talented 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 intellectual foundation in critical thinking, research skills, analysis, and written and oral communication.

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

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

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

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

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

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

Location-specific programs that take advantage of Abu Dhabi’s location, environment, research initiatives, and engagement with world problems.

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.

Leadership mission reinforced in course offerings and co-curricular activities that encourage and prepare students to make a difference in their own and in human community.
NYU Abu Dhabi gives its students exceptional opportunities to explore, through pre-professional courses, the professions they might want to pursue, and helps them gain entry to NYU’s graduate and professional schools.

Most of 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 NYUAD. 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

To better facilitate this special admissions consideration, the NYUAD Career Development Center 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 and to provide one-on-one advising.

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 pp. 186–201.

* 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.
About Abu Dhabi: A New World City

NYU Abu Dhabi brings the benefits of NYU’s international prominence and worldwide network of thinkers, scholars, scientists, artists, and leaders in all fields of human enterprise to the global crossroads of Abu Dhabi. 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.
NYUAD offers a core curriculum, 17 majors, numerous multidisciplinary and disciplinary concentrations, pre-professional tracks, 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.
# Academic Calendar

## Basic Information

**Marhaba (Orientation)**
- Aug. 26–27 Fri–Sat: Students arrive
- Aug. 30–Sept. 2 Tue–Fri: Orientation

### Fall Semester 1
- Sept. 4 Sun: Classes begin
- Sept. 8 Thu, 5:00 pm: Add/Drop and change of grading basis deadline for 7-week courses
- Sept. 15 Thu, 5:00 pm: Add/Drop and change of grading basis deadline for 14-week courses
- Sept. 29 Thu, 5:00 pm: Course withdrawal deadline for 7-week courses
- Oct. 20 Thu: Last day of classes for 7-week courses
- Oct. 20 Thu, 5:00 pm: Course withdrawal deadline for 14-week courses
- Oct. 21 Fri: Study Day
- Oct. 22 Sat: Exam Day for 7-week courses

### Fall Semester 2
- Oct. 23 Sun: Classes begin
- Oct. 27 Thu, 5:00 pm: Add/Drop and change of grading basis deadline for 7-week courses
- Nov. 6–10 Sun–Thu: No classes: Eid al-Adha Break*
- Nov. 12 Sat: Special Thursday class schedule
- Nov. 13–17 Sun–Thu: Spring Semester advisement and registration
- Nov. 17 Thu, 5:00 pm: Course withdrawal deadline for 7-week courses
- Dec. 14 Wed: Last day of classes
- Dec. 15–16 Thu–Fri: Study Days
- Dec. 17–19 Sat–Mon: Exam Days
- Dec. 20 Tue: Winter Break Begins

### Winter Break

### Spring Semester 1
- Jan. 4 Wed: Classes begin**
- Jan. 4 Wed, 5:00 pm: Add/Drop deadline for all courses
- Jan. 12 Thu, 5:00 pm: Course withdrawal deadline for all courses
- Jan. 19 Thu: Classes end
- Jan. 20–23 Fri–Mon: No classes

### Spring Semester 2
- March 25 Sun: Classes begin
- March 29 Thu, 5:00 pm: Add/Drop and change of grading basis deadline for 7-week courses
- April 8–12 Sun–Thu: Fall Semester advisement and registration
- April 19 Thu, 5:00 pm: Course withdrawal deadline for 7-week courses
- May 10 Thu: Classes end
- May 11–12 Fri–Sat: Study Days
- May 13–16 Sun–Wed: Exam Days

### Winter Break

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* Exact date(s) for Islamic holidays are subject to change depending upon the lunar calendar. NYUAD will confirm exact dates nearer to the anticipated dates once they are announced by applicable UAE authorities.

**The start and end dates of the January Term may vary slightly by site.
**LANGUAGE OF INSTRUCTION**

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

**DEGREES AND GRADUATION REQUIREMENTS**

Graduates of NYU Abu Dhabi receive either a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) 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.

Students must complete a minimum of 36 courses, except Engineers who must complete 37 courses, and have a minimum, cumulative grade point average of 2.0 to graduate.

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, for a total of nine courses per year.

They must complete the Core Curriculum requirements, fulfill the requirements for an academic major and complete a year-long senior capstone project. Students are also required to complete two physical education activities. These requirements are described in greater detail below.

Beyond these requirements, students are free to choose general electives across the curriculum, including courses in NYUAD’s seven pre-professional tracks, numerous concentrations, and elective courses outside the NYUAD majors. Elective courses 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, foreign language, linguistics, and religion. Pre-professional tracks allow students to begin exploring careers through an investigation of the academic preparation expected in various fields.

Most disciplinary programs offer optional concentrations for non-majors. These concentrations typically include four 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 two and a half hours per week; courses with experimental or arts labs may meet up to six hours per week. Seven-week courses meet at least five hours per week. The January course is a full-time, immersive experience, and students focus solely on that one course.

**Core Curriculum:** Students are required to take eight courses in the Core Curriculum and earn a grade of C or higher in each course. Five of the eight courses should be taken in the first two years. The Core Curriculum is divided into 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. In **Ideas and Methods of Science**, they take one course in each of the two tracks. **Experimental Discovery in the Natural World**, which has a laboratory component, and **Science, Society and History**. Students who complete **Foundations of Science I**, which is required for majors in Engineering and most Science disciplines, fulfill the requirements for **Experimental Discovery in the Natural World**.

**Major:** Students must complete the requirements of a major, which vary. NYUAD offers 17 majors across the Arts, Humanities, Social Sciences, Engineering, and Sciences. Students declare a major by the end of the second year, however, some majors have requirements beginning in the first year.

Although all courses successfully completed may be counted toward the 36-course graduation requirement, only those courses in which grades of C or higher are earned may be counted toward major or core requirements.

**Writing:** The development of strong writing skills throughout a student’s academic career is an important objective of an NYUAD education. Our program is designed to meet the needs of each individual student through a blend of writing courses and one-on-one consultations in the Writing Center.

At the beginning of the first year, students complete language proficiency assessments that guide initial placement in the program. The first course is **Analysis and Expression**, which introduces students to the reading, writing, oral expression, and critical thinking skills essential to a liberal arts education. The language assessments may allow students to waive **Analysis and Expression**.

All students are required to take at least one 14-week Writing Intensive Core Curriculum course. This ideally happens in the first year; however, those who take **Analysis and Expression** may, if necessary, defer to the first semester of the second year. These courses (described in greater detail under the Core Curriculum, pp. 28–41) include a weekly writing workshop in addition to two regular class meetings. Writing Intensive Core Curriculum courses are excellent forums in which to strengthen writing skills, and some students take more than the requirement.

Writing continues in the majors, where students focus on the styles appropriate to each discipline. Although the form will vary from experiment write-ups to footnoted papers to journal entries, courses in the majors typically require a minimum of 12 pages of writing. During the senior year, the capstone project involves a significant piece of writing and demonstrates the student’s ability to communicate clearly and persuasively.
Global Academic Fellows for Writing are attached to specific writing classes, and they also provide individual consultations in the Writing Center.

**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, with permission of a mentor, in a Multidisciplinary Concentration. The Capstone Project is a demanding, year-long endeavor aiming at a significant piece of research or creative work—an historical narrative, musical composition, performance, invention, documented experiment, scholarly thesis, or other form appropriate to the student’s goals. Unlike other courses in which faculty establish the structure and set assignments, the Capstone Project puts the student in charge. The fundamental challenge is to enter unmapped terrain and to extend oneself in making knowledge, reframing conventional approaches to an issue, or creating something new.

Students will also have the opportunity to organize and participate in a collegewide 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 College Capstone to design a game for learning might involve students from Biology 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.

**January Term:** Students complete four January Terms. They normally take one course full-time for three weeks in January, although upperclass students may apply to fulfill the January Term requirement by other means. For further information on the January Term, see pp. 202-210.

**Physical Education:** The Physical Education 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. For more information on Physical Education, see pp. 231-234.

**ACREDITATION**

NYU Abu Dhabi is officially licensed by the Ministry of Higher Education and Scientific Research of the United Arab Emirates to award academic qualifications in higher education.

NYUAD 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). ABET is the internationally recognized accreditor for college and university programs in engineering, and it accredits the engineering programs at the Polytechnic Institute of NYU in New York.

**RECOMMENDED HIGH SCHOOL PREPARATION:**

All applicants should pursue the most challenging curriculum available to them, as the rigor of a student’s coursework will weigh heavily in the admissions process. 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. In addition to advanced level courses, most successful applicants include many of the following areas of study in their high school programs:

- **English**—four years of English with a heavy emphasis on writing
- **Math**—three to four years
- **History/Social Studies**—three to four years
- **Science**—three to four years
- **Foreign Language**—two to three years
Please note that NYU Abu Dhabi’s language of instruction is English, therefore it is required that all applicants have a high level of fluency in both written and spoken English.

Campus Visits: Students who are based in or visiting Abu Dhabi are welcome to arrange a meeting with an admissions representative for more information and to tour the campus. Likewise, prospective students who are based in or visiting New York City may arrange a meeting with a New York-based 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 Officer 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 in New York City. Students must apply using the Common Application and the New York University Supplement. Applicants are encouraged to submit their applications as early as possible for consideration for admission. For the most up-to-date information on admissions policies and procedures, please see our website at: http://nyuad.nyu.edu/admissions.

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 in Abu Dhabi: Highly qualified applicants may be invited to participate in an NYU Abu Dhabi Candidate Weekend. Both informative and evaluative, these visits are designed to allow students to get to know some of our faculty, take sample classes with fellow prospective students, and experience Abu Dhabi. The admissions committee uses the occasion to learn more about applicants and their interest in NYUAD. 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 may indicate on the NYU Supplement to the Common Application their desire to be considered for both programs.

Transfer Applicants: NYU Abu Dhabi is not accepting applications for transfer students in the 2011–2012 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 tailors generous financial support programs to each student’s needs. Financial support ensures 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 NYU education has to offer, financial support applies 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:

- Application due: November 1, 2011
- Financial Support Application due: November 15, 2011

Early Decision II

- Application due: January 1, 2012
- Financial Support Application due: February 15, 2012

Regular Decision

- Application due: January 1, 2012
- Financial Support Application due: February 15, 2012

Student Visas: NYU Abu Dhabi assists all students in securing visas to study in the United Arab Emirates. If you have any questions or concerns about your eligibility for a visa to study in the UAE, please contact an admissions representative at nyuad.nyu.edu/admissions.
Courses in 2011–12

Over 200 courses will be offered in 2011–12. For the most current list of courses, please visit nyuad.nyu.edu.

THE CORE CURRICULUM

Pathways of World Literature
A Thousand and One Nights, Prof. Horta
Cities: Writing the Urban Space, Prof. Neuber
The Cosmopolitan Imagination, Assoc. Dean Patell
Families, Prof. Neuber
Global Traffic, Prof. Majithia
Interracial Learning, Prof. Sollors
Journeys, Prof. Majithia
Law and the Imagination, Prof. Stimpson
Myth, Magic, and Representations of Childhood, Prof. Williams
Other Worlds: Cosmography, Utopias, Travel Accounts, Prof. Neuber
Our Monsters, Ourselves, Prof. Williams
Placeless Modernism, Prof. Shaw
The Postcolonial Turn, Prof. Majithia
Reinventions of Love, Prof. Polendo
Speculative Fiction, Assoc. Dean Patell
Tragedy, Prof. Zamir
World Literature, Prof. Horta

Structures of Thought and Society
Animals, Culture, and Society, Prof. Swislocki
Cultures and Modernities, Prof. Peutz
Disease and Society, Prof. L. Minsky
Enlightenment and Its Institutions, Prof. Siskin
Faith in Science, Reason in Revelation, Prof. Stearns
Family, Gender, and Modernity, Prof. Gordon
Financial Systems as Social Forms, Prof. Poovey
Gender and Globalization, Prof. Abdulkadir
Globalization and Education, Prof. Suarez-Orozco
Landscapes of Memory, Prof. Roth
Love, God and Politics, Prof. Friedland
Metropolis: Culture and Politics in the 21st-Century City, Prof. Kronman
Politics and the City from Plato to Cairo, Prof. Menoret
Prejudice, Prof. Henry
The Relationship of Government and Religion, Pres. Sexton
Self-Representation, Prof. Languenesse
The Social Life of Finance, Prof. Zaloom
Tolerance and Relativism, Prof. Silverstein
Wealth of Nations, Prof. Chacon
What is Man? Prof. A. Minsky

Art, Invention, and Technology
Catastrophe, Prof. Jeong
Collaborative Arts: Creativity and Social Experience, Prof. McCoy
Communication and Technology, Prof. Van Éver
Cultural Encounters, Prof. Tabbas

Gardens of Eden, Prof. Westermann
Gesture in Speech, Poetry, Music, and Dance, Prof. Feldman
The Idea of the Portrait, Prof. Zamir
Instruments of World Cultures, Prof. Feldman
Inventions, Prof. Helmrich
Maps, Prof. Hudson
The Nature of Code, Prof. Shiffman
Renaissance Orientations, Prof. Nagel
Ritual and Play, Prof. Schechner
Scapegoat, Prof. Sanders

Ideas and Methods of Science
The Domain of Crystals, Prof. Rabeh
Microbes, Meals, and Metagenomics, Prof. Tam
Mutations and Disease, Prof. Dimitri
Where the Desert Meets the Sea: The Environment of the Arabian Peninsula, Prof. Burt
ARTS AND HUMANITIES

The Language of the Moving Image, Prof. Jeong
Sound, Image, and Story, Prof. Savio
Mobile Media, Prof. Van Every
Single Shot Cinema, Prof. Helmrich
Writing the Short Screenplay, Prof. Sanders
Frames of World Cinema, Prof. Jeong
Urbanism and Modernity: Paris, Istanbul, Berlin, Prof. Roth
Modern South Asia
Empires and Imperialism in East Asia, Prof. Swislocki
Food and Drugs in Chinese History, Prof. Waley-Cohen
Ethnicity, Race, and Immigration in United States History, Prof. Hallinger
Global Revolutions, Prof. A. Minsky
Immigration: An American History, Prof. Diner
The U.S. in a Transnational and Global Perspective, Prof. Klimke
The Making of the Muslim Middle East, Prof. Stearns

SOCIAL SCIENCE

Introduction to Economic Thinking, Profs. Nyarko, Saint Paul, and Ranciere; Profs. Dromel and Clark
The Global Economy, Profs. Bixen and Imbs; Prof. Leahy
International Economics, Prof. Verdiere
Macroeconomics, Prof. Dave
Microeconomics Theory, Prof. Dave; Prof. Schotter; Prof. Caillaud
Calculation with Applications, Prof. Tsitschanka; Prof. Bouarroudji
Statistics for the Social and Behavioral Sciences, Prof. Buttlorf; Prof. Ezgi; Prof. Billibie and Haeflke; Prof. Jensen
Empirical Analysis in the Social Sciences, Prof. Noury
Foundations of Financial Markets, Prof. Tambahoti
Global Banking and Financial Markets, Prof. Walter
Logic of Social Inquiry, Prof. Bearman
Social Networks, Prof. Hedström
The Business Cycle, Prof. Dave
Introduction to Political Thinking, Prof. Jensen; Prof. Ezgi
Foundations of Modern Social Thought, Prof. Szelényi and Kirshner
Introduction to Game Theory, Prof. Morton
Game Theory, Prof. Chaco
Politics and Finance, Prof. Noury
The Political Economy of Development, Prof. Noury
Elections and Voting, Prof. Morton
Introduction to Comparative Politics, Prof. Chacon
Bridging the Divide Between the Arab World and the West, Prof. Zogby
Power and Politics in America, Prof. Nagler
Politics in Modern Europe, Prof. Laver, Hix, and Tucker
Introduction to International Politics, Prof. Rosendorff
Survey Research, Prof. Brückner
Ethnographic Field Research, Prof. Deruglian
Entrepreneurship, Prof. Nee
Family and Kinship, Prof. Balzani
The Global Ghetto: from Venice to Gaza, Prof. Dunneer
Globalization and Education, Prof. Suarez-Orozco
Immigration: An American History, Prof. Diner
Punishment in Law, Politics and Society, Prof. Barkow
Race and Ethnicity, Prof. Morning
Relationships, Love and Sex, Prof. England
Revolutions and Social Change, Prof. Deruglian
Science and Society, Prof. Morning
Social Scientific Study of Religion, Prof. Friedland
Wealth and Inequality, Prof. Manza

Innovation in the Ancient World, Prof. Cook
The Language of Computers: Introduction to Programming Using Python, Prof. Odeh
Quantum Theory and Relativity: The Impact of a Scientific Revolution, Prof. Camia
Serendipity in Science, Prof. Bernstein
State and Fate of the Earth, Prof. Volk
SCIENCE AND MATHEMATICS

Foundations of Science 1: Energy and Matter, Prof. Buchanan
Foundations of Science 2: Forces and Interactions, Prof. Buchanan
Foundations of Science 3: Systems in Flux, Prof. Buchanan
Foundations of Science 4: Form and Function, Prof. Buchanan
Foundations of Science 5: Propagating Change, Prof. Buchanan
Foundations of Science 6: Oscillations and Uncertainties, Prof. Buchanan

Calculus with Applications, Prof. Tsianchanka
Organic Chemistry 1, Prof. Okoli
Organic Chemistry 2, Prof. Okoli
Organismal Biology, Profs. Aoki and Desplan
Biochemistry 1, Science faculty
Introduction to Computer Science, Prof. Odeh
Calculus, Prof. Camia
Discrete Mathematics, Prof. Chen
Data Structures, Prof. Chen
Design and Analysis of Algorithms, Prof. Toussaint
Mobile Media, Prof. Van Every
Linear Algebra, Prof. Lanford
Multivariable Calculus, Prof. Chassagnieux, de Roumefort, Hess, Pycke; Prof. Smith
Ordinary Differential Equations, Profs. Reiterer, Trubowitz
Mathematical Functions, Prof. Tsianchanka
Electricity and Magnetism, Physics faculty
Mechanics, Prof. Gefland
Statistics for the Social and Behavioral Sciences, Prof. Buttorff; Prof. Ezpi; Profs. Bilbide and Heidke; Prof. Jensen

ENGINEERING

Engineering Foundations 1a: Design and Innovation, Prof. Jagannathan
Engineering Foundations 2a: Laws of Conservation, Prof. Cook
Engineering Foundations 2b: Digital Logic, Prof. Sinanoglu
Engineering Foundations 3a: Experimental Methods, Prof. Jagannathan
Engineering Foundations 3b: Experimental Methods, Prof. Sinanoglu
Engineering Foundations 4: Instrumentation, Sensors, Actuators, Prof. El Saddik

MULTIDISCIPLINARY CONCENTRATIONS

Innovation in the Ancient World, Prof. Cook
Anthropology and the Arab World, Prof. Peutz
Bridging the Divide Between the Arab World and the West, Prof. Zogby
Cities and Modern Arabic Literature, Prof. Khoury
Food in the Global Kitchen, Prof. Ciezadlo
Introduction to Comparative Politics, Prof. Chacon
Introduction to International Politics, Prof. Rosendorff
Islamic Art and Architecture, Prof. Tabbaa
The Making of the Muslim Middle East, Prof. Stearns
Middle Eastern Cities: Urbanization and Society, Prof. Tabbaa
Modern South Asia, Prof. L. Minsky
Paradise Lost: Muslims, Jews, and Christians in al-Andalus, Prof. Tabbaa
Society and Politics of Saudi Arabia, Prof. Menoret
Where the Desert Meets the Sea: The Environment of the Arabian Peninsula, Prof. Burt
State and Fate of the Earth, Prof. Volk

SCIENCE AND MATHEMATICS (CONT.)

Sensors, Actuators, Instrumentation, Prof. El Saddik
Experimental Methods, Foundations 3a: Engineering
Multivariable Calculus, Foundations 3b: Engineering
Multivariable Calculus, Foundations 4: Engineering

MULTIDISCIPLINARY CONCENTRATIONS (CONT.)

Metropolis: Culture and Politics in the 21st Century City, Prof. Kleninburg
Politics and the City, from Plato to Cairo, Prof. Menoret

PRE-PROFESSIONAL TRACKS

Global Banking and Financial Markets, Prof. Walter
Introduction to Economic Thinking, Profs. Nyarko, Saint Paul, and Ranciere; Profs. Dromel and Clark
Principles of Marketing, Prof. Buchanan

JANUARY TERM

Abu Dhabi
Bridging the Divide Between the Arab World and the West, Prof. Zogby
Cities and Modern Arabic Literature, Prof. Khoury

Florence
The Miracle of Florence, Prof. Kronman

London
Enlightenment and Its Institutions, Prof. Siskin
Politics in Modern Europe, Prof. Mix, Laver and Tucker

New York
Immigration: An American History, Prof. Diner

Shanghai
Food and Drugs in Chinese History, Prof. Waley-Cohen
Shanghai: The City and the Environment, Prof. Shi

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JANUARY TERM
The NYU Abu Dhabi 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 extensive choices in each area. The Core Curriculum is organized in four areas. Students 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 1 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 typically in the first year; these courses include a weekly writing workshop. (Students who take Analysis and Expression may defer the Writing Intensive Core course to the second year.) 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.
Cities: Writing the Urban Space  
Fall 2011  
Prof. Neuber  
Cities hold a special fascination for writers as the most complex form of social organization. This course investigates the various ways in which writers have represented the dynamics of city life. Topics to be investigated include the use of cities as philosophical points of departure by such thinkers as Plato and St. Augustine; the development of mnomics as a response to the challenges of urban space; the decline in representations of the city during the European Middle Ages; the inescapability of the city in post-Enlightenment Western Literature; and the depiction of cities in non-Western texts and films.

The Cosmopolitan Imagination  
Fall 2011  
Assoc. Dean Patell  
Originating in the idea of the world citizen and conceived in contradistinction to nationalism, cosmopolitanism can be understood as a perspective that regards human difference as an opportunity to be embraced rather than a problem to be solved. Does this perspective lie behind all “great” literature, which asks its readers to experience otherness by opening themselves up to another person’s words and thoughts? This course uses novels, poems, plays, and films to explore the cosmopolitan impulses behind the literary imagination.

Discovery and Recognition in Narrative, Film, and Drama  
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.

Families  
Spring 2012  
Prof. Neuber  
The family has often been described as the nucleus of society. The course studies the representation of families—both biological and symbolic—as a source of blessings and burdens, bonding and betrayal in literary texts from around the world, starting with the Odyssey and moving on through the Middle Ages to modern writing. The course also investigates modern theories of the family as found in the works of such thinkers as Engels, Freud, and Foucault.

Global Traffic  
Spring 2012  
Prof. Majithia  
Globalization, the acceleration of transportation and information technologies, transforms the experience of distance, producing perceptions of proximity and inter-connectedness across nations. It foregrounds movement and simultaneity, blurring boundaries between “real” and “virtual” worlds. Through texts emphasizing home, homelessness, migration, diaspora, transnationalism, tourism, we examine how literature, film, games, graphic novels, and new media guide readers in this new landscape by charting new concepts of space and place, community, and global citizenship.

Interracial Learning  
Spring 1 2012 (7 weeks)  
Prof. Sollors  
This course examines a wide variety of literary texts on black-white couples, interracial families, and biracial identity, from classical antiquity to the present. Works studied include romances, novellas, plays, novels, short stories, poems, and non-fiction, as well as some films and examples from the visual arts. Topics for discussion range from interracial genealogies to racial “passing,” from representations of international romance to alternative plot resolution, and from religious and political to legal and scientific contexts for the changing understanding of “race.”

Journeys  
Spring 2012  
Prof. Majithia  
The search for knowledge has been linked historically to the traveler’s experience of new places and peoples. Travel necessitates the creation of translations that reveal how knowledge of otherness necessarily involves comparison to home and self. Drawing on texts that represent travel in realistic, figurative, and fantastic terms, we explore the idea that a journey entails the discovery, not only of a destination, but also of the self. As Rilke wrote, “There is only one journey. Going inside yourself.”

Law and the Imagination  
Fall 1 2011 (7 weeks)  
Prof. Simpson  
Crosslisted with Law  
There is no life without law. Nature has its laws. Religions have theirs, societies theirs, families theirs. Business has its rules and contracts. How do people understand the laws that are as much a part of life as the weather? Literature—the work of imagination—guides our great journey towards understanding. Writers dramatize the relationships among law, justice, and freedom. Writers also show the effect of law on the fates, fortunes, and feelings of people. The course explores the power of literature to show us what the law is, what it should not be, and what it might be.

THE CORE CURRICULUM COURSES

CORE 1: PATHWAYS OF WORLD LITERATURE

Paths of World Literature introduces students to great works of literature in different cultural traditions and the exploration of tradition, transmission, and translation within and across these spheres. Courses focus on recurring themes and aspects of the human condition and on evolving forms of literary expression. A defining feature of Paths 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 2011  
Prof. Horta  
Writing Intensive  
For centuries The 1001 Nights (or 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 examines 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, modern Europe, the Americas, and the Middle East.

Becoming Human: Literatures of the Nature-Culture Borderlands  
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 encounters 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 as Shakespeare’s The Tempest, Swift’s Gulliver’s Travels, Mary Shelley’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-edicen fables, like Huxley’s Brave New World.

Interracial Learning  
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Journeys  
Spring 2012  
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The search for knowledge has been linked historically to the traveler’s experience of new places and peoples. Travel necessitates the creation of translations that reveal how knowledge of otherness necessarily involves comparison to home and self. Drawing on texts that represent travel in realistic, figurative, and fantastic terms, we explore the idea that a journey entails the discovery, not only of a destination, but also of the self. As Rilke wrote, “There is only one journey. Going inside yourself.”

Law and the Imagination  
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Prof. Simpson  
Crosslisted with Law  
There is no life without law. Nature has its laws. Religions have theirs, societies theirs, families theirs. Business has its rules and contracts. How do people understand the laws that are as much a part of life as the weather? Literature—the work of imagination—guides our great journey towards understanding. Writers dramatize the relationships among law, justice, and freedom. Writers also show the effect of law on the fates, fortunes, and feelings of people. The course explores the power of literature to show us what the law is, what it should not be, and what it might be.

Magic Realism  
Crosslisted with Literature  
How do global cultural forms emerge? This course charts Magic Realism, a staple of global art, film, and fiction at the start of the new millennium. 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 look at art, art criticism, film, and fiction from Europe, the Americas, and the Middle East.

Myth, Magic, and Representations of Childhood  
Spring 2012  
Prof. Williams  
Writing Intensive  
Using some classics of children’s literature from around the world, including several novels from the Harry Potter series, students examine the ways in which children’s literature offers insight into contemporary culture, particularly concerns about power and politics. Course readings include fairy tales and myths from around the world, as well as writings from theorists and philosophers who have used these “children’s stories” to analyze and explain aspects of the human experience. Focusing on questions of genre, influence, and intertextuality, students explore how—or if—“children’s literature” ultimately offers a more cosmopolitan perspective than literature intended solely for adults.
Other Worlds: Cosmography, Utopias, Travel Accounts

Fall 2011
Prof. Neuber

This course investigates the representation of other worlds in texts and films. Whether depicted as matters of fact (as in cosmography), as a projection of ideal conditions in opposition to one’s own world (as in utopias), or as a mixed blessing when a person meets with circumstances that put everything he knows about the world at risk (as in travel accounts), other worlds offer the opportunity to investigate the encounter with difference as a fundamental aspect of human experience.

Our Monsters, Ourselves

Fall 2011
Prof. Williams
Writing Intensive

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

Placeless Modernism

Fall 2 2011 (7 weeks)
Prof. Shaw

This class considers case studies in a global history of modernism in relation to two competing models of place: the ethnographic turn toward place that began in the late eighteenth century and continues in a wide array of projects today and, on the other hand, the idea of frictionless internationalism manifest in early twentieth-century modernism, and most of all in the slightly later concrete poetry movement.

The Postcolonial Turn

Fall 2011
Prof. Majithia
Writing Intensive

In postcolonial literature, representation and revolution intersect, as writers re-invent literary forms and seek to reconceive colonialism, nationalism, and modernity. We compare British, Caribbean, Latin American, South Asian, and African texts, including travelogues, whose maps envision fantasies of the other; adaptations and translations of novels, in which mimicry and magical realism reveal how “the Empire writes back”; and memoirs and short stories, whose fragmentary and experimental forms express how memories of violence, displacement, and exile shape individuals today.

Reinventions of Love

Fall 2011
Prof. Polenda
Writing Intensive

Crosslisted with The Core: Art, Invention, Technology

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 challenges us to think about gender, family, biology, and faith as manifestations of an attempt to reconcile human needs and desires. We work with ancient texts like the Ramayana, the Upanishads, and the Song of Songs; the poetry of Kalidasa, Rumi, and Neruda; plays by Zemai, Euripides, Shakespeare, Lorca, Tennessee Williams, and Sarah Kane; the music of P.J. Harvey, Antony & The Johnsons, and Thom Yorke; the photography of Cindy Sherman; and the films of David Lynch. Students move towards creating their own inventions, employing creative writing, physical improvisations, ensemble performance, and photography.

Speculative Fiction

Spring 2012
Assoc. Dean Patell
Writing Intensive

This course uses texts and films to explore the speculative impulse behind narrative. Through the analysis of science fiction, utopian and dystopian narratives, texts from political theory, and even works considered to be “realist” in their orientation, students consider the ways in which works of fiction present their readers with thought experiments that pose different kinds of “what if” questions. Is it possible to conceive of speculative fiction as, in fact, the type of all fiction?

Tragedy

Fall 2011
Prof. Zamir

Tragedy originated in ancient Greece and it has been central to both the aesthetic and the philosophical traditions of the West. At the same time, many classic works of Western tragic drama have been adapted by cultures all over the world for their own ends. This course examines key works of Greek and Shakespearean tragedy, critical, historical, and philosophical reflections on these works, and versions of some of these works from non-Western cultures, especially in film.

World Literature

Fall 2011
Prof. Horta

Why do some texts—and not others—travel well enough to be read and taught with interest outside of their cultures of origin? Why this beautiful piece of writing, and not that one? Who are the arbiters of international taste? What is lost and gained in translation? We address fundamental practices of interpreting world literature such as how to read across time, across cultures, and in translation.

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.

Animals, Culture, and Society

Spring 2012
Prof. Swiłoński
Writing Intensive

This course considers the intellectual, ethical, and political stakes of incorporating animal-centered perspectives into frameworks of social scientific inquiry. We examine how animals are socially or culturally constructed in “traditional” and “modern” societies, and consider proposals for studying animals as minded social actors. Readings include religious, scientific, philosophical, and political texts from Arabic/ Islamic, Chinese, and Judeo-Christian literatures.

Cultures and Modernities

Spring 2012
Prof. Peutz
Writing Intensive

“Culture,” wrote Raymond Williams, “is one of the two or three most complicated words in the English language.” Modernity, arguably, is another. Moreover, “culture” and “modernity” are often held to be at odds with one another: if modernity can be defined by its claim to universal applicability, then culture(s) mark the disjunctures and discrepancies that repeatedly disrupt this narrative. This course examines the (cross-) cultural politics and imaginaries of “modernity” to ask: What does it mean to be modern in the global present?

Disease and Society

Spring 2012
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. The course readings consist of books drawn from a range of disciplines.

Enlightenment and Its Institutions

January Term (London)
Prof. Suskin

Crosslisted with Arts and Humanities Colloquium

With astonishing speed—mere decades in the middle of the eighteenth century—Enlightenment not only transformed how we think about ourselves, through new concepts of individuality and community, liberty and verifiable truth, it also remade Britain’s cities and institutions. Imagine London without the British Museum (1759) or the Royal Academy (1768). Imagine our curriculum without Johnson’s Dictionary (1755) or the Encyclopedia Britannica (1768). 250 years later, we will use the resources of the Global Network University to recover how this revolution in methods, tools, and institutions recast inquiry and enterprise in the West and to consider what we might do with our Enlightenment inheritance now. Behind-the-scenes adventures into London’s museums, galleries, and civic societies allow us to add our own tracks to the intellectual map we will be drawing in class.
The Core Curriculum

Ages to the present day, drawing on primary sources and secondary readings from religious studies, the history of science, and anthropology.

Family, Gender, and Modernity

Fall 2011 (7 weeks)

Prof. Gordon
This class examines a few universal, global patterns in the history of families and the many ways that families are culturally diverse. We begin with a historical survey, from the “traditional” families that once dominated throughout the world, to the “modern” (industrial) and “post-modern” (post-industrial) family values that appear today. Then we focus on particular aspects of family life: childhood; dating and courtship; sex and reproduction; husband-wife relations; old age; female-headed and other nontraditional families.

Financial Systems as Social Forms

Spring 2012 (7 weeks)

Prof. Poovey
Financial systems direct flows of capital between savers and borrowers, but they also shape contemporary values and understandings of the self and others. This course compares the theories implicit in the U.S. and UAE financial systems and describes how they work in practice. Whereas credit and interest are central to U.S. banking, Shari'ah law forbids interest, so Islamic banking, which allows for increased communication and cooperation, is an alternative. This course explores the ways in which urban economies have traditionally served as fragile repositories for collective memory from the first monuments of Near Eastern civilizations to the modern architecture of contemporary global cities. Some cities seek to preserve their pasts, while others aggressively brush aside older forms and structures to make way for the new. Students examine the “politics” of urban memory, exploring historical and contemporary debates about the conflicting demands of preservation and modernization in a variety of cities from around the world.

Knowledge, Inference, Uncertainty, Probability

Crosslisted with The Core: 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 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 study the inferences that one should make, and the decisions that one should take, when the evidence leaves it uncertain what is true. We 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?

Landscapes of Memory

Spring 2012

Prof. Robb
This course explores the ways in which urban landscapes have traditionally served as fragile repositories for collective memory from the first monuments of Near Eastern civilizations to the modern architecture of contemporary global cities. Some cities seek to preserve their pasts, while others aggressively brush aside older forms and structures to make way for the new. Students examine the “politics” of urban memory, exploring historical and contemporary debates about the conflicting demands of preservation and modernization in a variety of cities from around the world.

The Miracle of Florence

January Term (Florence)

Prof. Kronman
Crosslisted with Arts and Humanities Colloquium

In the 15th and 16th centuries, the city of Florence was a center of immense creativity in every area of human understanding and endeavor. It was the center of that extraordinary moment we call “the Renaissance”—the revolution in art, architecture, politics, philosophy and science that has shaped our view of the world, and the place of human beings in it. In this seminar, we read representative writings from several of the great Florentine thinkers of the period—Alberti, Machiavelli, Pico, and Galileo. Our goal is twofold: to discover what was original in each, and to grasp how all were connected by a shared set of ideals and beliefs. Our readings and discussions are supplemented by visits to the main cultural monuments of Florence, where we see (among other wonders) the palaces and churches that Alberti designed, the telescope through which Galileo spied the moons of Jupiter, and the tomb where Machiavelli lies.

Politics and the City from Plato to Cairo

Fall 2011

Prof. Menoret
Crosslisted with Urbanization

Cities are probably the most efficient social networks. They allow for increased communication and innovation. They are natural spaces for deliberation and collective action. This course examines how man’s best invention has shaped history, and how cities became the key to understanding man as a political animal. Students explore classical Athens, modern Cairo, America’s suburbs and inner cities. They are introduced to political philosophy, social history, and political anthropology.

Prejudice

Fall 2011

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 2011–12
Pres. Sexton
Crosslisted with Law

This course examines the relationship between government and religion. To this end, the course concentrates on the interpretation, meaning, application, and wisdom of 16 words from the American Constitution: “Government shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof.” These 16 words serve as a starting point for the course because they broadly prohibit government entanglement with religion while simultaneously bestowing government with the responsibility to protect religious freedom. The primary texts of the course are the opinions of the United States Supreme Court, the highest Court in the United States, and final authority on interpretations of the Constitution. Prior knowledge of the subject matter or the United States is not a prerequisite for this class. This course is continued into the second semester.

Self-Representation
Fall 2 2011 (7 weeks)
Prof. Longuenesse

There are many different ways in which human beings represent themselves. I represent myself as a living being, as belonging to a given society and culture, as having a given character, and so on. But do I have a responsibility as the author of those representations? Exploring this question casts light on central questions of philosophy, for instance the relation between mind and body, the relation between self and other, or the belief that we have freedom of the will. Readings may include selections from Western philosophy and Buddhist philosophy as well as neuroscience, psychology, psychoanalysis, and literary works.

The Social Life of Finance
January Term (Buenos Aires)
Prof. Zaloom

This is a course about how and why finance matters. From credit derivatives to pyramid schemes, home mortgages to credit cards, finance both underwrites and the underbelly of the contemporary economy. Finance also shapes the urban environment, producing new city forms and social structures. Drawing on sociology, anthropology, fiction, and film, our seminar examines finance as a mode of social relations and cultural meaning in contemporary capitalism. We pay special attention to the financial turbulence in Argentina, and visit sites in Buenos Aires where citizens, economic experts, and political officials engage important questions about culture and economy.

Tolerance and Relativism
Spring 2012
Prof. Silverstein
Writing Intensive

Most of us agree that we should be tolerant. Often the call for tolerance is grounded in relativism—the thought that there isn’t a fact of the matter. After all, on what basis could we insist that others share our beliefs if those beliefs are subjective, a function of upbringing or our peculiar tastes and concerns? But should we accept relativism? Can relativism justify tolerance? If not, then how can we justify tolerance?

Truth
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 are considered. They are assessed for their adequacy in dealing with a range of domains in which truth is at issue—including science, morality, politics, religion, and aesthetics.

Wealth of Nations
Fall 2011
Prof. Chacon

This course examines the determinants of economic development in the modern world. The course is divided into two parts. The first reviews theories that place factors of production such as labor and technology as the main cause of cross-country differences in economic wealth. The second part of the course investigates the role of institutions, culture, religion, geography, and luck as deeper causes of comparative development. The main questions addressed throughout the course are: Why are there such large differences in income per capita across countries? Why have some countries developed steadily over the past 200 years while many others have not? Why do some governments adopt policies that promote economic development while others set up barriers to economic activity? These questions are analyzed from a theoretical and empirical perspective.

What is Man?
Fall 2011
Prof. A. Minsky

These sciences, born of the Enlightenment’s quest to recreate Man in its image, gave rise to a paradox. In brokering reconfigurations of the essence and boundaries of the human, new models for socio-political organization, and claims to inalienable human rights, they also demarcated and fortified the supposedly “natural” fault lines between sexes, races, cultures, and peoples. The course provides an interdisciplinary exploration of the nature of cultural distinction and the historical development of the Image of Man in a variety of global case studies, from the eighteenth century to the present.

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.

Catastrophe
Fall 2011
Prof. Jeong

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

Collaborative Arts: Creativity and Social Experience
Spring 2012
Prof. Van Every

The ability to communicate has been central to humanity from the beginning of time. While speech may have been the first great revolution in human communication it certainly is not the last. Throughout our history, the forms of communications we have employed haven’t been limited to our innate capabilities but have been extended by technology. Technology has allowed humans to overcome time and distance enabling ever more sophisticated and rich forms of communication. In this course we examine the history of human communication culminating with the current state of communication technologies that are being developed online and in the mobile world.

Cosmopolitanism and Popular Culture

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 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 globalization. Students 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.
**Cultural Encounters**
*Fall 2011*  
**Prof. Tabbaa**
This course discusses the contexts, dynamics and products of cultural encounters from the perspective of anthropology and art history. Focusing on pivotal moments of cultural interaction—in conquest, travel, pilgrimage or trade—it analyzes the processes of imposition, appropriation, assimilation and the hybridized and disjunctive art forms that characterize such encounters. The course examines case studies from the Middle East, Europe, and Africa ranging from the 16th century to the 21st.

**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 for the first man and filled with all the Earth’s creatures and plants set their descendants on an infinite quest to find, describe, and recreate it. The course studies the efforts by people of the Abrahamic religions to specify the site, form, and meaning of the first Garden, in theology, literature, visual art, film, and garden design. It seeks convergences and differences among these interpretations across millennia and media, and asks whether the Garden of Eden continues to hold productive meanings today. All students participate in a garden design project. This course includes field trips to gardens in Abu Dhabi and abroad.

**The Human Voice**
*Spring 2012*  
**Prof. Feldman**
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, more importantly, use their own voices to make a chorus of sounds in class.

**The Idea of the Portrait**
*Fall 2011*  
**Prof. Zamir**
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 representation and 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 ready-mades; the better self: face-lift and Photoshop; after life and afterlife.

**Inventions**
*Spring 2012*  
**Prof. Helmrich**
Inventions have played a pivotal role in the development of history, mankind, and culture. Inventors articulate problems and find creative solutions, often by combining concepts that are not typically linked. This class examines inventions and the process of inventing through case studies. We consider the historical context of inventions and how the use of inventions can change from one culture to another. Some of the inventions we explore are the bow and arrow, the lever, the bicycle, dynamite, the fax machine, and the computer. Students are presented with problems and asked to create prototypes and invent new tools.

**Maps**
*Fall 2011*  
**Prof. Hudson**
What are maps, and what do they tell us? From prehistoric cave paintings to Mercator projection maps to contemporary mobile apps, maps combine the innovation and rigor of art and science. Maps interpret space in and over time. This course examines maps from the ancient and modern worlds, alongside reinterpretations of mapping in paintings, films, video games, and new media, to understand ways that maps produce knowledge visually.

**Photography and Narrative**
*Spring 2012*  
**Prof. Polendo**
Writing Intensive  
**Crosslisted with The Core: Pathways of World Literature**  
**Reinventions Orientations**
*Spring 2012*  
**Prof. Nagel**
Scholarly approaches to Renaissance art have traditionally focused on what it inherited from the Roman world. What happens to our understanding of the Renaissance when we highlight its relationship to Jerusalem, Constantinople, and other cultural centers in the Eastern Mediterranean? This course investigates the interpretive implications of this shift in orientation, exploring the West’s fascination with objects and images produced by Byzantine and Islamic artists, and the complications of identity produced by pilgrimages to the east, both real and imaginary.

**Ritual and Play**
*Spring 2012 (7 weeks)*  
**Prof. Schnechter**
Underlying performances of all kinds—theater, dance, music, the performances of everyday life, sports, and popular entertainments—are ritual and play. These must be understood from multiple perspectives. In the course, we investigate roots of human ritual and play in animal behavior; human religious and social rituals; and children and adults at play. Examples include the Tazieyeh of Shi’a Islam, the Ramla of Hinduism, the Olympic Games, Noh Drama of Japan, American baseball, “deep” and “dark” play.
The Core Curriculum

Non-science

This course examines the phenomena of scapegoating from both a historical and psychological perspective, and examines its treatment in films, literature, music, and new technology. Tracing the origins of scapegoating as a tribal rite and as one of the defining aspects of Greek tragedy, this course ultimately poses the question—what is it, in the human psyche, that causes us to demonize and dehumanize the “other,” and demand, in the most extreme cases, witch trials throughout the centuries, mob lynchings, the Holocaust, and the more recent genocide in Rwanda. This course also touches on the technological forms of scapegoating such as cyber-bullying and examines how the Internet itself is often used as a scapegoating device.

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

Crosslisted with The Arab Crossroads

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.

The Domain of Crystals

Spring 2012

Prof. Rabehe

Knowing the three-dimensional structure of a molecule is important for understanding its functional properties. Is it indeed possible to visually analyze a molecule and use the observed experimental data to build a three-dimensional model? This course explores how information can be obtained using a variety of analytical techniques such as X-ray crystallography, and can lead to significant breakthroughs in pharmaceutics. Students grow crystals of different colors, shapes, and sizes and harvest them for physical and morphological characterization in order to understand the basic principles of atomic structure and theory, chemical bonding and reactions, thermochemistry, periodicity, and solution chemistry.

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.

Microbes, Meals, and Metagenomics

January Term (Abu Dhabi)

Prof. Tan

Yeasts are among the world’s oldest industrial microbes. These single-celled organisms are involved in the preparation of various foods, most notably bread and beverages. Indeed, the use of yeast in the baking industry is found in many societies throughout the world. In this course, the diversity and functions of yeasts are examined using modern experimental approaches. Students begin by learning the fundamentals of the biological molecules that comprise the cell, such as DNA, RNA, proteins, and carbohydrates. In the laboratory, students then use a variety of methods, including DNA isolation, polymerase chain reaction amplification, gel electrophoresis, sequencing, and metagenomic analysis to study these microorganisms that are so globally important in providing fundamental sustenance.

Mutations and Disease

Fall 2011

Prof. Dimitri

Laboratory included

The very word “mutations” tends to raise fear and apprehension since it is so often associated with physical deformities or exposure to harmful agents, including radiation. Perhaps such fear is warranted since many human diseases, including cystic fibrosis and cancer, are caused by “mutations”, which are mere changes in the genetic information in DNA. Starting with basic concepts, this course explores important cellular macromolecules, such as DNA, and proteins as well as their three-dimensional structures that endow them with their specific functions. In fact, understanding how mutations induce alterations to macromolecular structures often sheds light on the characteristic symptoms and prognosis of some human diseases and syndromes. Laboratory projects, which focus on introduction to computer modeling, emphasize visualizing in a three-dimensional environment the normal and altered macromolecules associated with some common but complex human maladies.

Where the Desert Meets the Sea: The Environment of the Arabian Peninsula

Spring 2012

Prof. Burt

Crosslisted with Biology; The Arab Crossroads; 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.

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.

Atom and Energy

Spring 2012

Prof. Zav

Writing Intensive

E=mc²: One simple equation encapsulates the power to grant life and death in equal measure. Life associated with fusion in the sun, radiation therapy, and nuclear energy; death via nuclear bombs and nuclear disasters. This course uses nuclear physics as a prism for exploring science as a human endeavor, focusing on the physics of the atomic nucleus and its technological applications. Arguments for and against nuclear power plants are analyzed, while the power and threat of nuclear weapons are assessed. The international treaties designed to limit the spread of nuclear weapons are scrutinized, emphasizing the challenges that lawmakers and citizens face in determining and guiding the uses of nuclear power as we grapple with the moral responsibility that all of us—scientists, politicians, and citizens—must bear for ourselves, our nations, and ultimately, for humanity.
Knowledge, Inference, Uncertainty, Probability
Crosslisted with The Core: Structures of Thought and Society
The Language of Computers: Introduction to Programming Using Python
Spring 2012
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 learn the basics of how computers “think” and how computer programs (software applications) are created. We develop simple and fun applications involving graphics, sound, text processing, animation, basic interactive game techniques, networking, and web interfaces. Students produce short programs and one final project using Python, a relatively easy programming language with powerful visual and graphics capabilities.

Life in the Universe
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 addresses 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.

Quantum Theory and Relativity: The Impact of a Scientific Revolution
Fall 2011
Prof. Camia
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 altered notions of time and space, laying the theoretical foundation for the use of nuclear power. At the same time, a new quantum theory was developed to describe the behavior of atoms and nuclei. It led to great technological advances, with much modern technology crucially exploiting quantum effects. But the revolutionary advent of relativity and quantum mechanics came with significant consequences: Physics became detached from the public’s everyday experiences and intuition. Challenging that notion of inaccessibility, this course analyzes some of the basic concepts of relativity and quantum theory.

Serendipity in Science
Spring 2012
Prof. Bernstein
In 1754 the antiquarian Horace Walpole coined the word serendipity based on the Persian fairy tale “The Three Princes of Serendip,” whose heroes “were always making discoveries, by accidents and sagacity, of things they were not in quest of.” In the ensuing centuries, the word has had a colored history. Many of the major scientific and technological developments that shape our modern economy and culture had serendipitous components, including X-rays, penicillin, nylon, vulcanization of rubber, Post-Its, Velcro, saccharin, Nutrasweet, Teflon, insulin, the Pap test, super glue and a host of others. In this course we examine the history of serendipity, the synergism between the scientific background and experience of the individual scientist and researcher, and some of the many serendipitous breakthroughs that have changed and extended our lives and continually improve our standard of living.

Social Issues in the New Biosciences
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.
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 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 do not comprise a major; they are multi-disciplinary courses that support the various Arts and Humanities majors. The colloquia 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, the major engages students with classic cinema, popular drama and comedy, animation, documentary, and mobile and interactive media. The major is characterized by learning through doing. We offer theoretical and practical study of the key disciplines—including screenwriting, directing, cinematography, sound design, producing, editing, and distribution—employed in the collaborative process of visual storytelling. 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. Projects 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 Concentration in Documentary Film provides a bridge for students majoring in other areas who wish to articulate their ideas through film. Students interested in new media should also consider the related multidisciplinary concentration in Interactive Media and Technology (see pp. 180–181).

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. Four courses are required for the concentration: Sound, Image and Story; Documentary Production; Documentary Techniques or The World Through the Documentary Lens; and one elective in documentary film. Students are also encouraged to integrate documentary film in the capstone project for their major.
### REQUIREMENTS FOR THE MAJOR

11 courses, distributed as follows:

- **2 Required Courses:** Sound, Image, and Story; The Language of the Moving Image
- **7 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**

### FIM AND NEW MEDIA COURSES

#### REQUIRED FOR MAJORS

**The Language of the Moving Image**  
**Fall 2011**  
Prof. Jeong  
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.

**Sound, Image, and Story**  
**Spring 2012**  
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.

**Documentary Production**  
**Fall 2011**  
Prof. Polendo  
Crosslisted with Theater

**Directing the Actor**  
**Fall 2011**  
Prof. Polendo  
Crosslisted with Journalism

**Person-to-Person: The Interview**  
**Spring 2012**  
Prof. Van Every  
Crosslisted with Interactive Media and Technology

**Mobile Media**  
**Spring 2012**  
Prof. Van Every  
Crosslisted with Computer Science, 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 explores 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 create projects that utilize the available technology to explore new forms of social media creation and consumption.

**New Media Lab**  
Crosslisted with Interactive Media and Technology

**Exploring the interview in film, radio, television, print, and new media, this class considers a range of theoretical and practical approaches to the shaping of questions, the interviewer/interviewee relationship, character, and constructing an argument. Readings include Plato, Deleuze, and Studs Terkel and the class examines the approaches of Errol Morris, Michael Moore, Sadie Benning, David Frost, James Agee, Oprah Winfrey, and others. Class projects investigate these techniques from both a practical and theoretical perspective.**

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**January Term**
Short Film Production
In this practical introduction to short filmmaking each student writes and directs three short fiction films, working in groups of four and rotating crew positions. Student work is screened and critiqued in class. Students are 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 are utilized. Digital animation, compression, and online distribution is also covered.

Single Shot Cinema
Fall 2011
Prof. Helmrich
In this hands-on course, we explore the vocabulary of camera movement and the dramatic impact of the long, single take. Single Shot Cinema is a film method that re-interprets film language based on the technical developments and possibilities of filmmaking in the digital age. What was once only possible with cranes and Steadicams is now accessible to the low-budget filmmaker. Students discover how to block actions and characters in a scene and choreograph one single shot, using smooth and flexible camera movements that expresses the drama, emotion, and vision of the director.

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 to the public. Students develop new ideas for helping this transition along both on the Internet and in the traditional broadcast space.

Writing the Feature
A workshop devoted to the development of a feature-length screenplay. Topics include the germinal idea, 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 workshop their story ideas and screenplay pages in class.

Writing the Short Screenplay
Fall 2011
Prof. Sanders
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 theater and the professional practice of the contemporary screenwriter when pitching to producers. Screenings and discussions focus on classical and contemporary examples of the short film from a variety of genres, traditions, and cultures. All students complete two short screenplays.

ELECTIVES: HISTORY, THEORY, CRITICISM

Applications of Media
Crosslisted with Interactive Media and Technology
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.

Comparative (Post)Colonialism:
Media and Representation
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 is 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.

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.

Frames of World Cinema: 1960 to present
Spring 2012
Prof. Jeong
World cinema typically has been studied as a collection of national traditions. What happens when the history of cinema is reframed within a set of regional, transnational, and global traditions? Students use film theory and close analysis to rethink the history of world cinema with particular emphasis on post-1960 Hollywood and New Wave films.

The History of Editing
Beginning with the famous contrast between the styles of Lumière and Méliès; 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 Sukarav); 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.

Imagined Networks, Global Connections
This course examines emergent “imagine 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 are historical, political, and literary.

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 explores 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 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 Ambitab Bachchan and the Indian star system, and the emergence of modern Bollywood as a domain of media synergy and globalization.

Interactive Screens and Cinematic Objects
What does it mean to create interactive cinema? What are its limits and possibilities? Are we talking about cinema as a domain of media synergy and globalization, 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 multilayered interactive environment? The creation and evaluation of work in this class pivots 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.

New Media Ecologies
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.

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.

Video for New Media
Crosslisted with Visual Arts, 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 educational and experimental video forms 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.
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 study specific subjects in depth. Both classical and contemporary films are shown. Specific examples of fields of study include: civil rights, human rights, the environment, biographies, and societies at war.

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 seven 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.

**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.

**Requirements for the Major**
10 courses, distributed as follows:
1. Required Courses: *Theory and Practice of History*
2. 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.
3. Capstone Project

**Sample Schedule**

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This course explores the history of medicine 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.

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.

Global Environmental History 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 relationships 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.

Global History of Medicine
This course explores the history of medicine from a global perspective. We study both the circulation and exchange of ideas, texts, and materia medica among different regions, and explore how healing was differently practiced and experienced in regions characterized by distinctive disease ecologies, social relations, and cultural understandings of illness and the body. In teasing out the relationship between "global" and "local", we probe important questions about the agency of non-western and lower-class people in shaping the history of medicine, including "western" biomedicine.

Judaism, Christianity, and Islam Crosslisted with The Ancient World, 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 they played out in different locations and at different historical moments.

The Modern World System: Past, Present and Future January Term (Abu Dhabi)
Profs. Calhoun and Wallerstein
Crosslisted with Social Research and Public Policy
This course offers an overview of global history and development policies, and the impact of the Cold War on culture and gender in various countries.

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 in both the home area and in distant trading locations, and analyzes the resulting development of different kinds of connections both predictable and unanticipated.

Prof. Roth
Crosslisted with Urbanization
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.

REGIONAL COURSES: INDIAN OCEAN WORLD

Capitalism in South Asia
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, protoindustrialization in pre-colonial India; the East India Company to developmentalist theories and protoindustrialization policies; nationalism, decolonization, and political economy; and neo-liberalism.

Afican History through Literature
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 are all examined regionally and over time.

History of Religions in Africa
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.

The Making of the Muslim Middle East Fall 2011
Prof. Stein
Crosslisted with The Arab Crossroads
Modern South Asia Spring 2012
Prof. L. Minsky
Crosslisted with The Arab Crossroads
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 enables students to appraise and navigate competing models of nationalism, cosmopolitanism, and universalism in the world today.

Topics in Indian Ocean History
Crosslisted with The Arab Crossroads
Course topics may include: Southern Indian Ocean trading networks of the Indian Ocean; cianism, 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
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 exotic exchange; art; law; travel; diasporas; shipping; weaponry; foreign representations of China and Chinese representations of others.

Empires and Imperialism in East Asia Spring 2012
Prof. Swislocki
This course examines empire building and cultural encounters in the East Asia region, comparing the character of empires across time and space as well as the politics of human diversity. We look at the nuts and bolts of empire building, as well as how cultures of conquest shape identity (especially ethnicity and gender) and regional geopolitics.

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

Food and Drugs in Chinese History January Term (Shanghai)
Prof. Waley-Cohen
The goal of this course is to examine Chinese society and culture through the lens of the consumption of food and drugs to elucidate the social role played at different times by food and drugs in Chinese culture and its representations. We examine the role of food and drugs, especially opium, in Chinese social, political, economic, and cultural history, with an emphasis on the pre-modern period. Topics may include the relationship of health and diet; food in religious and ritual practice, gastronomy, consumption and the material culture of food and drugs, restaurants and catering; famine; imperial dining practices; toasting opium; smoking, cultivation, and elimination; the Opium Wars; and food, drugs, and identity, including the global association of China with food and with opium.
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.

Silk Roads Past and Present
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 contracted area drawing global attention from various powers vying for control.

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.

Ethnicity, Race, and Immigration in United States History
Spring 2012 (7 weeks)
Prof. A. Minsky
This course covers the basic immigration, ethnic, and racial history of the US from colonial times through the present. Which population groups arrived when, and with what political and cultural consequences for themselves and for other groups? How have public and private authority dealt with ethnic and racial diversity in the most conspicuous of the immigrant-receiving nations in the world, and one with egalitarian aspirations? What ideas about diversity and cosmopolitanism have developed in this American context?

Global Revolutions 1789-1989
Spring 2012
Prof. A. Minsky
The course explores the phenomenology, theory, and practice of revolution from the French Revolution to the fall of Soviet communism. It seeks to answer three fundamental questions: what are the underlying causes of revolution; how and why do revolutions migrate or undergo cultural translation; and to what extent have revolutions become the catalyst for societal (dis/re)organization in modernity. Readings include historical documents as well as theoretical works by Burke, Marx, Lenin, Lukacs, Arendt, Fanon, Debray, and Marcuse.

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.

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.

Ideas into Ideologies: Nineteenth-Century German Ideas and Their Global Legacies
This course introduces ideas and intellectual projects articulated in German letters and public discourse during the "long 19th century" (1789-1914), and their global legacies as ideas were transformed into ideologies during the 19th and 20th centuries.

Imigration: An American History
January Term (New York)
Prof. Diner
Crosslisted with Social Research and Public Policy
The history of United States, extending back to the colonial era, long before its emergence as an independent country, took much of its character from the constant migration of a diverse group of newcomers, arriving from nearly every continent. This course, which examines the entire sweep of American history, focuses on the immigration and consequent ethnic diversity of its people, from the seventeenth century until today. It asks not only who immigrated, why, and when, but how these people have formed ethnic communities and how have these communities, in turn, shaped the nation. We highlight the New York experience, and visits to museums, historic sites, and ethnic neighborhoods take the course out of the formal classroom and into the lived city.

Imperial Compettion 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. This course explores the strategies of British, French, Russian, Ottoman, German, Habsburg, American, and Soviet empires through World War II.

Islam in Africa and the Americas
Introduction by merchant activity in the 8th century C.E., by the 16th 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. This course 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.

The U.S. in a Transnational and Global Perspective: America and the World since 1898
Spring 2012
Prof. Klimke
This course is designed to explore 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. Chronologically, it examines America’s place in the world from the Spanish-American War to the presidency of Barack Obama. Themes range from immigration and economics to culture and politics in their global and transnational aspects. The course focuses on readings and discussion.

When There Were Two Europes: Islam and Christendom, 711-1529
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.

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 covers the different cultures of the region, with particular interest in their interaction and the conquest of the entire region by Rome. The course examines 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 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.

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.

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. NYU Abu Dhabi 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.

Many of our students are multilingual; English is a second, if not a third language. All graduate from NYUAD with a mastery of English. Our program emphasizes sophistication not just in writing, but in all aspects of communication. We recognize the close connection between culture and language: the cultural background of students influences their style of expression and class participation, and we work with them to thrive in the interactive approach to learning at NYUAD. The foundation course is Analysis and Expression, which develops critical thinking in tandem with written and verbal expression. Students seeking further support, whether to refine their writing skills, enhance their verbal fluency, or improve their articulation and accent, will find it at the Academic Resource Center, where instructors are trained in English as a second language. Periodic language assessments monitor the progress of students to assure they are on track to reach the goal of advanced proficiency in English.

Students 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 is 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**

**ARABIC**

**Elementary Arabic 1**
Fall 2011; Spring 2012
Prof. Kittaneh
Builds basic skills in modern standard Arabic.
A continuing study of Arabic at the Elementary level. Five weekly hours of instruction and drill, stressing the proficiency approach, plus work in the language laboratory.

**Elementary Arabic 2**
Fall 2011; Spring 2012
Prof. El-Araby
Prerequisites: Elementary Arabic 1 or equivalent
A continuing study of Arabic at the Elementary level. Five weekly hours of instruction and drill, stressing the proficiency approach, plus work in the language laboratory.

**Intermediate Arabic 1**
Fall 2011; Spring 2012
Prof. Kittaneh
Prerequisites: Elementary Arabic 2 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.

**Intermediate Arabic 2**
Fall 2011; Spring 2012
Prof. El-Araby
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.

**Colloquial Arabic**
Prerequisite: Intermediate Arabic 2 or equivalent
Complements the students knowledge of Standard Arabic to include proficiency in one of the major Arabic vernaculars, with emphasis on daily life tasks, conversational fluency, and cultural sensibility.

**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.

**CHINESE**

**Elementary Chinese 1**
Fall 2011
Prof. Shao
Opened to students with little or no training in Chinese, this course is designed to develop and reinforce language skills in listening, speaking, reading, and writing as it relates to everyday life situations. The objectives are: to master the Chinese phonetic system (pinyin an tones) with satisfactory pronunciation; to understand the construction of commonly used Chinese Characters (both simplified and traditional) and learn to write them correctly; to understand and use correctly basic Chinese grammar and sentence structures; to build up essential vocabulary; to read and write level-appropriate passages; to become acquainted with aspects of Chinese culture and society related to the course materials.

**Elementary Chinese 2**
Spring 2012
Prof. Jiao
Prerequisites: Elementary Chinese 1 or equivalent
A continuation of Elementary Chinese I. The course is designed to reinforce and further develop language skills in listening, speaking, reading, and writing as it relates to everyday life situations.
Intermediate Chinese 1
Fall 2011
Prof. Shao
Prerequisites: Elementary Chinese 2 or equivalent
This course is designed to consolidate overall listening and speaking proficiency, with the focus gradually moving toward semi-formal usage of Chinese language in topic-oriented discussions. The objectives are: to be able to obtain information from extended conversation; to both express and expound on, in relative length, feelings and opinions on common topics; to expand vocabulary and learn to decipher meaning of compound words; to develop reading comprehension of extended narrative, expository, and simple argumentative passages; to solve non-complex textual problems with the aid of dictionaries; to write in relative length personal narratives, informational narratives, comparison and discussion of viewpoints with level appropriate vocabulary and grammatical accuracy, as well as basic syntactical cohesion; to continue being acquainted with aspects of Chinese culture and society related to the course materials.

Intermediate Chinese 2
Spring 2012
Prof. Jiao
Prerequisites: Intermediate Chinese 1 or equivalent
A continuation of Intermediate Chinese I, focusing on semi-formal usage of Chinese language when discussing more academic-flavored cultural or social topics.

Advanced Chinese 1
Prerequisites: Intermediate Chinese 2 or equivalent
This course is designed to further develop proficiency in speaking and writing through readings on and discussions of socio-cultural topics relevant to today’s China. The main focus is the improvement of reading comprehension and writing skills. The objectives are: to further improve oral communicative competence by incorporating semi-formal or formal usages; to acquire vocabulary and patterns necessary for conducting semi-formal or formal discussions of socio-cultural topics; to increase reading speed of texts with more advanced syntax; to learn to make context-based guesses about the meaning of a new word, conduct sentence analysis and solve textual problems with the aid of dictionaries; to write and present more fully developed narratives or reasoned and structured arguments in length; to learn to employ basic rhetoric methods; to learn to appreciate stylistic usage of Chinese language.

Advanced Chinese 2
Prerequisites: Advanced Chinese 1 or equivalent
Continuation of Advanced Chinese I. Designed to reinforce and further develop students knowledge of formal usage of Chinese language.

ENGLISH

Analysis and Expression
Fall 2011, Spring 2012
Prof. Stalla and Staff
This course provides comprehensive instruction in the language and critical thinking skills essential for success in a liberal arts curriculum. Students engage with a variety of texts, learn how to analyze and express complex ideas in both written and spoken form, and complete assignments that range from shorter reviews and editorials to longer persuasive essays. Each assignment is the result of a progression of structured exercises with an emphasis on drafting and revision strategies. Students work collaboratively, offering constructive critique through class discussion, peer-group workshops, and one-on-one writing conferences. Those who place into Analysis and Expression must complete the course before enrolling in a Writing Intensive Core Curriculum course.

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 are also 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 of Literary Studies, 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, including those taken at another NYU global site, must be approved in advance by the student’s mentor.

**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, including those taken at another NYU global site, must be approved in advance by the student’s mentor.

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### Requirements for the Concentration in Literature

3 courses, distributed as follows:

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

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### Requirements for the Concentration in Creative Writing

4 courses, distributed as follows:

1. Introduction to Creative Writing
2. Electives
3. Electives

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January Term
The novel is becoming the new dominant literary genre, 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 use fiction as a tool to visit (figuratively) five cities: Cairo, Alexandria, Beirut, Haifa, and Baghdad. The novels are our guides in order to understand the multiple layers of a city, and to build knowledge about the relationship between literature and social life. We read works by Naguib Mahfouz, Sunalla Ibrahim, Huda Barakat, Hanan Al Sheikh, Tawfic Yussuf Awad, Sinan Antoun, and Ghassan Kanafani. We read the novels as both individual and collective experiences, and we discuss how the new literary genre reflected and participated in the process of social change.

### LITERATURE COURSES

#### REQUIRED FOR MAJORS

**Critical Theories and Methods of Literary Studies**
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.

**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.

#### ELECTIVES

**Cities and Modern Arabic Literature**
Janus 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 a 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 use fiction as a tool to visit (figuratively) five cities: Cairo, Alexandria, Beirut, Haifa, and Baghdad. The novels are our guides in order to understand the multiple layers of a city, and to build knowledge about the relationship between literature and social life. We read works by Naguib Mahfouz, Sunalla Ibrahim, Huda Barakat, Hanan Al Sheikh, Tawfic Yussuf Awad, Sinan Antoun, and Ghassan Kanafani. We read the novels as both individual and collective experiences, and we discuss how the new literary genre reflected and participated in the process of social change.

**Classical Literature and its Global Reception**
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.

**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 are drawn from the major periods of Greek and Roman drama; Japanese classical theater; medieval drama; the 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**
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 Cervantes, and modern and contemporary works by Borges, Pessoa, Saramago, Kundera, Ondaatje, and Paz Soldán.

**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**
Crosslisted with The Core: Pathways of World Literature

**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**
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 read masterpieces of modern fiction, from Tayeb Sahle to Jabr Ibrahim Jabra, and from Huda Barakat to Hanan Al Sheikh, dealing with topics related to modernity, social change, gender, prisons. The novel is read as both individual and collective experiences, and we discuss how the new literary genre reflected and participated in the process of social change.

### TOPICAL RESEARCH

**Advanced Seminar**
An intensive course in methods of research. The course focuses on a single topic studied from numerous theoretical and methodological approaches to gain confidence in completing original research. This course may 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.

**Modern Drama: Realism and Naturalism**
Crosslisted with Theater

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

Tales of Love and Death
January Term (Abu Dhabi)
Prof. Warner
This course explores foundational myths and fairy tales, from the Babylonian Epic of Gilgamesh to contemporary re-envisionings of Bluebeard and Cinderella. Long before print and the coming of the book, every society has told stories to tackle deep questions: about the human place in the world, the origins of natural phenomena, the meaning of love and war, the mystery of death. This form of literature has been called the work of “reasoned imagination” (Borges). There readings from classic works (Homer, Ovid, as well as the above), which act as a stimulus to original writing projects and inspire tales that draw on the participants’ own cultures.

Writing the Short Screenplay
Fall 2011
Prof. Sanders
Crosslisted with Film and New Media

Music is a form of cultural expression that constitutes an integral part of every civilization. The NYU Abu Dhabi program has two distinguishing features. First, the program takes a global approach to music making and emphasizes both eastern and western approaches to music theory, history, criticism, and practice. The program bridges musical theory, repertoire, and performance styles of Western music (including but not limited to classical, jazz, and popular styles) as well as the influential transnational traditions of North Africa, the Arab Peninsula, the Levant, and the Persian Gulf regions. Abu Dhabi’s proximity to major regional musical centers, such as Istanbul, Beirut, and Delhi, and to neighboring Dubai’s recording studios and performance venues offers the opportunity to learn first-hand about international popular music.

Second, the music major at NYUAD is dedicated to learning through making music, and the continual interaction and synthesis of action and reflection. Students are expected to participate in ensembles and can also receive private training on their instruments. Team-taught courses and hybrid courses that draw on music’s relation to dance, theater, visual art, literature, and film, as well as philosophy, religion, cognition, evolution, emergent technologies, and the environment, will be offered regularly. The curriculum provides special opportunities to study and participate in digital music recording and telematic music and to consider the process of making music from its creation to production and distribution.

The strong programs at NYU in New York in ethnomusicology, recording, and digital music are accessible to students in Abu Dhabi through courses taught by affiliated faculty and terms spent in New York and other global sites.

Students pursuing a major or concentration in Music at NYUAD gain proficiency in theory, history, criticism, and interpretation of music traditions throughout the world. At the same time, our students develop skills in analysis, critical thinking, composition, writing, and technology that are valuable across disciplines. As a result, the major and concentration in Music constitute excellent preparation for graduate study in music and related fields in the Arts and Humanities; for careers in the music, media, and culture industries; or for any occupation demanding clear and original thinking, command of the written word, analytical skills, and creativity.
## Requirements for the Major

11 courses, distributed as follows:

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## Electives: Arts Practice

- **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 develop a project involving hands-on use of new technologies and work with students in other areas of the Arts to execute it.

- **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 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 includes discussions of aesthetics and raise issues of musical meaning in different cultural contexts, and looks specifically at the musical traditions of the region. Students are encouraged to work creatively in the different traditions we encounter.

## Making Music: From Creation to Distribution

- **Spring 2012**
  - **Prof. King**
  - This practical course endeavors to expose students to the various processes and tools by which music is creatively conceived and brought to public life. Students of various skill sets gain the necessary footing to develop/envision themselves as music practitioners/makers in a changing global landscape, as we endeavor to focus on cosmopolitan music practices that draw on the uniqueness of the UAE as a global site. Students work in teams to develop creative music projects involving original writing/composition, recording, performance, and a basic creative plan for dissemination that also involves emergent and/or interactive media. The course also has a historical scope in which students consider how aforementioned broad course questions have been addressed at different key moments in history and how the complexion of those questions has differed in various national and regional contexts.

- **Making Music: From Creation to Distribution**
  - **Spring 2012**
  - **Prof. Charlier**
  - Music majors as well as non-music majors are encouraged to participate in small ensembles or individual instruction. This course is not offered for credit. Music majors need to petition the instructor and the Associate Dean of the Arts for course credit.

- **Ensembles**: There are three ensembles: strings, winds, and new music. New music ensemble will collaborate with an NYU New York music class for a telematic concert. Ensembles include weekly coaching and participation in two concerts per semester. Placement auditions are held during the first week of classes.

- **Individual Instruction**: One-hour weekly music interpretation lessons on repertoire to be decided by the student and professor. The student may choose to concentrate on a specific period, style or genre, or choose a more eclectic/global approach. Students participate in two concerts.
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 survey the various genres of South Asian music and how they intersect with contemporary American culture. This exploration includes 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 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.

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 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.

Music Histories
Each year this course will look closely at several aspects of the history of music with a focus on a different regional practice 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.

Music in and of the City: Abu Dhabi
Crosslisted with The Arab Crossroads, 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 undertakes 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.

Regional Musics of the Middle East
Crosslisted with The Arab Crossroads, 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 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 music.

Topics in Western Classical Music
Spring 2012
Prof. Charlier
Rather than present stylistic overviews, this course focuses 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 is on issues of how these works create effects, and resultant questions of meaning, we also look at sociological and political issues.
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—itself 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 meets 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. Only one course may double-count for the Concentration in Philosophy and another major or concentration.

**Requirements for the Concentration in Philosophy**

- 4 courses, distributed as follows:
  - 1 Central Problems in Philosophy
  - 3 Electives
### PHILOSOPHY COURSES

#### REQUIRED FOR MAJORS

These courses presuppose no background in philosophy and are required for the Major in Philosophy.

**Central Problems in Philosophy**

**Fall 2011**

Prof. Silverstein

This course introduces students to the discipline of philosophy by way of several philosophical problems, including skepticism, the ethics of punishment, and the existence of God. But philosophy is more than a set of specific problems. It is a way of attacking problems. We focus on the method of philosophy: clear, careful, analytical reasoning. We practice this method and hone our philosophical skills both in class discussions and in written work.

**Logic**

**Spring 2012**

Prof. Silverstein

All philosophers are wise. Socrates is a philosopher. Therefore, Socrates is wise. Our topic is the nature of this therefore. Logic is the science of reasoning—the study of the ways in which statements support or contradict one another. We investigate the logical structure of everyday language and see how the correctness or incorrectness of reasoning depends on this structure. We develop a formal language in order to make this structure more perspicuous.

#### INTRODUCTORY COURSES

**Biomedical Ethics**

An examination of the pressing moral questions that arise in medical practice and research. Do we have a basic right to health care? Are euthanasia and physician-assisted suicide ever morally permissible? Do we have the right to decide the course of our medical treatment, or to determine the timing and manner of our own deaths? Do we have a right to privacy and confidentiality? Should we allow medical research that harms animals (or that makes use of human stem cells)? Are there compelling moral objections to genetic testing or genetic engineering?

**Philosophy of Music**

What is music, and why does music matter so much to us? Unlike paintings and sculptures, works of music cannot be identified with a particular physical object. So just what is a musical work? Where, when, and how do the Mozart Requiem and “Stairway to Heaven” exist? What makes for a performance of one or the other? We commonly think of music as meaningful, but what, if anything, does a Bach fugue say to us? How should we understand the connection between music and the many emotions it can express or invoke? Finally, why do we sometimes find music to be not just enjoyable, but intensely moving and even profound?

### REQUIREMENTS FOR THE MAJOR

10 courses, distributed as follows:

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

6 Electives: one Introductory Course; (at least) one course from each of the four areas of the curriculum: History of Philosophy; Practical Philosophy; Theoretical Philosophy; Arts and Humanities Colloquia.

2 Capstone Project

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January Term
Philosophy of Religion
An examination of several major questions that arise in philosophical discussions of religion, such as: Is it always irrational to form beliefs about matters which transcend the realm of the empirical, given that such beliefs cannot be directly supported by evidence? If so, then many religious beliefs are irrational. Is this the case, or can religious beliefs be supported by other means? Can philosophical reflection help us to prove the existence of God? Can it bring clarity to such puzzling matters as God’s relationship to time, or the question of how a benevolent and omnipotent God could permit the existence of evil? Alternatively, is the entire project of evaluating religious discourse a set of claims about transcendent realities misguided, perhaps because religious language work differently than the language we use to speak about ordinary objects?

ELECTIVES: HISTORY OF PHILOSOPHY

Ancient Mediterranean Philosophy
Crosslisted with The Ancient World, 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
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
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?

Environmental Ethics
Crosslisted with The Environment, 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.

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.

Philosophical Perspectives on Art
An examination of art and the role of the artist in the production of aesthetic experiences.

Philosophical Perspectives on Love
An examination of the nature and importance of love and romantic relationships.

Philosophical Perspectives on Death
An examination of the nature and significance of death and the concept of immortality.

Politics
An examination of political theory and practice, including the nature of political institutions and the role of political philosophy.

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

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 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: relativism, David Lewis, consciousness.

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

INDEPENDENT STUDY

Crosslisted with Political Science

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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?

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Topics in Practical Philosophy
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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 member 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 NYU Abu Dhabi 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.

**Requirements for the Concentration**

4 courses, distributed as follows:

1. Making Theater
2. Thinking Theater
3. Electives
4. Electives

**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.
## Requirements for the Major

11 courses, distributed as follows:

- **2 Required Courses:**
  - Making Theater
  - Thinking Theater
- **7 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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**CAPSTONE**

**January Term**

### Theater Courses

**Required for Majors**

**Making Theater**

**Spring 2012**

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. Combining the tools and techniques of Aristotle, Stanislavsky, Meyerhold, Brecht, Grotowski, Brook, and Bogart, students work in groups to devise and stage silent stories as well as textual scenes to explore what it means to create a theatrical experience. All students participate as directors, actors, designers, and audience, and discuss each other’s work in order to develop a clearer and more objective relationship to their own.

**Thinking Theater**

**Spring 1 2012 (7 weeks)**

Prof. Martin

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

**Body of Work: Voice and Movement for the Artist**

A voice and movement course for actors, musicians, and visual artists. We 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 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 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.

**Character and Action**

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

**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.
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.

In Search of a New Theater: Theatrical Modernism
A study of the pan-European movements that, from the 1880’s 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 presentation 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.

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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 Colloquia.

The NYUAD Visual Arts program is closely related to, and cross-lists courses from, the Pre-Professional track in Museum and Cultural Heritage 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

11 courses, distributed as follows:

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

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

- **2 Capstone Project**

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ARTS AND HUMANITIES | VISUAL ARTS 87
**Introduction to Visual Arts Practice: Images, Objects, Actions**

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 are developed through using a variety of art production techniques, and methodologies. These approaches to art-making are contextualized through investigation and tests 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.

**ELECTIVES: ARTS PRACTICE**

**Approaches to Painting**

**Introduction to Visual Culture**

Spring 2012
Prof. Savio
From the cave art to the present, human beings have used visual forms to understand and shape their world. This class examines how artists see the world, reconfigure, and transform it. Today, the study of visual culture is the focus of a vast body of scholarship and continues to raise new questions in the wake of technological advances and a demand for visual satisfaction. This class offers an introduction to visual analysis in a world increasingly dominated by the graphic transmission of information, knowledge, and aesthetic experience. Topics to be explored include: the cultural and historical formation of human vision; translating perceptions of the world into art; and the impact of photography and media on all facets of visual culture and modern life.

**Photojournalism: Your Personal Vision**

January Term (Abu Dhabi)
Prof. Avakian
Crosslisted with Journalism
This class focuses on developing a personal vision within photojournalism. Students learn how to: shoot, edit, and present photographic essays; gain access to subjects and cultures not their own; develop their own visual voice; honor ethics, and write proposals culminating in an in-depth photo essay. The course will include a short regional trip.

**Photography and Lens-Based Images**

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

**Photography as Art and Practice**

Students 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 are considered, and students produce a portfolio of their photographs.

**Video for New Media**

Crosslisted with Film and New Media, Interactive Media and Technology

**ELECTIVES: HISTORY, THEORY, CRITICISM**

**Design and Ornament in Islamic Art**

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.

**The Exhibition Industry**

Spring 2012
Prof. Nagel
Crosslisted with Museum and Cultural Heritage Studies
The success of Frank Gehry’s Bilbao Guggenheim may be seen as the culmination of a paradigm shift away from the old idea of the museum as an art vault to a new conception of the museum as a programming center, a venue for high-profile temporary exhibitions, and a tourist attraction. This course explores the consequences for art and scholarship of the recent museum boom and asks what might it take to produce a change of direction.

**Global Art: Modern and Contemporary Contexts**

This course investigates the ways in which art emerges over time as a distinct realm of human activity in different regions of the world. Students study what happens when artistic ideas and forms migrate from one geographic region (with its attendant cultural traditions) to another. Students consider how models drawn from evolutionary theory and translation studies can facilitate new ways of understanding the dynamics of the global spread of artistic ideas, forms, and expressions.

**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 social, historical connections of artistic practice. 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 investigate the dynamic nature of cultures and artistic practices.

**Islamic Art and Architecture**

Fall 2011
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 variations of Islamic art and a deeper appreciation of its major themes and concepts, including sacred space, palace culture, mysticism, calligraphy, and ornament.

**Orientalist Art**

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.

**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 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 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.

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

Introduction to Museum Studies  
Crosslisted with Museum and Cultural Heritage Studies  
The Meaning of Museums  
January Term (New York)  
Prof. de Montebello  
Crosslisted with Museum and Cultural Heritage Studies

Cabinets of Wonder  
Crosslisted with Museum and Cultural Heritage Studies

Sharing Heritage  
Crosslisted with Museum and Cultural Heritage Studies

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.
Before Globalization: Understanding Premodern World History
Crosslisted 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 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 are drawn from architectural theory, environmental studies, art theory, and the history of design. We 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.

Enlightenment and its Institutions
January Term (London)
Prof. Siskin
Crosslisted with The Core: Structures of Thought and Society
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.

International Issues in Cultural Policy
Crosslisted with Museum and Cultural Heritage Studies

The Miracle of Florence
January Term (Florence)
Prof. Kromman
Crosslisted with The Core: Structures of Thought and Society
New York and Modernity
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 examines the ways in which New Yorkers reshaped European modernism and created a distinctive legacy that marks the city to this day. Exploring the reciprocal relationship between modernism and the city, the course investigates how modernism was shaped by urban experience and how, in turn, modernism helped to mold our conception of the modern city.

Postcolonial Memory: Representing Cultures of Displacement
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, the simplistically imagined as “over there.” This seminar studies questions of displacement as represented, mediated, and narrated in a wide variety of texts. It focuses 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
Crosslisted 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
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, students create literary and/or cross-media translations of their own. Students perform their translations at the end of the semester.

Varieties of Memory
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 NYU Abu Dhabi: Economics, Political Science, and Social Research and Public Policy. While each major has its own particular focus, there are important shared components in how these majors are designed. In each, students are exposed to the theories and controversies of the field, their historical roots, and the current debates, 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 multidisciplinary 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.

Specialization 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.

Concentration in Economics (for Non-Majors)
The Concentration in Economics is open to all NYUAD students. Students who elect to pursue the concentration are required to take four Economics courses: Introduction to Economic Thinking; The Global Economy; and two additional courses in Economics as electives. Students should obtain approval from their mentor to apply courses in other disciplines and at other NYU sites toward the Economics concentration.

REQUIREMENTS FOR THE SPECIALIZATION IN FINANCE
3 courses, distributed as follows:
1. Foundations of Financial Markets
2. Finance Electives

REQUIREMENTS FOR THE CONCENTRATION IN ECONOMICS
4 courses, distributed as follows:
1. Introduction to Economic Thinking
2. The Global Economy
3. Electives
REQUIRED FOR THE MAJOR
14 courses, distributed as follows:

- 7 Required Courses: Intro to Econ Thinking; The Global Econ; International Econ; Macroeconomics; Microeconomics 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

ECONOMICS COURSES
REQUIRED FOR MAJORS
These five courses are required for Economic majors and are open to non-majors.

Introduction to Economic Thinking
Fall 2011
Profs. Nyarka, Saint Paul, Ranciere; Profs. Dromel and Clark
Crosslisted with Business and Organizational Studies; Leadership and Social Entrepreneurship; Social Research and Public Policy
This course offers students an introduction to how economists look at the world and approach problems. It focuses on individual economic decision-makers (households, business firms, and government agencies) and explores how they are linked together and how their decisions shape our economic life. Applications of supply and demand analysis and the role of prices in a market system are explored. Students are also exposed to game theory, the theory of the competitive firm, the idea of market failure, and policy responses. The course relies on cases and examples, and incorporates readings from classical and contemporary sources to shed light on modern economic principles and their application to solving the problems that face the global economy.

The Global Economy
Spring 2012
Profs. Bisin and Imbs
Crosslisted with Business and Organizational Studies; Leadership and Social Entrepreneurship; Social Research and Public Policy
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**
Fall 2011
Prof. Dave
Spring 2012 (7 weeks)
Prof. Schatter
Spring 2012 (7 weeks)
Prof. Caillaud
Prerequisites: Introduction to Economic Thinking, Calculus or Calculus with Applications
Discussion section included
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.

**Upper-Level Electives**

**Developmental Economics**
Fall 2011
Prof. Vaughan
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**
Fall 2011
Prof. Naury
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 are studied.

**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.

**Logic of Social Inquiry**
Spring 2012 (7 weeks)
Prof. Bearman
Crosslisted with Political Science, Social Research and Public Policy

**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).

**Social Networks**
Fall 2011 (7 weeks)
Prof. Hedstrom
Crosslisted with Political Science, Social Research and Public Policy

**Quantitative Reasoning Courses**

**Calculus with Applications**
Fall 2011
Prof. Tshanchaka
Spring 2012
Prof. Bouarroudj
Crosslisted with Mathematics
Discussion section included

**Statistics for the Social and Behavioral Sciences**
Fall 2011
Prof. Buttorff; Prof. Ezgi
Spring 2012
Profs. Bilbiie and Haefke; Prof. Jensen
Crosslisted with Political Science; Psychology; Social Research and Public Policy
This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions including multiple regression analysis. Applications to empirical situations in the Social Sciences will be an integral part of the course.
The Political Science major at NYU Abu Dhabi attracts students who are interested in the many important political questions—conceptual, empirical, policy-oriented—that societies everywhere face today. How do different political systems affect policy-making? What are the intrinsic and instrumental virtues of democracy? Why do dictatorships survive in many countries, but evolve into democracies in others? Why do countries go to war? What are the connections between internal conflicts (such as civil war) and political or economic development? What are the main characteristics and causes of economic underdevelopment? Why are prosperity and stagnation distributed so unequally, both across countries and within them?

The student with a passion for questions such as these finds the Political Science major most rewarding. The courses comprising the major 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 provide an introduction to the kinds of tools used by social scientists to conduct a deep analysis of these questions and to test the analysis using quantitative data. Second, the major offers many substantive courses, wherein these analytical tools are applied to important policy questions of considerable current interest. Third, the courses in the major include discussions of classic texts that illuminate both the intellectual history and the broader dimensions of these policy questions. Finally, the major offers several courses jointly with programs in Economics, Psychology, and Philosophy, providing students with exciting interdisciplinary opportunities.
In senior year, every student majoring in Political Science takes 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 develop a research question, construct a research design that allow them to test potential answers to that question, and collect relevant data. During the second semester, in Senior Seminar 2, students 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:

<table>
<thead>
<tr>
<th>NYU NY</th>
<th>NYUAD COURSE SATISFYING FIELD</th>
<th>PREREQUISITE</th>
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<tbody>
<tr>
<td>Analytical Politics</td>
<td>Statistics for the Social and Behavioral Sciences</td>
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<tr>
<td>Political Theory</td>
<td>Political Philosophy</td>
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<tr>
<td>American Government and Politics</td>
<td>Power and Politics in America</td>
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<tr>
<td>Comparative Politics</td>
<td>Introduction to Comparative Politics</td>
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<td>International Politics</td>
<td>Introduction to International Politics</td>
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**Concentration in Political Science**

The Concentration in Political Science is open to all NYUAD students. Students who elect to pursue the concentration are required to take four Political Science courses, including *Introduction to Political Thinking*, which is required. Students should obtain approval from their mentor to apply courses in other disciplines and at other NYU sites toward the Political Science concentration.

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### Requirements for the Major

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>January Term</th>
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**Sample Schedule**

**Requirements for the Concentration in Political Science**

4 courses, distributed as follows:

1. *Introduction to Political Thinking*
2. 3 Electives
POLITICAL SCIENCE COURSES

REQUIRED FOR MAJORS

Statistics for the Social and Behavioral Sciences
Fall 2011
Prof. Butterf; Prof. Ezgi
Spring 2012
Profs. Bilbiie and Haeffke; Prof. Jensen
Crosslisted with Economics, Psychology, and Social Research and Public Policy

Introduction to Political Thinking
Fall 2011
Prof. Jensen
Spring 2012
Prof. Ezgi
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 with Applications
Fall 2011
Prof. Tsitchanka
Spring 2012
Prof. Bauarrudi
Crosslisted with Mathematics
Discussion section included

Empirical Analysis in the Social Sciences
Fall 2011
Prof. Noury
Prerequisites: Statistics for the Social and Behavioral Sciences
Crosslisted with Economics, Social Research and Public Policy

Foundations of Modern Social Thought
Fall 2011
Profs. Szelenyi and Kirshner
Crosslisted with Social Research and Public Policy

Introduction to Game Theory
Fall 2011
Prof. Morton
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 are exposed to a variety of simple games with varied and useful applications: zero-sum games; the Prisoner’s Dilemma; coordination games; the Battle of the Sexes; repeated games; and elementary signaling games. The course relies on a wide array of example applications of game theory in the social sciences.

Game Theory
Spring 2012
Prof. Chacon
Prerequisites: Introduction to Game Theory
Discussion section included

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

Behavioral Social 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 decision-making. The course is 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 political institutions, and the formation of opinions and ideologies.

Contemporary Social Problems and Social Policies
Crosslisted with Social Research and Public Policy

Logic of Social Inquiry
Spring 2012 (7 weeks)
Prof. Bearman
Crosslisted with Economics, Social Research Public Policy

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

ELECTIVES: IDEAS AND INSTITUTIONS

Bureaucracies
In this course, we examine the major questions political scientists ask about public bureaucracies: How have they evolved to their current form? Why do we think that 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 uneducated government officials be made more accountable to their elected counterparts and to citizens? In addressing these questions and others, we 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 actors? We also ask about the consequences of different judicial institutions for policy outcomes. For example, we 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.
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 and assignment of property rights, and peer effects, and human capital spillovers.

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 focuses on large central cities, we pay attention to the suburbanization of population and employment, politics in suburbia, and city suburb relations. Finally, students are 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 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.

Social Networks Fall 2011 (7 weeks)
Prof. Hedström
Crosslisted with Economics, Social Research and Public Policy

ELECTIVES: COMPARATIVE POLITICS

Introduction to Comparative Politics
This course is a prerequisite for most courses in this area of the curriculum. Fall 2011
Prof. Chacon
Crosslisted with The Arab Crossroads
This course introduces students to the study of comparative politics and the study of domestic political institutions around the world. The course emphasizes the use of theory and evidence to generate and test hypotheses about both the causes and the consequences of the observed variation in domestic political institutions. For example, the course investigates the factors that lead some countries to democratize, and others to institute authoritarian governments, as well as the consequences of those institutional choices for policy outcomes. The course also looks at the variations in institutional arrangements within both democratic and non-democratic governments.

Bridging the Divide Between the Arab World and the West
January Term (Abu Dhabi)
Prof. Zagby
Crosslisted with The Arab Crossroads
This course provides students with an opportunity to engage in a multifaceted examination of Arab perceptions of the US and the West, and Western perceptions of the Arab world. Students review literature and press examples of how Arab and Western media, popular culture, and political commentary portray each other. They design and execute a public opinion survey of U.S. and Arab attitudes in order to better understand how each side sees the other—using the poll-driven data to measure the gaps in understanding. The course also includes a televised town hall discussion with the students as participants engaging each other and peers from across the region in an examination of the topic.

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.

Comparative Politics of the Near and Middle East Prerequisites: Introduction to Comparative Politics
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 places 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.

Comparative Politics of South Asia Prerequisites: Introduction to Comparative Politics
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.
The topics will vary from year to year.

**Politics in Modern Europe**

**January Term (London)**

Profs. Laver, Hix, and Tucker

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.

**Topics in Comparative Politics**

The topics will vary from year to year.

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**ELECTIVES: INTERNATIONAL POLITICS**

**Introduction to International Politics**

*Spring 2012 (7 weeks)*

Prof. Rosendorff

Crosslisted with The Arab Crossroads

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

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 is neither historical nor descriptive; rather, it requires students to exercise skills in logic and to think of imaginative ways to apply subtle techniques to gain a clearer grasp of the above political issues.

**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 to year.

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**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 attracts 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 offers rigorous training in quantitative and qualitative methods to investigate such problems. It inspires in students the critical theoretical imagination and helps them to make a better sense of the world around themselves. Social Research and Public Policy majors are 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.

Concentration in Social Research and Public Policy

The Concentration in Social Research and Public Policy is open to all NYUAD students. Students who elect to pursue the concentration are required to take four Social Research and Public Policy courses: Foundations of Modern Social Thought; Survey Research; and two additional courses in Social Research and Public Policy as electives. Students should obtain approval from their mentor to apply courses in other disciplines and at other NYU sites toward the SRPP concentration.

REQUIREMENTS FOR THE CONCENTRATION IN SOCIAL RESEARCH AND PUBLIC POLICY

4 courses, distributed as follows:

1. Foundations of Modern Social Thought
2. Survey Research
3. Electives

Social Research and Public Policy attracts 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 offers rigorous training in quantitative and qualitative methods to investigate such problems. It inspires in students the critical theoretical imagination and helps them to make a better sense of the world around themselves. Social Research and Public Policy majors are 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.

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## Sample Schedule

### Year 1

- **Fall Semester**
  - CORE
  - **Foundations of Modern Social Thought**
  - **Statistics for Social Sciences**
  - **Survey Research**
  - **General Elective**
  - **January Term**

- **Spring Semester**
  - CORE
  - **Logic of Social Inquiry**
  - **Ethnographic Field Research**
  - **SRPP Elective**
  - **General Elective**

### Year 2

- **Fall Semester**
  - CORE
  - **Foundations of Modern Social Thought**
  - **Statistics for Social Sciences**
  - **Survey Research**
  - **General Elective**
  - **January Term**

- **Spring Semester**
  - CORE
  - **Ethnographic Field Research**
  - **SRPP Elective**
  - **General Elective**

### Year 3

- **Fall Semester**
  - CORE
  - **Empirical Analysis in the Social Sciences**
  - **Research**
  - **General Elective**
  - **January Term**

- **Spring Semester**
  - SRPP ELECTIVE
  - **General Elective**
  - **General Elective**
  - **Capstone**

### Year 4

- **Fall Semester**
  - SRPP ELECTIVE
  - **General Elective**
  - **Capstone**
  - **January Term**

- **Spring Semester**
  - SRPP ELECTIVE
  - **General Elective**
  - **Capstone**

## 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;
  - Survey Research; Ethnographic Field Research;
- **6 Electives**
- **2 Capstone Project**

## Social Research and Public Policy Courses

### Required for Majors

#### Statistics for the Social and Behavioral Sciences

- **Fall 2011**
  - Prof. Buttorf; Prof. Ezgi
  - Spring 2012
  - Prof. Bearman

#### Logic of Social Inquiry

- **Spring 1 2012 (7 weeks)**
  - Prof. Bearman
  - Crosslisted with Economics, Political Science; Psychology

#### Foundations of Modern Social Thought

- **Fall 2011**
  - Prof. Szelényi and Kirstner
  - Discussion section included

- **Spring 2012 (7 weeks)**
  - Prof. Nee

#### Entrepreneurship

- **Spring 2012 (7 weeks)**
  - Prof. Nee

#### Empirical Analysis in the Social Sciences

- **Fall 2011**
  - Prof. Noury
  - Prerequisites: Statistics for the Social and Behavioral Sciences

- **Spring 2012**
  - Prof. Buttorf; Prof. Ezgi

## Electives

- **Contemporary Social Problems and Social Policies**
  - Crosslisted with Political Science
  - Prof. Derlugian
  - The course offers a practical introduction to the theoretical and methodological issues of ethnographic field research. The course offers students hands-on experience to carry out ethnographic field research, conduct in-depth interviews, and carry out participant observations.

- **Ethnographic Field Research**
  - Spring 2012
  - Prof. Derlugian
  - The course offers a practical introduction to the theoretical and methodological issues of ethnographic field research. The course offers students hands-on experience to carry out ethnographic field research, conduct in-depth interviews, and carry out participant observations.
and institutional environment in facilitating entrepreneurial activity. In the final part, the seminar we focus on research on entrepreneurship using secondary sources and data available through the internet.

**Family and Kinship**
*Fall 2011*
**Prof. Balzani**
Being part of a family and of being related, or kin, to other human beings is a universal human experience; it is fundamental to our sense of ourselves. Yet what we mean by family or by kinship changes dramatically across societies and through time. This course introduces social scientific approaches to and methods for understanding and analyzing this diversity; it therefore asks students to explore the relationship between the universal and what is specific to particular societies and cultures.

**Gender and Society**
*In every society, whether one is born male or female affects how one is expected to behave and the opportunities one confronts. However, how gender is organized varies between societies and across time. This course draws upon research from sociology, economics, psychology, and anthropology to examine gender, providing 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 2012*
**Profs. Binisi and lmbs**
Spring 2 2012 (7 weeks)
**Prof. Leahy**
Prerequisites: *Introduction to Economic Thinking* (may be taken concurrently)
Crosslisted with *Economics*
Race and Ethnicity
Spring 2012
Prof. Morning
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.

Relationships, Love and Sex
Spring 1 2012 (7 weeks)
Prof. England
This course examines very personal areas of life—romantic relationships, marriage, and sexuality. Behavior in these private realms is strongly affected by culture, economics, and politics, and varies across societies and subgroups within societies. Topics include how young adults find romantic partners, changing standards of permissible sexual behavior, attitudes toward same-sex relationships, changing meanings of marriage, and public policies directed at these behaviors.

Revolutions and Social Change
Fall 2011
Prof. Derlugian
Revolutions mean purposive and contentious efforts to re-engineer whole societies according to the visions of justice and progress. What social theories better explain these exuberant, extraordinary events? How did the revolutionaries, their strategies and programs evolve during the modern epoch? What typically happened after taking power? Why are there so many wars and revolutionary dictatorships? This course introduces the recent theoretical advances in understanding contentious mass politics in relation to the formation of modern states, democratization, socialism, and nationalism. Empirical examples include: the American Independence of 1776 and the French Revolution of 1789; the communist revolutions in Russia and China; the anti-colonial movements of the 20th century in India, South Africa and Cuba; and the youth revolts of 1968 in the West, 1979 in Iran, 1989 in the Soviet bloc, and the newest rebellions of the 2010s in the Middle East.

Science and Society
Spring 2012
Prof. Morning
Social scientists who study science often make a simple, but controversial claim: that science is fundamentally shaped by social forces. This premise challenges contemporary understanding of science as producing true, objective knowledge that is independent of culture and social structure. We study debates about the nature of science versus religion, Western versus non-Western knowledge, and the physical versus social sciences in order to form our own conclusions about the relationship between science and society.

Social Networks
Fall 1 2011 (7 weeks)
Prof. Hedström
Crosslisted with Economics, Political Science
Social networks are the subject of some of the most exciting recent advances in the natural and social sciences. This course provides an introduction to the major discoveries in the field of social networks, particularly advances during the last decade. It also provides students with an introduction to the methods and software used to analyze and visualize social networks. Topics include the small-world puzzle (six degrees of separation), the strength of weak ties, centrality, complexity, thresholds (‘tipping points’), and the spread of diseases and fads. Case studies used in the course include topics such as the contagion of suicides, social influence on musical taste, sexual relationships among adolescents, inter-organizational networks, and the network structure of the internet. Course readings are an engaging blend of popular social science texts, journal articles, and scientific papers.

Social Psychology
Crosslisted with Psychology
Prerequisite: Introduction to Psychology

Social Scientific Study of Religion: Religion, Nation-State and the Politics of Gender
Fall 2011
Prof. Friedland
This seminar examines the vexed relation between the divine and popular sovereignty, religion and the nation-state, particularly as these involve issues of gender and sexuality. We compare instances of the politicization of religion as a basis of collective identity, state legitimacy, and legislation in both Christian and Muslim countries: the United States, France, Turkey, Iran, and Egypt. The seminar focuses in particular on the question of the headscarf, comparing Turkey and France. The seminar also examines social theoretical understandings of the institutional relation of religion and nation-state in the works of Max Weber, Jose Casanova, Talal Asad, Craig Calhoun, and Rogers Brubaker, among others.

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
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 Revolutions and the state, in Eastern Europe, in Anglo-Saxon world, in East Asia, in Islamic countries, and in post-communist economies.

Wealth and Inequality
January Term (New York)
Prof. Manza
The rapid increase in wealth and income inequality in many countries, and its consequences, are the subject of this course. Using New York City as our laboratory, we explore some of the ways in which wealth and power are created and maintained, as well as examining some of the social consequences of high levels of inequality for individuals and societies as a whole. Readings and lectures explore the social and political economy of inequality through the work of contemporary social science. Field trips, films, and guest lectures, as well as meetings.
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. The Division of Science and Mathematics at NYUAD offers majors in Biology, Chemistry, Computer Science, 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 may well 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 also have the opportunity to participate in the cutting-edge research projects led by scientists of international distinction.

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 majors require that some courses are taken in a particular sequence, as indicated in the sample schedules, but students still have multiple scheduling options, including study-away semesters, and should plan each semester with their faculty mentor.

For students interested in Study Away, the sample schedules for the Science majors show no courses in the major in the second semester of Year 3 to enable students to spend a semester away at any GNU site, regardless of their offerings in Science. Students interested in studying away for two semesters can combine a semester at NYU in New York, which offers a comprehensive range of courses in all the Science majors, with second-semester junior year away at another GNU site.
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, 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, Chemistry, and Physics 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.

Students who elect to begin the *Foundations of Science* series in their sophomore year with the intention to major in the sciences have several options for completing their degree. They may take additional courses over the summer at sites within NYU’s global network; they may take more than four courses per semester; or they may need an additional fifth year of study at NYUAD. These options must be considered carefully by the student and the faculty mentors.

**Concentration in the Natural Sciences**

Science in the 21st century is no longer easily compartmentalized: The physical sciences of chemistry and physics and the life sciences of biology and ecology have merged. *Foundations of Science* at NYU Abu Dhabi provides a fundamental yet rigorous overview of science, focusing on the interrelationships among physics, chemistry, and biology. The Concentration in the Natural Sciences introduces students to energy, forces, and matter, the essentials of atomic structure and basic chemical reactions, and the applications of these concepts to cell biology and basic ecology. The concentration requires:

- Foundations of Science 1: Energy and Matter
- Foundations of Science 2: Forces and Interactions
- Foundations of Science 3: Systems in Flux
- Foundations of Science 4: Form and Function
Foundations of Science 1: Energy and Matter
Fall 1 2011 (7 weeks)
Science faculty
Pre- or Corequisites: Calculus or Calculus with Applications
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 $E=mc^2$. Following an introduction to the physical sciences, the course focuses on velocity, acceleration, forces, and energy, while simultaneously introducing students to atoms and molecules. Chemical reactions are examined, and the energy changes associated with them are investigated via a thorough analysis of the three laws of thermodynamics. Laboratory exercises focus on the guiding principles of the scientific method and an introduction to experimental design, data analysis, and scientific presentation, including technical writing. 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 2: Forces and Interactions
Fall 2 2011 (7 weeks)
Science faculty
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 apply these concepts to understanding molecules related to the life sciences. Laboratory exercises focus on acquisition of computer skills and modeling with a continued emphasis on technical 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 recitations are designed to hone proficiency at solving problems in a collaborative, team environment.

Foundations of Science 3: Systems in Flux
Spring 1 2012 (7 weeks)
Science faculty
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. They are also applied to macroscopic systems found in the biosphere. Laboratory exercises focus on classic scientific experiments that are designed to sharpen basic laboratory skills. 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 2012 (7 weeks)
Science faculty
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 that function? The course examines the form/function concept in magnetic and electrical fields, the behavior and design of small molecules, and the activity of proteins as the workhorse in biological systems. Laboratory exercises require students to design experiments related to crystals and crystallography, and to examine chemical forms at the macroscopic and microscopic levels. Focused disciplinary tutorials in biology, chemistry, and physics provide an opportunity for in-depth analysis and discussion of classic papers, enhanced understanding of fundamental concepts, and development of practical skill sets. Weekly discussion section are designed to hone proficiency at solving problems in a collaborative, team environment.

Foundations of Science 5: Propagating Change
Fall 1 2011 (7 weeks)
Science faculty
Prerequisites: FS 4
Laboratory 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 are examined. Change during the maturation of organisms are explored at the molecular level as well. In addition, evolution are introduced as the fundamental means of propagating change that gives rise to new species in the living world. Laboratory exercises fuse physics, chemistry and biology as students engage in projects related to recombinant DNA technology, gene cloning, and protein synthesis and characterization.

Foundations of Science 6: Oscillations and Uncertainties
Fall 2 2011 (7 weeks)
Science faculty
Prerequisites: FS 5
Laboratory 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.
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 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.

Organic Chemistry 2 is not required for the major in Biology. However, it is mandatory for students who intend to apply to medical or dental school, and it is recommended for students interested in graduate school in the life sciences.

Specialization in Brain and Cognitive Sciences (for Majors only)
The Biology major offers a specialization in Brain and Cognitive Science (BCS), which 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 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.

To complete the specialization, students take three of their four Biology electives in the BCS area, one of which must be The Brain. The fourth elective must be outside the BCS electives, and finally students specializing in BCS must take Cognition (in Psychology).
### Biology Sample Schedule

15 courses, distributed as follows:

- **Foundations of Science**: 1–6
- **Calculus**: 1
- **Organic Chemistry 1**: 1
- **Organismal Biology**: 1
- **Biology electives**: 4
- **Capstone Project**: 1

#### 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**

**Spring Semester**
- **CORE**
- **Organismal Biology**
- **General Elective**
- **General Elective**

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

#### Year 3

**Fall Semester**
- **CORE**
- **Biology Elective**
- **Biology Elective**
- **General Elective**

**Spring Semester**
- **CORE**
- **General Elective**
- **General Elective**
- **General Elective**

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

#### Year 4

**Fall Semester**
- **Biology Elective**
- **General Elective**
- **General Elective**

**Spring Semester**
- **Biology Elective**
- **General Elective**
- **General Elective**
- **Capstone**

### Biology Courses

#### Requirements for the Major

- **Foundations of Science 1–6**
- **Calculus**
  - Fall 2011
  - Prof. Camia
  - Crosslisted with Mathematics
  - Discussion section included
- **Calculus with Applications**
  - Fall 2011
  - Prof. Tsishchanka
  - Spring 2012
  - Prof. Bouarroudi
  - Crosslisted with Mathematics
  - Discussion section included
- **Organic Chemistry 1**
  - Fall 2011
  - Prof. Trabolsi
  - Prerequisites: FS 1–4
  - Crosslisted with Chemistry
  - Laboratory included
- **Organismal Biology**
  - Spring 2012
  - Profs. Aoki and Desplan
  - 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 essential elements of animal physiology, 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.
- **Biochemistry 1**
  - Spring 2012
  - Chemistry Faculty
  - Prerequisites: FS 1–6, Organic Chemistry 1 and 2
  - Crosslisted with Chemistry
- **Biochemistry 2**
  - Prerequisites: FS 1–6, Organic Chemistry 1 and 2
  - Crosslisted with Chemistry

### General Electives

- **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 methods 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 are emphasized.

- **Applied Molecular Biology DNA Techniques**
  - Prerequisites: FS 1–6
  - Crosslisted with Chemistry
  - 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.

- **Biochemistry 1**
  - Spring 2012
  - Chemistry Faculty
  - Prerequisites: FS 1–6, Organic Chemistry 1 and 2
  - Crosslisted with Chemistry

- **Biochemistry 2**
  - Prerequisites: FS 1–6, Organic Chemistry 1 and 2
  - Biochemistry 1
  - Crosslisted with Chemistry
Why do offspring often exhibit physical features that either enhance or diminish the organism’s fitness? Answers to questions such as these fall partly within the discipline of genetics, including differentiation, axon outgrowth, synapse formation, specificity of connections, and plasticity. The 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.
Brain and Behavior
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.

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 emphasizes an awareness of physiological responses to our surroundings.

Where the Desert Meets the Sea: The Environment of the Arabian Peninsula
Spring 2012
Prof. Burt
Crosslisted with The Core: Ideas and Methods of Science; The Arab Crossroads; The Environment

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. In fact, chemistry interfaces with the life sciences and with physics and mathematics. 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.
Specialization in Biochemistry (for Majors only)
The Biochemistry specialization 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.

The specialization in Biochemistry requires three courses. Instead of Chemical Experimental Methods, students take Experimental Biochemistry, and as the two Chemistry electives, students take Biochemistry 1 and 2.

### REQUIREMENTS FOR THE SPECIALIZATION IN BIOCHEMISTRY
3 courses, distributed as follows:
1. Experimental Biochemistry
2. Biochemistry 1 and 2

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### REQUIREMENTS FOR THE MAJOR
17 courses, distributed as follows:
6. Foundations of Science 1-6
7. Required courses: Calculus; Multivariable Calculus; Organic Chemistry 1 and 2; Physical Chemistry 1 and 2;

#### CHEMISTRY SAMPLE SCHEDULE

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CHEMISTRY COURSES

REQUIRED FOR MAJORS

Foundations of Science 1–6

Calculus
Fall 2011
Prof. Camia
Crosslisted with Mathematics
Discussion section included

Calculus with Applications
Fall 2011
Prof. Tsitschanka
Spring 2012
Prof. Bouarroudj
Crosslisted with Mathematics
Discussion section included

This course may be taken in place of the Calculus requirement if Calculus has not been completed

Multivariable Calculus
Spring 2012
Prof. Pycke
Prerequisites: Calculus
Crosslisted with Mathematics

Organic Chemistry 1
Fall 2011
Prof. Trabolsi
Prerequisites: FS 1-6
Crosslisted with Biology
Laboratory included

This course incorporates modern analytical methods that are the cornerstone of contemporary organic chemistry.

Organic Chemistry 2
Spring 2012
Prof. Trabolsi
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 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: 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 and their rates. 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: Organic Chemistry 2
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 SPECIALIZATION

Biochemistry 1
Spring 2012
Chemistry faculty
Prerequisites: 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: 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.

Electives

Biophysical Chemistry
Prerequisites: Organic Chemistry 1 and 2; Physical Chemistry 2
Biochemistry 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.

Inorganic Chemistry
Prerequisites: Physical Chemistry 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: 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: 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: PS 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 are emphasized.

Special Topics in Chemistry
Prerequisites: 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
Spring 2012
Prof. Zaw
Writing Intensive
Crosslisted with The Core: Science, Society, History

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 specializations 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 are accommodated, regardless of prior knowledge. Those with adequate computer experience may take advanced classes. Students are introduced to the advancements that are being made in computers, the internet, and the web and 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.
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. Electives

**Sample Schedule**

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<td>FOUNDATIONS OF SCIENCE 6</td>
<td>OPERATING SYSTEMS</td>
<td>CAPSTONE</td>
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<td>GENERAL ELECTIVE</td>
<td>GENERAL ELECTIVE</td>
<td>CAPSTONE</td>
<td>GENERAL ELECTIVE</td>
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**Requirements for the Major**
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
2. Electives
2. Capstone Project
The course covers core concepts including: basic 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 also learn the elements of Object Oriented Programming (OOP), such as objects, classes, inheritance, abstraction, polymorphism, and Interface. Students produce programs focusing on scientific concepts, graphics, games and web CGI implementation, and in a final project, they 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 2011*

- **Prof. Camia**
  - Crosslisted with Mathematics
  - Discussion section included

**Calculus with Applications**

*Fall 2011*

- **Prof. Tsishchanka**
  - Spring 2012
- **Prof. Bouarroudi**
  - Crosslisted with Mathematics
  - Discussion section included

**Discrete Mathematics**

*Fall 2011*

- **Prof. Chen**
  - Crosslisted with Mathematics

**Data Structures**

*Spring 2011*

- **Prof. Chen**
  - 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**

*Spring 2011*

- **Prof. Toussaint**
  - 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 Systems, 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 as 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, Design and Analysis of Algorithms*

- 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), multiprocessor (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 design, the relational model and relational data definition and data manipulation languages, design of relational databases and normalization theory, physical database design, query processing and optimization, transaction processing focusing on concurrency and recovery.

**Compilers**

*Prerequisites: Computer Systems Organization, Design and Analysis of Algorithms, Tools*

- Topics include structure of one-pass and multipass 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.
The projects end with student presentations. The specific topics covered will include proofs 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.

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-MAJORS
Web Development and Programming
Prerequisites: The Language of Computers, Introduction to Programming (The Core)
Students examine the latest software techniques from creating and manipulating graphics to writing Internet applications, interactive animations, and computer games. As such, both a background in basic programming and in design are essential for this course.

Application Development for Mobile Phone Devices
Prerequisites: The Language of Computers, Introduction to Programming (The Core), 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/Android phone.

Database Design and Web Implementation
Prerequisites: The Language of Computers, Introduction to Programming (The Core), Web Development and Programming
This course introduces principles and applications of database design. Students learn to use a relational database system; learn Web implementations of database designs; and write programs in SQL. Students 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 (The Core), 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.

Introduction to Game Programming for the Web
Prerequisites: The Language of Computers, Introduction to Programming (The Core), 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.

Mobile Media
Spring 2012
Prof. Van Every
Crosslisted with Film and New Media, Interactive Media and Technology

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. For example, 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.
This course presents the foundations of calculus. While the derivative measures the instantaneous rate of change of a function, the definite integral measures the total accumulation of a function over an interval. Indeed, the relationship between differentiation (finding a derivative) and integration (determining an integral) is described in the Fundamental Theorem of Calculus. In addition to two weekly lectures, students attend a weekly discussion section that provides opportunities for rigorous analysis of proofs and theorems associated with the material. This course is primarily intended for students considering Mathematics as a major or for students who seek an in-depth understanding of the arguments that support calculus. Placement into Calculus is decided by discussion with mentors and the results of a mathematics placement examination.

### Linear Algebra

**Spring 2012**  
**Prof. Lanford**

Prerequisites: Calculus  
Crosslisted with Engineering, Physics

In many applications of mathematics a response of some systems is nearly a linear function of the input. These linear systems, which arise in elasticity, in electrical engineering, and in economics for example, involve linear equations in many unknowns. The associated matrix algebra is a rich and beautiful example of algebra. The complex numbers form another. This course introduces more general algebras, 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.

### Mathematics Courses

#### Required for Majors

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<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Prerequisites</th>
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### Requirements for the Concentration in Applied Mathematics

4 courses, distributed as follows:

1. Calculus with Applications
2. Courses drawn from the following: Multivariable Calculus; Differential Equations; Linear Algebra; Introduction to Computer Science

### Mathematics Sample Schedule

#### Year 1

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#### Year 3

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**Electives:** 4 courses, distributed as follows:

- **Analysis I**
- **Abstract Algebra I**
- **General Elective**
- **Capstone Project**

**Electives:**

- One must be either Analysis 2; Algebra 2; or Vector Analysis; Intro to Computer Science may count as an elective

**2 Capstone Project**

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**Concentration in Applied Mathematics**

Mathematics is often associated with science, particularly physics and chemistry, but it is indeed the language and tool of the contemporary life sciences, including ecology and environmental studies, as well as the world of business and the economy. The Concentration in Applied Mathematics at NYU Abu Dhabi is designed to prepare students in science and the social sciences with the critical quantitative tools and reasoning skills needed to solve problems in those disciplines.
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 studies the real number system, the convergence of sequences and series, functions of one real variable, continuity, connectedness, compactness, and metric spaces.

Mathematics
Analysis builds a more rigorous foundation for calculus and prepares the way for more advanced courses. The emphasis is on the careful formulation of the concepts of calculus, and the formulation and proof of key theorems. The goal is to understand the need for and the nature of a mathematical proof. The course studies the real number system, the convergence of sequences and series, functions of one real variable, continuity, connectedness, compactness, and metric spaces.

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, differentiation, the implicit function theorem, transformation of multiple integrals, the Riemann integral.

Multivariable Calculus
Fall 2011
Profs. Chassagneux, de Roumefort, Hess, Pycke
Spring 2012
Prof. Smith
Prerequisites: Calculus
Crosslisted with Engineering, Physics
Discussion section included
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 straightedge and compass, unique factorization in rings, elements of Galois theory.

Discrete Mathematics
Fall 2011
Prof. Chen
Prerequisites: Calculus
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 combinational circuits; Formal logic, formal languages, and automata; combinatorics, probability, and statistics.

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 is combined to study topics ranging from simple root-finding procedures to differential equations.

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
Fall 2011
Profs. Reiterer, Trubowitz
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 studies first- and second-order equations, solutions using infinite series, Laplace transforms, linear systems, numerical methods.

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 straightedge and compass, unique factorization in rings, elements of Galois theory.
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 also discusses nonlinear conservation laws and the theory of shock waves. Applications to physics, chemistry, biology, and population dynamics are given.

Topology
Prerequisite: 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 includes metric spaces, topological spaces, compactness, connectedness, covering spaces, and homotopy groups.

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.

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, 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 also treats an introduction to differential forms and degree and fixed points of mappings with applications.

COURSES FOR NON-MAJORS

Mathematical Functions
Fall 2011
Prof. Tsishchanka
A fundamental understanding of mathematical functions is critical before engaging in the rigorous of calculus. This course examines single variable functions, including their algebraic and geometric properties. The course begins with a rigorous exploration of the following question: What is a function, and how can it be represented geometrically as a graph? The course delves into standard function manipulations and examines a range of mathematical functions, including polynomial, rational, trigonometric, exponential, and logarithmic functions. Placement into Mathematical Functions is decided by discussion with mentors and the results of a mathematics placement examination.

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, or Calculus with Applications, 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.
# PHYSICS COURSES

## REQUIRED FOR MAJORS

### Mechanics
- **Spring 2012**
- Prof. Gelfand
- Prerequisites: FS 1–6, Ordinary Differential Equations
- 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
- **Spring 2012**
- Physics faculty
- Prerequisites: FS 1–6, Ordinary Differential Equations
- 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
- **Spring 2012**
- Prof. Lanford
- Prerequisites: Quantum Mechanics
- 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 and Thermodynamics
- **Fall 2011**
- Prof. Reiterer, Trubowitz
- Prerequisites: Ordinary Differential Equations
- Statistical Mechanics and Thermodynamics
- Statistical Mechanics or Thermodynamics
- Prerequisites: Ordinary Differential Equations
- Required courses:
  - Foundations of Science 1–6
  - Mechanics; Electricity and Magnetism;
  - Quantum Mechanics; Statistical Mechanics

## PHYSICS COURSES

### ELECTIVES

#### Solid State Physics
- **Spring 2012**
- Prof. Lanford
- Prerequisites: 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.

## REQUIREED MATH COURSES

Please see the descriptions under Mathematics.

### Calculus
- **Fall 2011**
- Prof. Camia
- Discussion section included

### Calculus with Applications
- **Fall 2011**
- Prof. Tsishchanka
- Discussion section included

### Multivariable Calculus
- **Fall 2011**
- Profs. Chassagneux, de Roumefort, Hess, Pycke
- Discussion section included

### Linear Algebra
- **Spring 2012**
- Prof. Reiterer, Trubowitz

### Ordinary Differential Equations
- **Fall 2011**
- Prof. Smith
- Discussion section included

### Advanced Physics Laboratory
- **Spring 2012**
- Prof. Gelfand
- 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 Mössbauer effect, cosmic rays, magnetic resonance, superfluidity and super-conductivity, and relativistic mass.

**CAPSTONE**
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 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; two special topics electives; and a two-course senior seminar that is designed to provide a capstone experience. Students who elect to follow Track A: Cognition and Perception must take three of their upper level courses in that track and one course from Track B: Social Psychology. Correspondingly, students following Track B must take three of their upper level courses in that track and one course from Track A. 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.
SAMPLE SCHEDULE

11 courses, distributed as follows:

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<tr>
<th>YEAR 1</th>
<th>Spring Semester</th>
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<tr>
<td>CORE</td>
<td>INTRO TO PSYCHOLOGY</td>
<td>GENERAL ELECTIVE</td>
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<tr>
<td>CORE</td>
<td>PSYCHOLOGY ELECTIVE</td>
<td>STATISTICS FOR SOCIAL SCIENCES</td>
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<td>PSYCHOLOGY ELECTIVE</td>
<td>PSYCHOLOGY SPECIAL TOPIC</td>
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<td>PSYCHOLOGY SPECIAL TOPIC</td>
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<td>PSYCHOLOGY ELECTIVE</td>
<td>GENERAL ELECTIVE</td>
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REQUIREMENTS FOR THE MAJOR

PSYCHOLOGY COURSES

REQUIRED FOR MAJORS

Introduction to Psychology
Fall 2011
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.

Research Methods in Psychology
Spring 2012
Prof. Quadflieg
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.

Statistics for the Social and Behavioral Sciences
Fall 2011
Prof. Buttorf; Prof. Ezgi
Spring 2012
Profs. Bilbiie and Haeffke; Prof. Jensen
Crosslisted with Economics; Political Science; 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 are an integral part of the course.

ELECTIVES: TRACK A
(COGNITION AND PERCEPTION)

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.

Developmental Psychology
Prerequisite: Introduction to 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.

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.

ELECTIVES: TRACK B
(SOCIAL PSYCHOLOGY)

Culture and Context
Spring 2 2012 (7 weeks)
Prof. Way
Prerequisite: Introduction to 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 are 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
**Personality**

Prerequisite: Introduction to Psychology

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.

**Social Psychology**

Prerequisite: Introduction to Psychology

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.

**SPECIAL TOPICS IN PSYCHOLOGY**

These courses are 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. 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.

**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 about 1/3 of the cortical surface of the entire brain. In this course we 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.

**Decisionmaking**

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 examine formal theories of how people/should/make decisions, as well as many studies on whether people are good or even rational decision maker.

**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 is 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.

**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.

**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. Neuropsychological 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.

**Motivation and Volition**

The course provides an overview of the major theories and findings in research on motivation and volition. We 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.

**Political Psychology**

Crosslisted with Political Science

**Prejudice and Stereotyping**

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 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.

**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, its effects on human development, and so on. Students become familiar with a range of problems and programs, and study one program in depth across the semester with a small team of classmates.

**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.
Engineering at NYU Abu Dhabi is designed to create technological leaders with a global perspective, a broad education, and the capacity to think creatively and to innovate. 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.

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. By incorporating best-practice management concepts and critical thinking from liberal arts, the Engineering program develops innovators and out-of-the-box thinkers for today’s technology-infused, globally connected society.

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 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 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 five 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. The foundation courses explore fundamental engineering topics of mechanics, thermodynamics, fluid mechanics, materials science, and electronic circuits. Students majoring in Engineering receive a broad and in-depth education while acquiring 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 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. Interested students should discuss these options with their faculty mentor and seek approval from the Dean of Engineering.

Students declaring a major in Engineering are assigned a faculty mentor from the 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.

### Concentration in Engineering for Non-Majors

The Concentration in Engineering is open to all NYUAD non-engineering undergraduates who have taken **Foundations of Science 1-4** and **Calculus or Calculus with Applications** as part of the curriculum in their respective major, such as the Science and Math majors. The Engineering concentration offers students an opportunity to bridge their background in science and mathematics with engineering principles. Such students take four of the five courses in the Engineering Foundations program. This concentration must be approved, in writing, by the student’s mentor and the Dean of Engineering.

### 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 ethics discussions that spans all four years. Students examine the foundations of ethics, the broad scope and complexity of ethical claims, as well as ethical issues specific to engineering and technology and ethics in the profession. University-wide conversations about ethics, debates, and case studies round out the development of ethical intelligence essential for the modern engineer. These co-curricular activities typically entail a commitment of a few hours each fortnight during the regular semesters.

### STUDY AWAY FOR ENGINEERING MAJORS

The engineering program of study is relatively well structured, and study-away opportunities are possible only at sites where relevant engineering courses are available. Engineering students have the widest range of engineering courses if they choose New York as the study-away site. The recommended time for study away is during the third year, and preferably in the Spring if students want to study away for one semester only. It is also possible to study away for one semester at other NYU global sites, but it will take advance planning and approval by the Dean of Engineering. Students are strongly urged to discuss their study-away plans with their faculty mentors well in advance and develop a program of study that allows them to pursue their interests while progressing towards timely completion of degree requirements. A study-away semester in New York may be combined with summer research opportunities at the New York campus.

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**Requirements for the Concentration in Engineering**

9 courses, distributed as follows:

- 4 Foundations of Science 1-4
- 1 Calculus or Calculus with Applications
- 4 Engineering Foundations
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 specializations, which are being 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 specialization has been available to students since 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 specialization will be available to students entering in Fall 2012.
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 therapies, 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 bioreabsorbable 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 by 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 cyber 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 five-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 in the Fall semester of the second year; and Engineering Foundations 3 and 4 in the Spring semester of the second year; and Engineering Foundations 5 in the Fall semester of the third 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. Jagannathan and Cook
Fall and Spring 2011-12 (14 weeks across the academic year)
Lecture and laboratory included

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 introduces 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.

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 through other courses in the curriculum. The course addresses a number of topics across the engineering disciplines. These include: 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; Newton’s laws.

ENGINEERING FOUNDATIONS 2
Profs. Cook and Sinanoglu
Fall 2011
Lecture and laboratory included

Engineer Foundations 2 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 are also introduced.

ENGINEERING FOUNDATIONS 3
Profs. Jagannathan and Sinanoglu
Spring 2012
Lecture and laboratory included

Engineering Foundations 3 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 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 4
Prof. El Saddek
Spring 2012
Lecture and laboratory included

Engineering Foundations 4 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.

ENGINEERING FOUNDATIONS 5
Lecture and laboratory included

Engineering Foundations 5 consists of two modules, as follows:

Simulation and Computational Methods: 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.

Materials: This module introduces different types of materials used in engineering applications and their differences/unique characteristics, from metals and alloys to semiconductors, biocompatible 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.

REQUIRED MATH COURSES

Please see the descriptions under Mathematics.

Calculus with Applications
Fall 2011
Prof. Tsichchanika
Spring 2012
Prof. Bouarroudi
Discussion section included

This course may be taken in place of the Calculus requirement if Calculus has not been completed

Multivariable Calculus
Fall 2011
Profs. Chassagneux, de Roumefort, Hess, Pycke
Spring 2012
Prof. Smith
Discussion section included

Ordinary Differential Equations
Fall 2011
Profs. Reiterer, Trubowitz

Linear Algebra
Spring 2012
Prof. Lanford

1 Math or Science Elective

REQUIRED SCIENCE COURSES

Foundations of Science 1-4
Introduction to Computer Science

ELECTIVES

Courses will be offered in three interdisciplinary specializations: 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 specialization 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 disciplinary specialization in one of the following five traditional areas:

Computer Engineering (available since 2010);
Electrical Engineering (available since 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: Permission of faculty mentor
NYUAD Engineering students have the opportunity to engage in meaningful real-world work experience in one of the approved organizations in the 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, non-governmental organization, or alongside a faculty research mentor on cutting-edge research projects at one of NYU’s campuses. Through NYUAD’s internship program, students can also test their educational skills and classroom knowledge on various service learning projects in underdeveloped and developing countries. Internships are usually without academic credit and can be of varying lengths (a semester, a summer, or a year).
Multi-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. NYU Abu Dhabi’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.

The Capstone Project may be completed in a Multidisciplinary Concentration if approved by the student’s faculty mentor.

- The Ancient World
- The Arab Crossroads
- The Environment
- Interactive Media and Technology
- Urbanization
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 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 the UAE and the region. Students can learn more about fieldwork opportunities by consulting with the Ancient World faculty.

ANCIENT WORLD COURSES

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.

Ancient Mediterranean Philosophy
Crosslisted with Philosophy, The Arab Crossroads

The Ancient Mediterranean World
Crosslisted with History

The Ancient Near East
Crosslisted with History

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.

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.

Before Globalization: Understanding Premodern World History
Crosslisted with Arts and Humanities Colloquia

Classical Chinese Philosophy
Crosslisted with Philosophy

Classical Indian Philosophy
Crosslisted with Philosophy

Classical Literature and its Global Reception
Crosslisted with Literature

Culture from Alexander to Muhammad
Crosslisted with History

History of Western Art from Antiquity to the End of the Middle Ages
Crosslisted with Visual Arts

Innovation in the Ancient World
Fall 2011
Prof. Cook
Crosslisted with The Core: Science, Society, and History

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).

Judaism, Christianity, and Islam
Crosslisted with History, The Arab Crossroads

Roots of Global Performance
Crosslisted with Theater

The Theater in Ancient Greece
Crosslisted with Theater

Topics in Asia-Pacific History: Ancient China
Crosslisted with History

Topics in Mediterranean History: History of Egypt
Crosslisted with History

Topics in Mediterranean History: Religion and
Crosslisted with History

Topics in Mediterranean History: Roman Empire
Crosslisted with History

Topics in South and Southeast Asian Art
Crosslisted with Visual Arts
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 most strategically 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 and some of the most vexing political conflicts are not too far away. As a result, Abu Dhabi represents a natural setting for

The Arab Crossroads concentration allows students to study this important region from a number of disciplinary perspectives: Economics, History, Political Science, Literature, and Philosophy. In addition to coursework, students 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 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**

**Ancient Mediterranean Philosophy**
Crosslisted with Philosophy, The Ancient World

**Anthropology and the Arab World**
Spring 2012
Prof. Peutz
How have anthropologists encountered, written about, and produced the “Arab world” over the past century? Beginning with early Western travelers’ imaginaries of Arabia and ending with an ethnography of Egyptian dreamscape, this course provides an introduction to the anthropological project and to the everyday realities of people living in the region. Through ethnography, literature, film, and fieldtrips, we explore such topics as colonialism, nation building and development, family, gender and piety, media, art and globalization, labor migration, diaspora, and pilgrimage.

**Architecture in Abu Dhabi and Dubai**
Crosslisted with Visual Arts

**Bridging the Divide between the Arab World and the West**
January Term (Abu Dhabi)
Prof. Zagby
Crosslisted with Political Science

**Cities and Modern Arabic Literature**
January Term (Abu Dhabi)
Prof. Khoury
Crosslisted with Literature

**Classical Arabic and Islamic Philosophy**
Crosslisted with Philosophy

**Classical Literature and Its Global Reception**
Crosslisted with Literature

**Comparative Politics of the Near and Middle East**
Crosslisted with Political Science

**Comparative Politics of South Asia**
Crosslisted with Political Science

**The Desert: Life in an Arid Environment**
Crosslisted with The Core: Experimental Discovery

**Design and Ornament in Islamic Art**
Crosslisted with Visual Arts

**The Emergence of the Modern Middle East**
Crosslisted with History

**Environmental Economics and Energy Policy**
Crosslisted with Economics, Urbanization

**Food in the Global Kitchen**
January Term (Abu Dhabi)
Prof. Ciezadlo
Crosslisted with Journalism
Abu Dhabi contains many worlds, from five-star hotel restaurants to South Asian migrant workers eating on the job. This course uses food reporting as a means and method of inquiry into life in a global city. The course combines intensive reading, reporting, writing, and field trips. With Abu Dhabi as their beat, students explore the role of markets; traditional bedouin cuisine and the rituals of eating it; the hidden lives of food producers and growers; the cuisine of exile; the business of food; and other topics drawing on anthropology, economics, culture, and politics. Students participate in hands-on experiences like master classes with local chefs and visits to food markets. Students are expected to find and report a feature article.

Readings range from classics of food reporting to contemporary writing on Middle Eastern, South Asian, and global cuisine.

**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.

**Introduction to Comparative Politics**
Fall 2011
Prof. Chacon
Crosslisted with Political Science

**Introduction to International Politics**
Spring 1 2012 (7 weeks)
Prof. Rosendorff
Crosslisted with Political Science

**Islamic Art and Architecture**
Fall 2011
Prof. Tabbae
Crosslisted with Visual Arts

**The Emergence of the Modern Middle East**
Crosslisted with History

**Design and Ornament in Islamic Art**
Crosslisted with Visual Arts

**Introduction to International Politics**
Spring 1 2012 (7 weeks)
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Crosslisted with History

**Design and Ornament in Islamic Art**
Crosslisted with Visual Arts

**Introduction to International Politics**
Spring 1 2012 (7 weeks)
Prof. Rosendorff
Crosslisted with Political Science

**Islamic Art and Architecture**
Fall 2011
Prof. Tabbae
Crosslisted with Visual Arts

**The Emergence of the Modern Middle East**
Crosslisted with History
Islamic Societies
Crosslisted with Social Research and Public Policy

Judaism, Christianity, and Islam
Crosslisted with History, The Ancient World

Literatures of the Middle East
Crosslisted with Literature

The Making of the Muslim Middle East
Fall 2011
Prof. Stearns
Crosslisted with History
Islam changed and shaped the Middle East, the Mediterranean world, and South Asia following its emergence in the seventh century. Muslims subsequently developed and expressed their faith in the disciplines of law, theology, and mysticism, even as their religious communities fractured into a variety of Sunni and Shi’a groups. This course focuses on primary sources to examine the richness of Islamicate civilization in the pre-modern world, including inter-religious relations as well as political and economic trends.

Middle Eastern Cities: Urbanization and Society
Spring 2012
Prof. Tabbaa
Crosslisted with Urbanization

Modern Arabic Fiction
Crosslisted with Literature

Modern South Asia
Spring 2012
Prof. L. Minsky
Crosslisted with History

Music in and of the City: Abu Dhabi
Crosslisted with Music, Urbanization

Oil, Energy, and the Middle East
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 provides an overview of the issues surrounding global energy supplies, oil’s unique economic properties, and its role in shaping the political economy of the Middle East and U.S. strategic interests in the region. We begin by discussing the basic science and availability of energy sources, the state of technology, the functioning of energy markets, the challenges of coping with global climate change and the key role of the oil reserves in the Middle East. The second part of the course focuses on the history of oil in the Middle East and its impact on societies in the region.

Orientalist Art
Crosslisted with Visual Arts

The Ottoman Empire in World History
Crosslisted with History

Paradise Lost: Muslims, Jews, and Christians in al-Andalus
Spring 2012
Prof. Stearns
From the beginning of the 8th to the beginning of the 17th century, Islam played a crucial role in the history of the Iberian peninsula. Today this period is often portrayed as one of inter-religious harmony, while al-Andalus is simultaneously mourned in contemporary Islamist discourse as a lost paradise. In this course we investigate the rich and complex history of al-Andalus, focusing on the changing relationships between Muslim, Christian and Jewish communities.

Planning Abu Dhabi
Crosslisted with Urbanization

Regional Musics of the Middle East
Crosslisted with Music, Urbanization

Society and Politics of Saudi Arabia
Fall 2011
Prof. Menoret
A massive oil exporter and home to Islam’s holiest sites, Saudi Arabia is the first economic power in the Middle East and a key international player. This course is an introduction to the contemporary history, society, and politics of the kingdom since the mid-18th century. Through an analysis of primary and secondary sources, students are introduced to Bedouin-state relations, Islamic reformism, nation- and state-building, and the current issues of youth, women, migrants, and political unrest.

Theater in the Arab World
Crosslisted with Theater

Topics in the History of Philosophy
Crosslisted with Philosophy

Topics in Indian Ocean History
Crosslisted with History

When There Were Two Europes: Islam and Christendom, 711–1529
Crosslisted with History

Where the Desert Meets the Sea: The Environment of the Arabian Peninsula
Spring 2012
Prof. Burt
Crosslisted with The Core: Experimental Discovery; Biology; The Environment
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 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 Madar City, which is attempting to become the world’s first carbonneutral, zero-waste city.

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 weaves quantitative analysis with human impacts, economics, and policy-making.

State and Fate of the Earth
January Term (Shanghai)
Prof. Volk
Crosslisted with The Core: Science, Society, and History

Where the Desert Meets the Sea: The Environment of the Arabian Peninsula
Spring 2012
Prof. Burt
Prerequisites: Experimental Discovery in the Natural World
Crosslisted with The Core: Ideas and Methods of Science; Biology; The Arab Crossroads

ENVIRONMENTAL POLICY

Energy and the Environment
Economic analysis of major policy issues in energy and the environment, both domestic and international, is key for understanding the global impact of energy use. This course emphasizes market solutions to various problems and market limitations in the allocation of environmental resources. Energy issues focus on OPEC and world oil markets; taxation and regulation of production and consumption; conservation of natural resources; and the transition to alternative energy sources. Environmental issues include policies to reduce pollution. Substantial attention is paid to global warming caused by consumption of fossil fuels.

Environment and Society
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.

Oil, Energy, and the Middle East
Crosslisted with Political Science, The Arab Crossroads

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
Crosslisted with History
New tools create new possibilities. The Multidisciplinary Concentration in Interactive Media and Technology (IMT) is based on the premise that new digital tools infuse new possibilities into our lives, at scales ranging from the personal and local to the social and global.

We take 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 IMT courses or 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 strives to create media literacy by asking students to study the history, theory, and practice of creating, distributing, and consuming media. What is media’s role in creating culture, influencing political events, forming communities, and archiving? What is ubiquitous computing, embedded computing, physical computing? How is cyberspace merging with physical space and how does participatory media change the face of cultural institutions, historical narratives, and mapping? Students are asked to consider the role of media in their own lives and consider where it both fails and succeeds.

- **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 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 ties these two worlds together and introduces networking concepts that invite connections to the wider Internet. The course is designed for computer programming novices.

- **Mobile Media**
  Spring 2012
  Prof. Van Every
  Crosslisted with Film and New Media, Computer Science

- **The Nature of Code**
  January Term (New York)
  Prof. Shiffman
  Crosslisted with The Core: Art, Technology and Invention

- **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 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 versus physical time; coping with network unreliability; planning a network of objects (system design); mobile objects; and wireless networks of various sorts.

- **Social Software**
  Crosslisted with Film and New Media

- **Video for New Media**
  Crosslisted with Film and New Media, Visual Arts
This course includes a field consultation with their mentor. Students should develop their program in close work, internships, and research projects, this program gives students first-hand exposure to the complex issues associated with urbanization.

At the start of the 20th century, only one person out of every ten lived in a city. Today, half the world population is urbanized. 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.

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 gives students first-hand exposure to the complex issues associated with urbanization.

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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.
**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.

**Topics in Architecture and the Urban Environment from Antiquity to the Present**
Crosslisted with Visual Arts

**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 also examines environmental and public health considerations as well as strategies for serving low-income households and rapidly growing communities outside of formal urban boundaries.

**Urban Life and Cities in a Global Context**
This course introduces students to the life of cities and 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.

**The Urban Economy**
Crosslisted with Economics

**Urbanism and Modernity: Paris, Istanbul, Berlin**
Fall 2011
Prof. Roth
Crosslisted with History
This course explores the emergence of the "modern city" in three significant urban centers (Paris, Istanbul, Berlin) in relation to the demographic, economic, and political pressures of the nineteenth and twentieth centuries. Attention is given to the foundations of community, the changing uses of public space, the appearance of new strategies of urban planning, and the contested process of defining the "modern" within a specific local culture.
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 are 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.
Business and Organizational Studies

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.

BUSINESS AND ORGANIZATIONAL STUDIES COURSES

Critical Issues in Social Entrepreneurship: Innovations in the Middle East
January Term (Abu Dhabi)
Prof. Emerson
Crosslisted with Leadership and Social Entrepreneurship

Global Banking and Financial Markets
January Term (Abu Dhabi)
Prof. Walter
Crosslisted with Economics

Industrial and Organizational Psychology
Crosslisted with Psychology

Introduction to Accounting
Crosslisted with Economics

Introduction to Economic Thinking
Fall 2011
Profs. Nyarko, Saint Paul, Ranciere; Profs. Dromel and Clark
Crosslisted with Economics, Leadership and Social Entrepreneurship

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 examines 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 turns to study how group behavior can be shaped and changed over time. Particular attention is paid to issues of group culture, status and power structures, communication patterns, member diversity, and the effects of new member entry and member departures.

Models of Leadership
Crosslisted with Leadership and Social Entrepreneurship

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 are 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 is taught by leading management and economic scholars from around the world who are in residence in Abu Dhabi. The content is oriented toward the scholar’s expertise and the evolving international landscape of business, management, and competitive strategy.
Education is a central organizing activity of most societies, and the institutions created around education take many forms across the world. The courses in the Education pre-professional track ask questions that run to the core of understanding cultures and societies: What is the purpose of education, and how do societies educate their people through both formal institutions (most typically, schools) and other types of socialization? What are the interrelationships between schools and other cultural institutions? How does education both mirror and shape the societies that create it? How do schools engage with issues of equity, social justice, educational “rights,” and civic responsibilities? Why do schools so often sit at the center of cultural controversies?

The pre-professional track in Education engages students in the investigation of the history and sociology of education, educational policy and research, and a comparative study of educational practices in a variety of national and international perspectives. Specifically, there is a focus on urban education across the globe: in complex, multicultural settings, how do societies engage in the education and schooling of diverse groups of people?

This track is appropriate for students considering careers and/or further study in education, including teaching, education leadership, policymaking, non-profit work, domestic and international NGO work, government positions in education, the Peace Corps and other international development work, or graduate school in areas such as law, business, policy, or the social sciences.

EDUCATION COURSES

Introduction to Education
This course examines the relationship between education and other social institutions in comparative context across national borders. What is the purpose of “school” and how has it been defined and redefined over time and in various cultures? Considers such educational ideas as IQ, merit, curriculum, tracking, equal access, and learning, as well as the bureaucratic organization of education. Analyzes the role of teachers, their expectations, and how they interact with students—particularly those of different genders, classes, and ethnic groups.

Globalization and Education
Fall 2011 (7 weeks)
Prof. Suarez-Orozco
Crosslisted with The Core: Structures of Thought and Society, Social Research and Public Policy
What is globalization, and what are the implications of living in a “global world” for education? How can education be used as a tool to promote global social justice and prosperity? This course explores these questions by first examining various theoretical perspectives on globalization, then analyzing several major themes associated with globalization and education. Draws on case studies from Asia, Africa, Latin America, the Middle East, and North America to provide concrete examples of how global forces are changing the content and context of education internationally.

International Studies in Human Rights Education
The course examines international human rights standards and principles, using case studies to analyze violations of basic rights and human rights programs. It emphasizes the role of international and local NGOs (non-governmental organizations) in human rights movement, and the role of education in promoting human rights. We consider different approaches to teaching human rights in both formal and non-formal educational settings.

International Perspectives on Gender and Education
The course provides an overview of major discussions and debates relative to gender and education in both “developed” and “developing” countries, and examines theoretical understandings of gender, and the intersection of gender, schooling, and global social justice. Key issues to be considered include: gender and education internationally, specifically the educational status of girls and women; empowerment and education; the role of boys and men in promoting gender equality; and the role of international donor agencies, the State, and NGOs. The course concludes by studying the role of teachers and innovative educational programs.

Schooling in Diverse Societies
This course compares the way that contemporary societies have addressed differences of race, ethnicity, religion, and gender in their educational systems. We place special emphasis upon history, exploring how these societies have changed across time. At the end of the course, we ask how they might instruct each other in a newly globalized world of flux, exchange, and danger.
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 facilitates internships for qualified students with news organizations in Abu Dhabi and at other NYU GNU sites.

**JOURNALISM COURSES**

**Foundations of Journalism**
Students 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.).

**Food in the Global Kitchen**
January Term (Abu Dhabi)
Prof. Ciezadlo
Crosslisted with The Arab Crossroads

**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.

**Person-to-Person: The Interview**
Crosslisted with Film and New Media

**Photojournalism: Your Personal Vision**
January Term (Abu Dhabi)
Prof. Avakian
Crosslisted with Visual Arts
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 NYU Abu Dhabi 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.

LAW COURSES

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.

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.

Law and the Imagination
Fall 2011 (7 weeks)
Prof. Stimpson
Crosslisted with The Core: Pathways of World Literature

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.

Punishment in Law, Politics and Society
January Term (New York)
Prof. Barkow
Crosslisted with Social Research and Public Policy
This seminar investigates the state’s power to punish. We read foundational works from philosophy, sociology, political science, and law to explore why states punish, how they punish, and whom they punish. We also focus in particular on the modern American approach to punishment, including its use of mass incarceration and the death penalty. We closely read and analyze cases from the Supreme Court of the United States in light of the fundamental purposes of punishment, and we consider how the American approach compares with penal practices in other nations and regions. Part of the seminar takes 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.

The Relationship of Government and Religion
Fall and Spring 2011–12
Pres. Sexton
Crosslisted with The Core: Structures of Thought and Society
Leadership and Social Entrepreneurship

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.

LEADERSHIP AND SOCIAL ENTREPRENEURSHIP COURSES

Critical Issues in Social Entrepreneurship: Innovations in the Middle East
January Term (Abu Dhabi)
Prof. Emerson
Crosslisted with Business and Organizational Studies
Social Entrepreneurship is a dynamic and growing field which may be defined in various ways, yet at its core is about using evolved business thinking and practices to change the world. This course provides an introduction to the topic through discussion of how social entrepreneurs develop their ideas of social and environmental innovation, how they fund/finance their ventures, the ways in which they overcome the challenges of integrating various levels of economic performance with social/environmental impact, and the types of organizations social entrepreneurs create (for-profit, non-profit, cooperative, hybrid, etc). Through a “deep dive” case study of a leading social enterprise, we explore the relevance of social entrepreneurship in a changing world and heighten our understanding of the potential we each hold to be “change makers.” The course includes a field trip to Egypt.

Introduction to Economic Thinking
Fall 2011
Profs. Nyarko, Saint Paul, Ranciere; Profs. Dromel and Clark
Crosslisted with Economics, Business and Organizational Studies

Making Groups and Teams Effective
Crosslisted with Business and Organizational Studies

Models of Leadership
Crosslisted 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.

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 conduct a series of policy debates.

Post-Catastrophe Reconstruction
Profs. Stuckey and Packard
January Term (Abu Dhabi)
Crosslisted with Urbanization

Principles of Marketing
January Term (New York)
Prof. Buchanan
Crosslisted with Business and Organizational Studies

Social Entrepreneurship and Innovation
This course provides a broad introduction to the role of organizations and entrepreneurs in achieving social impact through their work. The course examines the definition of social entrepreneurship and different strategies for creating ideas that help solve pressing social issues such as poverty, illiteracy, hunger, economic opportunity, and disease. Students work in teams to develop venture plans for implementing an entrepreneurial idea. The course examines social entrepreneurship in a variety of settings, including government, nongovernmental organizations, and the private sector.

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.
The pre-professional track in Museum and Cultural Heritage Studies offers students a broad introduction to the practice, history, and theoretical reflection of cultural heritage formation and preservation, especially in the area of material culture. Museums and organizations and institutions of cultural policy management are the two fields of professional activity that are central to the program. Accordingly, the program follows two tracks: one focuses on museums as laboratories of cultural heritage production, the other on strategies of, and issues in, cultural policy management.

The notion of an internationally and cross-culturally "shared heritage" of material culture is the central theme of the entire program. The types of objects, and (museum) collections of objects, to which this notion relates derive from, and belong to, all realms and ages of human productivity. The academic disciplines studying these objects and collections, such as anthropology, archaeology, history, art history, history of science, and modern media studies, inform the wide palette of heuristic perspectives from which students investigate processes and traditions of cultural heritage formation and preservation. They do so through readings, classroom discussions, short research papers, and visits to professional institutions.

The museums that are currently being built in close vicinity to NYU Abu Dhabi’s permanent campus on Saadiyat Island—the Sheikh Zayed National Museum, the Louvre Abu Dhabi, and the Guggenheim Abu Dhabi—are important objects of study, discussion, and visits in their own right, as are regional organizations of cultural policy and heritage management, such as the Abu Dhabi Authority for Culture and Heritage (ADACH) and the Tourism Development & Investment Company (TDIC). Institutions such as these also offer opportunities for internships and capstone projects. Courses and internships are available at NYU New York and at NYU’s global sites.

MUSEUM AND CULTURAL HERITAGE STUDIES 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 are examined from a variety of disciplinary approaches that explore the institution and its practices with respect to governance, colonialism, nationalism, class, gender, ethnicity, and community. Visits to the museums and cultural institutions in the region are an important part of this course.

The Meaning of Museums
January Term (New York)
Prof. de Montebello
Crosslisted with Visual Arts
This course traces 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—are examined, as are the challenges posed by globalization. The class meets periodically in New York museums. An oral report and final paper are required.

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.

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 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 Exhibition Industry
Spring 2012
Prof. Nagel
Crosslisted with Visual Arts
International Issues in Cultural Policy
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 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. The course also explores 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 investigate the ways in which local, national, and international 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 discuss the different strategies that museums and exhibition-makers have developed to deal with disputes over “heritage” across national boundaries and cultural differences.
NYU Abu Dhabi’s Premedical and Health Studies program fully prepares 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 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. NYUAD transcripts clearly note biology, chemistry, and physics as distinct parts of 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 advisor 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 or Calculus with Applications**

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.
The January Term offers a special kind of learning experience, different from the approach during the Fall and Spring semesters. Students take one course full-time for approximately three weeks. The courses are designed as immersive experiences: they intensify the student’s focus, reach beyond the classroom to incorporate experiential learning, and are often site-specific, connecting students to the place where they study. Taking a single course during the January Term gives students more time for concentrated reflection on a dedicated topic than is the case during the semester when students must split their time between several courses. The intensity of the shared experience also forges an unusually strong bond between the students and their professor. Although the January Term is short, it has great impact because of its immersive character and linkage of intellectual and experiential learning.

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 take advantage of local resources, explore the history, culture, economy, and society of the host cities, and involve co-curricular visits. In 2011–12, NYUAD students may choose from courses in Abu Dhabi, Buenos Aires, Florence, London, New York, and Shanghai. Global network courses will illuminate the interdependence of local knowledge and global awareness, and mobilize NYU’s global network to foster cross-cultural research and insights into complex, global issues. Some January courses will be taught over time at multiple sites in order to consider global issues in a specific location and context. Professor Volk taught State and Fate of Earth in Abu Dhabi in January 2011 and will teach it in Shanghai in January 2012, and we anticipate that in future years, Critical Issues in Social Entrepreneurship and Post-Catastrophe Reconstruction taught this year in Abu Dhabi will travel to other GNU sites and link to local resources. Longitudinal research projects in conjunction with the global network courses allow students to contribute local data and perspectives to a long-term comparative study.
January courses are taught by renowned scholars, writers, artists, journalists, and policy analysts as well as distinguished professors from NYU and NYUAD. A distinctive feature of January Term are the pre-professional courses taught by faculty from NYU’s professional schools. In 2011–12, professors from the NYU School of Law, the Silver School of Social Work, the Stern School of Business, and the Tisch School of the Arts will teach January courses.

While first-year students are required to take a January course, upper classmen may fulfill the January Term requirement in two other ways, if they demonstrate that these alternatives help them advance their academic goals. With approval of their mentor and the Office of Global Education, upper-class students may enroll in an NYU summer session course or pursue a Directed Study Course. NYU has two 6-week summer sessions, one largely in June, the other largely in July. Most courses are taught in New York, but some GNU sites also offer summer courses. The NYU summer sessions include courses not available at NYUAD and may enable students to work with a particular professor, deepen their knowledge, or study a subject not covered in the NYUAD curriculum. Students may also apply to take a Directed Study Course in January or during the summer. In the third and fourth years in particular, Directed Study offers an opportunity to pursue research related to a Capstone Project. For further details about Directed Study courses, see p. 218.

Two January Terms may be taken away from Abu Dhabi. Questions about January Term should be directed to the Office of Global Education, which coordinates the program.

COURSES 2011–12

ABU DHABI

**Bridging the Divide between the Arab World and the West**

*Prof. Zogby*

*Crosslisted with Political Science, The Arab Crossroads*

The course provides students with an opportunity to engage in a multifaceted examination of Arab perceptions of the US and the West, and Western perceptions of the Arab world. Students review literature and press examples of how Arab and Western media, popular culture, and political commentary portray each other. They design and execute a public opinion survey of U.S. and Arab attitudes in order to better understand how each side sees the other—using the poll-driven data to measure the gaps in understanding. The course also includes a televised town hall discussion with the students as participants engaging each other and peers from across the region in an examination of the topic.

**Cities and Modern Arabic Literature**

*Prof. Khoury*

*Crosslisted with Literature, 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 a 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 use fiction as a tool to visit (figuratively) five cities: Cairo, Alexandria, Beirut, Haifa, and Baghdad. The novels are our guides in order to understand the multiple layers of a city, and to build knowledge about the relationship between literature and social life. We read works by Naguib Mahfouz, Sunalla Ibrahim, Huda Barakat, Hanan Al Sheikh, Tawfic Yussuf Awad, Sinan Antoun, and Ghassan Kanafani. We read the novels as both individual and collective experiences, and we discuss how the new literary genre reflected and participated in the process of social change.

Critical Issues in Social Entrepreneurship: Innovations in the Middle East

*Prof. Emerson*

*Crosslisted with Leadership and Social Entrepreneurship, Business and Organizational Studies*

Social Entrepreneurship is a dynamic and growing field which may be defined in various ways, yet at its core is about using evolved business thinking and practices to change the world. This course provides an introduction to the topic through discussion of how social entrepreneurs develop their ideas of social and environmental innovation, how they fund/finance their ventures, the ways in which they overcome the challenges of integrating various levels of economic performance with social/environmental impact and the types of organizations social entrepreneurs create (for-profit, non-profit, cooperative, hybrid, etc). Through a “deep dive” case study of a leading social enterprise, Sekem Group in Egypt, we explore the relevance of social entrepreneurship in a changing world and heighten our understanding of the potential we each hold to be “change makers.” The course includes a field trip to Egypt.

Food in the Global Kitchen

*Prof. Ciezadlo*

*Crosslisted with The Arab Crossroads, Journalism*

Abu Dhabi contains many worlds, from five-star hotel restaurants to South Asian migrant workers eating on the job. This course uses food reporting as a means and a method of inquiry into life in a global city. The course combines intensive reading, reporting, writing, and field trips. With Abu Dhabi as their beat, students explore the role of markets; traditional bedouin cuisine and the rituals of eating; the hidden lives of food producers and growers; the cuisine of exile; the business of food; and other topics drawing on anthropology, economics, culture, and politics. Students participate in hands-on experiences like master classes with local chefs and visits to food markets. Each student is expected to find and report a feature article. Readings range from classics of food reporting to contemporary writing on Middle Eastern, South Asian, and global cuisine.
This course includes several field trips in the UAE.

Microbes, Meals, and Metagenomics
Prof. Tan
Crosslisted with The Core: Experimental Discovery in the Natural World
Yeasts are among the world’s oldest industrial microbes. These single-celled organisms are involved in the preparation of various foods, most notably bread and beverages. Indeed, the use of yeast in the baking industry is found in many societies throughout the world. In this course, the diversity and functions of yeasts are examined using modern experimental approaches. Students begin by learning the fundamentals of the biological molecules that comprise the cell, such as DNA, RNA, proteins and carbohydrates. In the laboratory, students then use a variety of methods, including DNA isolation, polymerase chain reaction amplification, gel electrophoresis, sequencing, and metagenomic analysis to study these microorganisms that are so globally important in providing fundamental sustenance.

The Modern World System: Past, Present and Future
Profs. Calhoun and Wallerstein
Crosslisted with History, 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 surveys (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 considers 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 includes several field trips in the UAE.

Post-Catastrophe Reconstruction
Profs. Stuckey and Packard
Crosslisted with Leadership and Social Entrepreneurship, Urbanization
Emergency response situations, such as natural disasters and terrorist attacks, are unfortunate but recurring events that have a major impact on today’s global society. This course explores the variety of complex issues surrounding post-catastrophe reconstruction (PCR) and provides an understanding of the process and players in emergency response situations as well as a critical historical analysis of previous reconstruction efforts. The class includes a field trip to Sri Lanka where students have an opportunity to experience first-hand and gain an understanding of a post-catastrophe area. In addition, students have the opportunity to meet with NGOs and government officials involved in the humanitarian as well as reconstruction effort. This course includes a field trip to Sri Lanka.

Photojournalism: Your Personal Vision
Prof. Avalman
Crosslisted with Visual Arts, Journalism
This class focuses on developing a personal vision within photojournalism. Students learn how to: shoot, edit, and present photographic essays, gain access to challenging subjects and cultures not their own, develop their own visual voice, honor ethics, and write proposals culminating in an in-depth photo essay. The course includes a short regional trip.

Tales of Love and Death
Prof. Warner
Crosslisted with Creative Writing
This course explores foundational myths and fairy tales, from the Babylonian Epic of Gilgamesh to contemporary revisionings of Bluebeard and Cinderella. Long before print and the coming of the book, every society has told stories to tackle deep questions: about the human place in the world, the origins of natural phenomena, the meaning of love and war, the mystery of death. This form of literature has been called the work of ‘reasoned imagination’ (Borges). There are readings from classic works (Homer, Ovid, as well as the above), which act as a stimulus to original writing projects and inspire tales that draw on the participants’ own cultures.

BUENOS AIRES

Metropolis: Culture and Politics in the 21st-Century City
Prof. Klenenburg
Crosslisted with The Core: Structures of Thought and Society, Urbanization
This course provides an overview of key issues in the culture and politics of urban life, with a focus on modern Buenos Aires. We see how the city-living shape our minds and shift our patterns of social interaction? How does the built environment relate to the local ecology and our experience of everyday life? How are civic and political institutions addressing emerging problems related to massive population growth, sprawl, pollution, and polarization? Students should be prepared for rigorous critical thinking and vigorous participation.

The Social Life of Finance
Prof. Zaloom
Crosslisted with The Core: Structures of Thought and Society
This is a course about how and why finance matters. From credit derivatives to pyramid schemes, home mortgages to credit cards, finance both underwrites the aspirations and lines the underbelly of the contemporary economy. Finance also shapes the urban environment, producing new city forms, and social structures. Drawing on sociology, anthropology, fiction, and film, our seminar examines finance as a mode of social relations and cultural meaning in contemporary capitalism. We pay special attention to the financial turbulence in Argentina and visit sites in Buenos Aires where citizens, economic experts, and political officials engage important questions about culture and economy.

FLORENCE

The Miracle of Florence
Prof. Kronman
Crosslisted with The Core: Structures of Thought and Society, Arts and Humanities Colloquium
In the 15th and 16th centuries, the city of Florence was a center of intense creativity in every area of human understanding and endeavor. It was the center of that extraordinary moment we call “the Renaissance”—the revolution in art, architecture, politics, philosophy, and science that has shaped our view of the world, and the place of human beings in it. In this seminar, we read representative writings from several of the great Florentine thinkers of the period—Alberti, Machiavelli, Pico,
Principles of Marketing

Prof. Buchanan
Crasshified with Business and Organizational Studies
Leadership and Social Entrepreneurship

This course studies the fundamentals of marketing—from determining what it is that consumers want and need, translating those wants and needs into products and services, and selling those products and services in a highly competitive global marketplace. Depending on the instructor, different topic areas are emphasized, including, for example, the role of consumer research, product design and pricing, branding, and communications and promotional strategies in effective marketing.

Public Policy and Social Problems: Homelessness, Mental Illness and Child Welfare in New York City

Profs. Morton and Rosenfeld
Crasshified with Social Research and Policy Public Policy

This course is an introduction to the study of social problems through exploration of three primary issues in New York City: homelessness, mental illness and child welfare. It encompasses the history of each social condition; a review of research in each area and macro and micro (governmental) approaches to these problems. Students have the opportunity to visit agencies, to meet with professionals and consumers of service and to compare the government and American public policy response to these problems with that of their home countries. Presentations are made by guest speakers who are experts in each of these areas.

Punishment in Politics, Law and Society

Prof. Barkow
Crasshified with Social Research and Public Policy, Law

This seminar investigates the state’s power to punish. We read foundational works from philosophy, sociology, political science, and law to explore why states punish, how they punish, and whom they punish. We also focus in particular on the modern American approach to punishment, including its use of mass incarceration and the death penalty. We closely read and analyze cases from the Supreme Court of the United States in light of the fundamental purposes of punishment, and we consider how the American approach compares with penal practices in other nations and regions. Part of the seminar takes 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.

Wealth and Inequality

Prof. Manza
Crasshified with Social Research and Policy Public Policy

The rapid increase in wealth and income inequality in many countries, and its consequences, are the subject of this course. Using New York City as our laboratory, we explore some of the ways in which wealth and power are created and maintained, as well as examining some of the social consequences of high levels of inequality for individuals and societies as a whole. Readings and lectures explore the social and political economy of inequality through the work of contemporary social science. Field trips, films, and guest lectures, as well as meetings with politicians and policymakers, supplement our readings and deepen our understanding.

SHANGHAI

Food and Drugs in Chinese History

Prof. Weisler-Cohen
Crasshified with History

The goal of this course is to examine Chinese society and culture through the lens of the consumption of food and drugs and to elucidate the central role played at different times by food and drugs in Chinese culture and its representations. We examine the role of food and drugs, especially opium, in Chinese social, cultural, economic, and political history, with an emphasis on the pre-modern period. Topics may include the relationship of health and diet; food in religious and ritual practice, gastronomy, consumption and the material culture of food and drugs, restaurants and catering; famine; imperial dining practices; tobacco smoking; opium smoking, cultivation, and elimination; the Opium Wars; and food, drugs, and identity, including the global association of China with food and with opium.
Shanghai: The City and the Environment
Prof. Shi
Crosslisted with Urbanization
This course examines the contemporary Chinese urban change and environmental issues by focusing on China’s largest and most dynamic city—Shanghai. You study China’s fast-paced urbanization processes as well their impact on the environment and the urban society. You also explore the dynamic relations between economic development and environmental conservation. You 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.

State and Fate of the Earth
Prof. Volk
Crosslisted with The Core: Science, Society, and History, The Environment
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 and about four times the average Chinese 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. The course includes field trips relevant to the topics above.

Global NYU and Study-Away Programs

Global education is an essential component of NYUAD’s educational mission and curriculum. It is realized through a careful sequence of inter-related academic and intercultural experiences that provide students with intellectually rigorous, research-focused learning environments that complement and extend their coursework. They include semester-long study abroad programs, January-Term programs, and course-related study trips in the UAE and the broader Middle East, that are typically combined with January-Term or 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. Study trips are a feature of the NYUAD curriculum and enable students to connect their academic studies with on-the-ground exploration of the region. Our global crossings location connects Africa, the Mediterranean, the Arab world, Central Asia, and the Indian Ocean and creates exceptional opportunities for students to combine experiential study, research and intercultural exploration. Study trips allow students to deepen their knowledge through first-hand experiences of the societies and issues they are studying at NYUAD. Direct encounters intensify learning by adding an experiential dimension that is not possible through reading alone. Led by faculty members, the trips may also draw upon local experts with deep knowledge of the sites and provide students with opportunities for community-based learning.

Some study trips are linked to courses, some are connected to community service projects, and others are focused on discovery of the UAE. The trips are generally scheduled during the Fall and Spring breaks and January Term, although some courses incorporate day and overnight field trips during the weekend.

In 2010–11, study trips were organized to the following locations: the seven emirates of the UAE; Ethiopia; India, Turkey; Kenya; Kuwait; Oman; and Qatar. Day and weekend study trips included visits to the Museum of Islamic Art in Doha; the Desert Conservation Reserve, Hydroponic Farm, and Bastakia in Dubai; the Sharjah Art Biennial; and Masdar, Al Wathba Wetlands Reserve, the World Future Energy Summit, and Yas Island Mangroves, among other sites and events in Abu Dhabi.

Students are encouraged to spend up to two semesters over their four years at NYU Abu Dhabi studying abroad at academic sites mostly within the NYU Global Network, including NYU New York. The GNU sites will connect students from NYUAD and NYU New York who will study together and experience the rich social diversity of NYU’s global network. Each of the 10 NYU global sites offers courses in the local language, history, and culture, academic lectures by distinguished faculty and leaders of the local communities and co-curricular activities to explore the region, meet local students and figures, and use new language skills. For a description of the NYU Global Academic Centers, see pp. 268-270.

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 foreign language skills at the highest level of critical thinking.

NYUAD students have a choice of courses offered in Abu Dhabi, New York, and several other NYU global sites each year. Students are encouraged to enroll in up to two January Terms of study away during their four years at NYUAD. For January Term 2012, students will select from courses offered in Abu Dhabi, Buenos Aires, Florence, London, New York, and Shanghai. For more information on January Term, see pp. 202-210.

Careful academic and logistical preparation is required for students who intend to study away. Students should consult 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 a Study Away Information Session before submitting an application. Numerous information sessions are provided throughout the academic year and timed to application deadlines. Prior to travel, students are also required to attend an Intercultural Orientation Session specific to their study away program. This session will provide guidance for sustained engagement with the host community, managing the challenges of intercultural communication, health protocols, staying safe, and maximizing intercultural learning. Ongoing critical reflection is expected of all study away participants through a variety of formats, including intercultural orientation prior to departure and on site; the courses themselves; a portfolio of reflective writing; opportunities for independent research projects; internships; and/or discipline-specific fieldwork. The reflective process continues upon return to the home campus in Abu Dhabi 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.

Academic Credit: Academic credit from study-away programs within the Global Network University is treated like 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, J-term courses or other credit-bearing programs taught by NYUAD or NYU faculty will be recorded on the transcript and factored into a student’s NYUAD grade point average. Credit for courses taken at exchange programs or other non-NYU or non-NYUAD programs will be subject to the NYUAD policy for transfer credit.

Graduation Requirements: Students must consult with their faculty mentors in advance of study away to determine whether courses taken abroad can be used to fulfill NYUAD graduation requirements, such as the core or the major. All successfully completed courses taken at NYU global sites automatically count toward the 36 total courses required for graduation. Courses taken at non-NYU or non-NYUAD programs require prior approval from the faculty mentor to count toward the total course requirement.
Full-time Student Status: Students must maintain full-time status and carry the equivalent of a four-course workload for that status while on any semester study away programs. Students may earn credit for no more than four courses on any semester study away program unless they receive prior authorization for an overload from the Associate Dean for Academic Affairs at NYUAD.

Costs: For students approved to participate in a semester study away program, costs equal the same comprehensive fee charged for a semester at NYU Abu Dhabi. Financial support will be applied to covering these costs the same way it is when a student is studying at NYUAD. NYUAD will fund the cost of study away for up to two semesters, up to two J-Terms, as well as for study trips that are a required component of a course.

Application Process: Although study away is strongly encouraged at NYUAD, the opportunity to participate in any study away program is a privilege, and the application process is competitive.

Application Schedule:
For Spring Semester 2012:
Preliminary applications due May 1, 2011
Final applications due September 15, 2011

For January Term 2012: Applications due October 1, 2011

For Fall Semester 2012 and All Year 2012-2013:
Preliminary applications due December 1, 2011
Final applications for Fall 2012 due February 16, 2012
Final applications for Spring 2013 due September 15, 2012

For January Term 2013: Applications due October 1, 2012

January Term 2012: Applications for the January Term 2012 programs will be due October 1, 2011. Students will be notified of their site selection and course assignment by October 15 to allow for sufficient time to process visas and provide pre-departure orientation sessions.

Semester-Long Study Away: Students may apply to study away as early as the second semester of their sophomore year and as late as the first semester of their senior year. Exceptions to this rule (i.e., study away before or after this time frame) require 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 due May 1, 2011 and the final application due September 15, 2011. Interested students must meet all NYUAD and NYU Global Programs application deadlines. Programs outside the Global Network University will require students to complete their own application paperwork in addition to the NYUAD forms and may have different (often earlier) deadlines.

For study away for a semester or two semesters in Academic Year 2012-2013 (Fall 2012 and/or Spring 2013), NYUAD will move to one annual preliminary application deadline of December 1, 2011. 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 during the student’s senior year.

Selection Process: Selection for any study away program is based on a student’s academic record, the strength of the application materials, and academic preparation for and suitability of the chosen program to the individual student’s academic goals. The competitiveness of the application process will vary based on the number of applicants, and the allotment of limited spaces on some programs. All applicants are required to list a first and an alternate choice of programs to increase their likelihood of studying away.

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 will be given to students for whom this would be their first NYUAD study away experience. Some qualified applicants may be asked to delay their study away plans to another semester or to select an alternate program.

Admission to any study-away program is contingent upon the applicant’s continued academic success and review of his or her NYUAD academic and disciplinary record. Students who have completed fewer than five core courses and fewer than two physical education activities prior to their intended semester-long study away program will not ordinarily be selected to study away. Students on academic or disciplinary probation or with outstanding debts to NYUAD are ineligible for participation in study away.

STUDY AWAY AT NYU ABU DHABI
NYU New York students interested in studying at NYU Abu Dhabi are welcome to apply for a January Term 2012 course and/or for a full-time course of study during the Spring 2012 semester. Applications for study away during the Spring 2012 semester are due to the NYU Global Programs office in New York on September 15, 2011. Applications for participation in January Term 2012 courses are due to the NYU Special Sessions office in New York on October 1, 2011. Interested students must meet all application deadlines.
ADVISING AND MENTORS

NYU Abu Dhabi provides students with a network of mentors, Global Academic Fellows, and other resources to support learning and academic performance. Each new student is assigned a first-year faculty mentor. First-year mentors are not typically assigned based on the student’s area of academic interest; they serve as a general guide and resource for academic planning in the first few semesters of enrollment while the student focuses on curricular exploration. When students declare their academic majors, they will move from their first-year faculty mentor to a mentor with specific expertise in their academic major.

Additional advising and learning support is provided by the Dean of Students, 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 Global Academic Fellows 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.

STUDENT RESEARCH

Research is an important part of the NYU Abu Dhabi 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 and proposing answers, considering problems from new angles, and developing new data. At NYUAD, 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; The Theory and Practice of History; the Logic of Social Inquiry; Survey Research and Ethnographic Field Research.

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.

The Capstone Project in the senior year is a research-intensive experience. An NYUAD education equips and empowers students to enter new intellectual, experimental or creative terrain. The capacity to think through unfamiliar problems is a distinctive outcome of a liberal arts education and an asset valued by employers.
All faculty members at 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 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 the preparation 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.

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 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.

**CAREER SERVICES AND INTERNSHIPS**

The NYUAD Career Development Center, located in Sama Tower, is the place to go for information about internships and professional development opportunities on and off campus. The Career Development Center coordinates on-campus internship opportunities, that provide valuable experiences and professional development in a student-friendly environment.

In addition to providing career-related experiences, the Career Development Center hosts career events designed to provide you with access to industry contacts and enhance your understanding of career paths and industry-specific job search processes. Students may choose from a variety of workshops to review the essential components of a job search. Interactive workshops provide an overview of the most important information, including career planning, CV and cover letter writing, job interviews, being a successful intern as well as workplace etiquette.

NYUAD CareerNet acts as the main resource in accessing internships and part-time and full-time opportunities, both locally and throughout the globe. This online resource is available to all NYUAD students and allows free access to subscription-based career resources, such as Going Global, InterviewStream, and the Vault Career Insider Guides.

Coupled with online resources, students may access career counseling services that address career exploration, graduate school selection, and effective preparation for and navigation through the internship/job-search process. Experienced career counselors are on-hand to provide individualized support and can assist students in refining their areas of interest. Career counselors also help with self-assessment as it relates to choosing a major or exploring career options available to NYUAD students. In addition to the resources and services accessible through the NYUAD Career Development Center, students will be able to access a vast international job network which draws from the partnership with NYU’s Wasserman Center for Career Development (nyu.edu/careerdevelopment) and other Global Network University Campuses.

**THE NYUAD LIBRARY**

The NYU Abu Dhabi 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. 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.
THE NYU ABU DHABI INSTITUTE

Creating new knowledge is central to NYU Abu Dhabi. We are building a world-class center for advanced study and research at the NYU Abu Dhabi 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 NYUAD is a robust research environment, one that broadly represents the disciplinary areas in the undergraduate college, nurtures the development of graduate programs, and supports research of the highest quality on topics of importance and relevance to Abu Dhabi and to our world today. The NYUAD Institute provides research funding at a significant level and with exceptional continuity of support. Among the projects supported by the NYUAD Institute are: the Neuroscience of Language Laboratory, which studies brain functions with a MEG machine unique in the world; the Technology Center for Rural Development, which among its projects is testing how to recharge cell phones with thermal energy in the garden of the Downtown Campus; and the Library of Arabic Literature, which is publishing bilingual editions of important, newly translated Arabic texts. All faculty and students at NYUAD are actively encouraged to participate in the intellectual and scholarly opportunities afforded by the NYUAD Institute, through programming linked to faculty research interests, courses, and student Capstone Projects. NYUAD students 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 NYUAD 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 communities of Abu Dhabi and New York. It is fast becoming a center of intellectual life for New York, Abu Dhabi, the UAE, 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.

With locations in New York and Abu Dhabi, the NYUAD Institute forms an immediate intellectual and programmatic link between NYU 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/institute/.

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 ARC is staffed by faculty and Global Academic Fellows, who specialize in writing, math or science. The Global Academic Fellows have been selected for this fellowship based on their academic achievement in college, demonstrated leadership abilities, and interest in global education.

A high proportion of NYUAD students are multilingual, and the services offered by The ARC seek to respond to their needs. The writing support resources within The ARC provide students with help at any stage in the writing process. Writing faculty and Global Academic Fellows in writing work with students one-on-one or in small groups to develop specific writing and revision skills, articulation and oral presentation skills, and other language-related support. The Global Academic Fellows are also on hand to focus on quantitative and computational 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 are also available on a more limited basis in Sama Tower.
Academic Policies

The Academic Policies of NYU Abu Dhabi are summarized below. Unless otherwise noted, students should direct all questions or concerns regarding these policies to their Faculty Mentor, who will liaise with the appropriate members of the university administration as needed. For the most up-to-date policies, please refer to the NYUAD Web site: nyuad.nyu.edu.

**ACADEMIC STANDING**

NYU Abu Dhabi defines good academic standing as making appropriate progress toward a degree. This is typically achieved by successfully completing nine courses (or more) per academic year while maintaining a grade point average (GPA) of 2.0 or better during each semester.

To monitor and provide timely feedback to students, NYU Abu Dhabi assesses student academic performance throughout their course of study and more formally at the end of each semester.

The institution has developed a series of steps designed to both help students achieve their academic goals and communicate with students and their faculty mentors if a student is found to struggle to maintain good academic standing. Typically, coordinating the communication and academic response is handled through the Office of Academic Affairs in conjunction with the Committee on Academic Standing, which is composed of the Academic Deans and may include other members as determined by the Provost.

If a student falls below the level expected to maintain good academic standing the student normally will receive a letter that aims to identify the issue(s) involved and strategies that may assist the student to develop the academic and study skills necessary to achieve success at NYU Abu Dhabi. Such letters typically are issued at the end of the academic year but may be issued at other times. It is expected that a letter will lead a student to return to good academic standing within the following semester. If this does not occur, the Committee on Academic Standing would decide if it is in the best interest of the student and the institution to issue a second letter or dismiss the student from NYU Abu Dhabi.

Formal letters on academic standing will not be recorded on transcripts or other public documents, nor otherwise released outside the institution, however they will be part of the student’s internal NYU Abu Dhabi academic record and accessible for mentoring and guiding purposes.

In truly exceptional cases, a student may be dismissed without receiving a letter on academic standing. Such cases will be reviewed on an individual case by the Committee on Academic Standing and are not based on automatic parameters. If a student is dismissed, NYU Abu Dhabi will try to counsel the student to find a more suitable college or university.

**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.
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, 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 http://nyuad.nyu.edu/academics/academic.policies.html

* NYU Abu Dhabi and NYU New York have designated the following student information as “directory information:” Name, dates of attendance, NYU school or college, class, previous institution(s) attended, major field of study, full- or part-time status, degree(s) conferred (including dates), honors and awards (including dean’s list), past and present participation in officially recognized activities (including positions held and official statistics related to such participation and performance), email address, and NetID. [See notes (1) and (2) below.]

1. Email address and NetID are directory information for internal purposes only and will not be made available to the general public except in specified directories from which students may opt out.
2. Under United States federal law, address information, telephone listings, and age are also considered directory information for military recruitment purposes. Address refers to “physical mailing address” but not email address.

**AUDITING**

Students will be permitted to audit a course with the permission of the course’s primary instructor. Audited courses may not be converted to a for-credit basis after the add/drop deadline and will not be reflected on a student’s transcript.

**COURSE LOAD**

Each course at NYUAD has 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 work closely with students to ensure a balance in academic workload, particularly as students take 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. Students who wish to take more than four courses per semester must obtain the permission of their faculty mentors and the Associate Dean for 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 January-term course per year.
DOUBLE counting
Courses may count for more than one requirement. For example, an individual course may count for both a major and a multidisciplinary or disciplinary concentration, two different concentrations, or a major and the Core. However, there are some limitations to double counting.
1) A student may not double-count more than two courses in the Core or in any one major or concentration. 2) No individual course may count for more than one Core category

This double-counting policy is intended to create flexibility for students and to allow them to highlight the disciplinary and subject matter clusters they have chosen to study. Students should choose concentrations with a sense of academic purpose, not as an accidental result of NYUAD’s extensive crosslisting of courses, which reflects our commitment to work across disciplines.

DOUBLE MAJORS AND CONCENTRATIONS
Students may complete a second major if both majors can be accommodated during their four years at NYUAD, or they may complete a concentration, which is offered in 13 disciplinary areas in addition to 5 multidisciplinary areas. Concentrations generally require four courses. So that students may take full advantage of the breadth of the curriculum and not focus too narrowly on just one or two areas, students are encouraged to explore the option of completing a concentration rather than a full second major.

EXEMPTIONS
All exemptions related to the completion of degree requirements are by application to the appropriate Academic Dean.

GRADE CHANGES
To dispute an assigned grade, students must appeal directly to the instructor of record. Based on the appeal presented by the student, the course instructor may revise the grade. Before students petition to appeal a grade decision, they should keep in mind that a grade amended due to an appeal can be either higher or lower than previously assigned. Final responsibility for the student’s grade rests with the course instructor.

A student 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.

GRADING
The following grades may be awarded:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<td>A-</td>
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<td>W</td>
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See policy on Pass/Fail

The grade point average (GPA) is computed by determining the total number of quality points earned (quality points x credit hours) and dividing by total graded credit hours. Quality points are earned in letter-graded NYU courses taken after a student’s first year of enrollment. Total graded credit hours includes the credit hours associated with all such courses as well as the credit hours associated with any pass/fail course that is failed (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.

For the class of 2014 only, cumulative grade point averages is calculated both with and without first-year grades and the higher GPA will be used for all purposes.

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.

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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 Dean of Students.

THE NYUAD COMMUNITY’S COMMITMENT TO INTEGRITY
At NYU Abu Dhabi, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students, faculty, and staff take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential.
A Pass grade is recorded for all pass/fail courses in which a letter grade of D or higher is earned. Beginning in the second year of study, NYUAD allows students to take one course per semester (up to a total of three courses overall) Pass/Fail. This option is designed to encourage students to continue to explore areas of interest and to optimize their focus on learning unfamiliar methods and materials while minimizing concerns about formal outcomes. The Pass/Fail option is therefore especially appropriate in the second year before students invest in a major.

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.

Students considering the Pass/Fail option in their area of study or in pre-professional courses should consult with their mentor about the effect of such grades on admission to graduate and professional schools. Students who change their majors 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.

For applicable courses, a student may opt to change to or from pass/fail grading during the add/drop period associated with that particular course.

NYUAD official transcripts do not report grades for courses taken during a student’s first year of study. However, these grades do become a part of the student’s academic record to be used for internal purposes such as mentoring students and fulfillment of prerequisites. In addition, students may request from the Registrar independent documentation of these grades for external use.

Official transcripts indicate successful completion of those courses taken in the first year for which a grade of C- or better is received. Courses from which a student has withdrawn or in which the student received a grade of lower than a C- do not appear on the official transcript nor do they contribute toward satisfying graduation requirements.

An insert will be included with all NYU Abu Dhabi transcripts stating, “NYU official transcripts for students enrolled at NYU Abu Dhabi do not show course grades received during their first year of study, and instead indicate only those courses successfully completed with a grade of C- or better.”

Students’ first-year grades will not be included in cumulative grade point averages calculations.

This policy contributes to the development of a learning context at NYUAD that distinctively emphasizes independent responsibility for intellectual exploration and growth and that is appropriate for a global student body.

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.

After consulting with the faculty mentor and within the following time frames, a student may discontinue a course and receive a grade of W:

- Those 14-week courses dropped in the third week through the seventh week will receive a grade of W.
- Those 7-week courses dropped in the second week through the fourth week will receive a grade of W.
- Those January Term courses dropped on the second day of the first week through the second day of the second week will receive 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.
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. Students are required to complete two 7-week Physical Education sessions.

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 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 sailing, and athletic leisure activities, such as cycling, hiking, and equestrian events. Many of these activities are offered as 7-week courses during Fall and Spring semesters, which are listed below.

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.

### COURSES 2011–12

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobics (women only)</td>
<td>Fall 1 2011, Spring 1, and Spring 2 2012</td>
</tr>
<tr>
<td></td>
<td>A low impact, rhythmic exercise, and aerobic movement class set to music. Body strength, flexibility, and cardiovascular fitness are developed through a combination of exercise routines. Overall total health is emphasized through discussions on nutrition, posture, stress management, and goal setting.</td>
</tr>
<tr>
<td>Capoeira</td>
<td>Fall 1 2011, Spring 1, and Spring 2 2012</td>
</tr>
<tr>
<td></td>
<td>A Brazilian martial arts class incorporating acrobatics, dance, percussion, and song in a rhythmic dialogue of body, mind, and spirit. Unique to Brazil, capoeira developed during the slavery era through shared cultural customs, rituals, and fighting techniques. Capoeira is a movement game in which opponents mask defensive kicks with playful acrobatics and dance-like moves. The class introduces basic moves, instrument instruction, and the history of this dynamic art.</td>
</tr>
<tr>
<td>Advanced Capoeira</td>
<td>Fall 2 2011, Spring 2 2012</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: Capoeira</td>
</tr>
<tr>
<td></td>
<td>A Brazilian martial arts class incorporating acrobatics, dance, percussion, and song in a rhythmic dialogue of body, mind, and spirit. Unique to Brazil, capoeira developed during the slavery era through shared cultural customs, rituals, and fighting techniques. Capoeira is a movement game in which opponents mask defensive kicks with playful acrobatics and dance-like moves. The class refines basic moves and introduces advanced moves, while improving strength, flexibility, power, balance, accuracy, agility, and endurance.</td>
</tr>
<tr>
<td>Dance</td>
<td>Fall 1 2011</td>
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<tr>
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<td>In this survey class individuals learn the basic steps and movements to a wide variety of popular dances, including Salsa, Cha Cha, Tango, Waltz, Rumba, Fox Trot, Swing, Two-Step, Jitterbug, and others.</td>
</tr>
<tr>
<td>Fencing</td>
<td>Fall 1 2011</td>
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<tr>
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<td>Fencing is the art and sport of swordsmanship using a blunt weapon. Fencers use one of three types of weapons—the foil, the epee, or the sabre. Students learn basic offensive and defensive moves; as well as understand the basic rules of competition.</td>
</tr>
</tbody>
</table>
Fitness for Life
Fall 1 2011, Spring 2 2012
Learn how to use cardio and strength training equipment safely and effectively. Individualized exercise programs are designed to maximize progress based on cardiovascular and strength evaluations. Supervised progressive workouts teach individuals to achieve personal fitness goals through strength and aerobic interval circuit training on strength machines, treadmills, elliptical trainers, stair climbers, bicycles, and rowing ergometers.

Training Trends
Fall 1 2011, Spring 2 2012
Learn how to safely and effectively incorporate non-traditional fitness equipment into your workout. Sessions will vary from week to week and include the use of kettlebells, TRX, BOSU Balls, aerobic steps, Slide Boards, and others.

Jiu Jitsu
Fall 1 2011
Jiu Jitsu is a strategic grappling sport where one manipulates an opponent’s force against himself rather than confronting it with one’s own force. Individuals learn how to apply the fundamental techniques of Jiu Jitsu, including positioning, leverage, joint locks, escapes, submissions, and self-defense.

Pilates & Yoga (women only)
Fall 1 2011
Pilates is a conditioning program emphasizing the concepts of core strength and stabilization. Through highly focused and controlled movements, individuals experience increased body awareness, flexibility, coordination, and strength.

Swimming
Fall 1 and Fall 2 2011
Individuals are evaluated for basic swimming abilities and comfort level in an aquatic environment. The front crawl, backstroke, breast stroke, and side stroke are taught. Skill instruction in beginning diving, floating/treading water, and underwater swimming, as well as safety awareness in and around the water are included.

Kayaking & Sailing
Fall 2 2011, Spring 1 2012
This comprehensive course teaches the fundamentals of sea kayaking (including strokes, rescues, and recovery) as well as basic sailing skills. In addition students learn about the region’s vital eco system as they navigate coastal waters and inland areas of Abu Dhabi.

Advanced Tennis
Spring 1 and Spring 2 2012
This course is geared towards competitive men and women players with tournament level experience. Lessons include fast running and hitting drills, stroke technique, strategy, and match play. Practice time is supplemented with competitive play on other dates throughout the semester. This class is capped at 8 participants; an assessment of tennis skills may be necessary.

Triathlon Training
Fall 2 2011
This challenging class is focused on developing athletes interested in competing in local triathlons, including the Yas Tri and Abu Dhabi International Triathlon. Individuals develop a personal triathlon training program—swim, bike, and run. Workouts include indoor work on stationary bicycles, rowing ergometers, outdoor work on bicycles, distance swimming, running, and weight training. Individuals learn the secrets of competitive triathletes, including training techniques, equipment, race strategies and nutrition. NOTE: This is a physically demanding class with a challenging culmination.

Wakeboarding & Core
Fall 2 2011, Spring 1 2012
Wakeboarding is a sport in which individuals ride a wakeboard over a water surface. Although wakeboarders are typically towed by a boat, individuals in this class are propelled by an overhead continuous cable in a shallow manmade lake. Individuals receive instruction in maneuvers, jumps and grabs.

Core training is used to develop the muscle groups (abdominals, obliques, back, inner and outer thighs) necessary to effectively wakeboard.
**Swimming (women only)**  
*Spring 2 2012*

Individuals are evaluated for basic swimming abilities and comfort level in an aquatic environment. The front crawl, backstroke breast stroke and side stroke are taught. Skill instruction in beginning diving, floating/treading water and underwater swimming, as well as safety awareness in and around the water are included.

**Pilates & Yoga (women only)**  
*Spring 2 2012*

Pilates is a conditioning program emphasizing the concepts of core strength and stabilization. Through highly focused and controlled movements, individuals will experience increased body awareness, flexibility, coordination, and strength. In the yoga portion of this course, individuals learn the basic disciplines of yoga, focusing on body awareness, appropriate warm ups, beginning yoga postures, breathing, and relaxation skills. Upon successful completion, students understand and be able to demonstrate the basic components of yoga practice, including safe, stable body alignment and classical yoga postures.

**Independent Study**

Independent study for physical education credit is offered to those individuals who submit a written request to the Department of Athletics outlining the nature of the desired pursuit, the proposed schedule for completing the same, the anticipated cost thereof and the expected goal. Permission to pursue for credit independent study must be secured in advance from the Director of Athletics. No preregistration is allowed for this class.

**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 medical care and counseling support to help ensure students stay healthy and able to fully benefit from their time at NYU Abu Dhabi.

Medical Services at the Health and Wellness Center include:

- Identifying and treating common medical conditions;
- Assessing the urgency of medical problems and providing the best referrals for care when necessary;
- Providing preventive and health education;
- Making referrals to medical specialists when necessary.

The Health and Wellness Center also offers confidential counseling services. Counseling—or psychotherapy—is a professional relationship that focuses on personal problems. The counseling relationship differs from both social friendships and patient-doctor contacts. Unlike friends, counselors are able to be objective; they are not involved in your daily life. Unlike most doctors, counselors don’t give specific advice or tell you what to do. Instead, they serve as skilled listeners who help you clarify issues, discover your true wishes and feelings, and deal effectively with problems.

Students can contact the center at 02 628 8100. Should students require assistance after hours, they can contact on-call staff at 056 685 8111.

**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, music, and groups based on shared interests in recreational, social, and cultural activities. In NYU Abu Dhabi's inaugural year, students created the structure for the student government and leadership and elected officers. Students may petition the Campus Life Office for funding and administrative support to establish new clubs and sponsor one-time events on campus. Throughout the year, trips and activities are planned for interested students to take advantage of the rich offerings of Abu Dhabi’s recreational and cultural life. Students kayak in the mangroves, stargaze in the desert, spend a morning at the camel races, attend big-name concerts, go to the beach, and plan trips around the seven Emirates. Students have an unprecedented opportunity to be a 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**

NYUAD Student Life staff members are available to offer advice, resources, support, and guidance for individuals and groups, wishing to explore religious and spiritual life at the University, in the UAE, and throughout the Global Network University.
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 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) accommodates 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 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
- Faculty and administrative offices
- A garden with gazebos for dining and conversation
- A café with indoor and outdoor seating
- Comfortably furnished student lounge areas
- An event 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
- Prayer Rooms

THE CENTER FOR SCIENCE AND ENGINEERING

The Center for Science and Engineering (CSE) 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 NYUAD sophomores and NYUNY upperclassmen, live on each floor and provide personal and academic support for residents. RAs organize programs to introduce students to campus resources, faculty members, fellow students, and the exciting activities Abu Dhabi has to offer.

**THE FUTURE CAMPUS ON SAADIYAT ISLAND**

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 aims to promote interaction between the disciplines. The facilities include a wide variety of instructional spaces, including experimental laboratories, new media labs, film production facilities, music practice rooms, and classrooms with sophisticated technological infrastructure; 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; a conference center; 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 and visiting faculty from other outstanding universities. 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.
HILARY BALDON
B.A., Princeton University; Ph.D. Massachusetts Institute of Technology
Deputy Vice Chancellor
Hilary 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.

JULIE AVINA
Assistant Vice Chancellor, Campus Life and Dean of Students
B.S. Warner Pacific College; Ed.D. Teachers College, Columbia University
Julie Avina oversees all aspects of student life, including academic affairs, student activities, and residential life, and shares responsibility for student health, public safety, food services, athletics, and recreation. Formerly, Avina was the Executive Director of the Opportunity Programs for NYU New York’s Office of the Provost and the Director of the College Learning Center and the Academic Achievement Program for the College of Arts and Science at NYU.

CAROL BRANDT
Assistant Vice Chancellor for Global Education and Outreach
B.A., M.A. California State University (Fresno)
Carol 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 taught for more than 20 years in the Department of Modern Languages and served as Vice President for International and Special Programs. She was instrumental in establishing and leading major grant programs in international and language education, a foreign language institute, and programs of study abroad and civic engagement in 39 countries.

CATHERINE DE LONG
Campus Finance Officer and Associate Vice Chancellor for Finance and Information Technology
B.S. Marquette University
Catherine 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, 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
B.S., M.A. West Point; M.B.A. Long Island University
As COO, William 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).

DAVID MCGLENNON
Vice Provost of Research Administration and University Partnerships
B.S., Grad. Dip., Ph.D. University of Adelaide (Australia)
David McGlennon leads the efforts of NYUAD to develop its research administration and infrastructure, and supports the University in developing strategic partnerships and collaborations with government, industry, and the community in ways that will enhance NYUAD’s research, academic, and student programs. He joined the University after a decade of senior leadership positions in research and outreach in higher education and government in the UAE. McGlennon is an environmental scientist specializing in marine and fisheries science, fisheries biology, and fisheries management and policy and has written more than 36 scientific and technical papers.

LINDA MILLS
Associate Vice Chancellor, Admissions and Financial Aid
B.A. University of California (Irvine); J.D. California, Hastings College of Law; M.S.W. San Francisco State University; Ph.D. Brandeis University
Linda Mills is responsible for student recruitment and financial aid for NYU Abu Dhabi. Mills is also NYU’s Senior Vice Provost for Undergraduates in the Global Network University 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.

RON ROBIN
Senior Vice Provost
B.A. Hebrew University; M.A., Ph.D. University of California (Berkeley)
Ron 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.

JOSH TAYLOR
Assistant Vice Chancellor, Public Affairs
B.A. Columbia University
Josh 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.
The Netherlands. Before that he was Professor of A.B. Harvard University; M.F.A. Columbia University Associate Dean of Arts and Religion at the Graduate Theological University of California (Berkeley) She has produced pieces for National Geographic Sunil Kumar is a mechanical engineer and Dean of Mechanical, Aerospace, and Manufacturing Engineering faculty for NYU Abu Dhabi. 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.

Reinert 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.

Sunil Kumar
Dean of Engineering
B.Tech., Indian Institute of Technology (Kharagpur); M.A., M.S., State University of New York at Buffalo; Ph.D. University of California (Berkeley)
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.

Mo Ogrodnik
Associate Dean of Arts
A.B. Harvard University; M.F.A. Columbia University
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, and 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.

Cyrus R.K. Patell
Associate Dean of Humanities
A.B., M.A., Ph.D. Harvard University
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.

David Scicchitano
Dean of Science
B.A. Susquehanna University; Ph.D. Pennsylvania State University
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.

Ivan Szelenyi
Dean of Social Science
M.A. University of Economics-Budapest; Ph.D., D.Sc. Hungarian Academy of Sciences
Ivan Szelenyi is the 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 socioeconomic in transitional and post-communist societies. He is a Fellow of the American Academy of Arts and Sciences and member of Hungarian National Academy of Sciences.

Rahma Abdulkadir
Research Fellow, NYUAD
B.A., M.A. Carleton University (Ottawa); M.A., Ph.D. University of Texas (Dallas)
A specialist in gender and politics, African political studies, feminist theory, and political anthropology, Rahma Abdulkadir currently focuses on projects that explore transitional justice in areas of failed statehood and the globalizing forces that contributed to the well-being of women in Africa. She has also worked extensively on the shifts in Canadian policy for undocumented refugee women.

Chiye Aoki
Professor of Neural Science and Biology, NYUNY (teaching 2011-12)
B.A. Barnard College, Columbia University; Ph.D. The Rockefeller University
Chiye Aoki uses the electron microscope to characterize molecular compositions and the structure of synapses that enable synaptic plasticity and stability within adult and adolescent brains. This approach is being used to examine the cellular and molecular basis of mental illnesses, such as anxiety disorder and anorexia nervosa, and of neurological diseases, such as Huntington’s disease and Alzheimer’s disease.

Rana Al-Assah Saadeh
Assistant Professor of Biology, NYUAD
B.S. American University (Beirut); Ph.D. University of Manchester
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 UAE and was part of the team that implemented a strategic plan for higher education.

Alexandra Avakian
Visiting Professor of Journalism, NYUAD (teaching 2011-12)
B.A. Sarah Lawrence College
Photojournalist Alexandra Avakian has covered many of the most important issues of her time. Her photographs have been published in National Geographic, Time, LIFE, the New York Times Magazine, and many others in the U.S. and throughout Europe. Avakian has worked with the National Geographic Society since 1995. She has received honors from Pictures of the Year International, the New York Foundation for the Arts, and American Photographer, and has exhibited in New York, Europe, and China.

Marzia Balzani
Research Professor of Anthropology, NYUAD
B.A. King’s College, London University; M.St. (Master of Studies), D.Phil. University of Oxford
Marzia Balzani is a social anthropologist. Her publications have focused in particular on ritual and kingship among the social and political elites of Rajasthan in northern India and she is currently working on diasporic Islam in the UK and Pakistan. Balzani’s work combines ethnography and history and is at present extending into considerations of globalization and urban space.

Rachel Barkow
Professor of Law, NYU School of Law (teaching 2011-12)
B.A. Northwestern University; J.D. Harvard University
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.

Peter Bearman
Global Professor of Social Research and Public Policy (teaching 2011-12)
B.A. Brown University; M.A., Ph.D. Harvard University
Peter Bearman is the Cole Professor of the Social Sciences at Columbia University where he directs the Robert Woods Johnson Health and Society Scholars program, the Mellon Interdisciplinary Social Science training program, and the Lazarsfeld Center for the Social Sciences. In 2007 Bearman was granted the NIH Pioneer Award from the NIH for his project on the increasing prevalence of Autism. He is a fellow of the American Academy of Arts and Sciences.
GÉRARD BEN AROUS
Professor of Mathematics, Courant Institute of Mathematical Sciences, NYU
B.S. Ecole Normale Supérieure; M.S. Université Paris-Sud (Paris XI); M.S. Université Pierre et Marie Curie (Paris VI); Ph.D. Thèse d'état, Université Paris Diderot (Paris VII)
Gérard Ben Arous is an expert in the 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.

ALBERTO BISIN
Professor of Economics, NYU
B.A. Università Commerciale Luigi Bocconi (Italy); M.A., Ph.D. University of Chicago
Alberto Bisin is a fellow of the NBER, the Center for Experimental Social Sciences (CESS) at NYU, IGIER at Bocconi University, CREQ at the University of Montreal, and IZA at Bonn University. He is Associate Editor of the Journal of Economic Theory, of Economic Theory, and of Research in Economics. He is founding editor of www. noisefromamerika.org, an economics blog in Italian. His main contributions are in the fields of General Equilibrium Theory, Financial Economics, Behavioral Economics, and Social Economics. He is a co-editor of the Handbook of Social Economics.

PAUL BOGHOSSIAN
Silver Professor of Philosophy, NYU
B.S. Trent University; Ph.D. Princeton University
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.

SAGLAR BOUGDAEA
Visiting Assistant Professor of Social Science, NYU
B.A. Saint Petersburg University (Russia); M.P.H. and Ph.D. Yale University
Employing training from sociology and public health, Saglar Bougdaea integrates knowledge about the importance of cultural practices with strong analytical research methods. She has made a comparative longitudinal study of mortality in Russia from the empire through post-socialism. Using ethnno-religious characteristics on regional and individual levels, this work explores whether mortality rates differ between Russian Orthodox and Muslim populations during this century.

JOHN BURT
Assistant Professor of Biology, NYUAD
B.S. Cape Breton University; M.S., Ph.D. University of Windsor (Ontario)
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 fare 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.

HANNAH BRÜCKNER
Visiting Research Fellow of Social Research and Public Policy, NYUAD (teaching 2011–12)
B.A. Free Universitat (Berlin); M.A., Ph.D. University of North Carolina (Chapel Hill)
Hannah Brückner works on a wide range of topics related to the life course, inequality, health, gender, and sexuality. She has published numerous chapters and articles about gender inequality in the labor force, the integration of women in academic workplaces, and adolescent health and sexual behavior. Current research projects focus on adolescent romantic relationships and timing and sequencing of family formation, and career development.

BRUCE S. BUCHANAN
C.W. Nichols Professor of Business Ethics, NYU
B.A. University of Chicago
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, international 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.

JOHN CALHOUN
Assistant Professor of Biology, NYUAD
B.S. Cape Breton University; M.S., Ph.D. University of Windsor (Ontario)
A marine biologist, John Calhoun 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 fare 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.

GAIL BUTTORFF
NYU Abu Dhabi Fellow in Political Science (teaching 2011–12)
B.A. New York University; M.A., Ph.D. University of Iowa
Gail Buttorff’s research broadly focuses on comparative politics, with particular interest in institutions, elections and political parties in the Middle East and North Africa. Her dissertation examines the relationship between regime legitimacy and opposition strategies in Jordan and Algeria.

BERNARD CALLAUD
Visiting Professor of Economics, (teaching 2011–12)
Diploma, Ecole Polytechnique (Paris); Diploma, Ecole Nationale des Ponts et Chaussées (Marne-la-Vallée); Ph.D. l’Ecole des hautes études in sciences sociales (Paris)
Bernard Callaud is Professor of Economics at Ecole des ponts ParisTech, Associate Chair at Paris School of Economics, and Associate Professor at Ecole Polytechnique. He is the Editor of the International Journal of Industrial Organization. He has been Director of the Research Unit PSE at Jourdan for several years. Callaud studies the economics of contracts and incentives, with applications to optimal regulation, to industrial organization, to the theory of organizations, and to political sciences.

CRAIG CALHOUN
University Professor of the Social Sciences, NYU
B.A. University of Southern California; M.A. Columbia University; M.A. University of Manchester; D.Phil. University of Oxford
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.

FLORIN BILBIIE
Visiting Professor of Economics (teaching 2011–12)
B.Sc. Academy of Economic Sciences (Bucharest); M.Sc. Academy of Economic Studies (Bucharest); M.Sc. University of Warwick; M.A. University of Oxford; Ph.D. European University Institute (Florence)
Florin Bilbiie is Professor of Economics at University of Paris I Panthéon-Sorbonne, Associate Professor at Paris School of Economics, and Research Affiliate of the CEPRI (London). Florin’s Ph.D. thesis received the Rotary Prize for the best
FEDERICO CAMIA
Visiting Associate Professor of Mathematics, NYUAD (teaching 2011–12)
Laurea in Fisica, Università di Bologna; M.S., Ph.D. New York University
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.

MARY CARRUTHERS
Erich Maria Remarque Professor of Literature; Professor of English, NYU/NYUAD B.A. Wellesley College; Ph.D. Yale University
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.

MARIO CHACON
Assistant Professor of Political Science, NYUAD B.A., M.A. Universidad de Los Andes (Colombia); M.A., Ph.D. Yale University
Mario Chacon studies comparative political economy and development, particularly in Latin American nations. He publishes 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.

CELINA CHAILLIER
Visiting Assistant Professor of Music, NYUAD (teaching 2011–12)
Diploma in Recorder and Flute, Sao Paulo Municipal School of Music; B.M. Sao Paulo State University; M.A., Ph.D New York University
Celina Chaillier has had an extensive flute performance career that includes symphonic concerts, opera, musical theatre, ballet, pop music, incidental music, sound tracks, jingles, collaborative multimedia productions, and performances through the Internet. Her repertoire ranges from Early Music to contemporary avant-garde, including Brazilian genres. She has performed throughout Brazil, the USA, Argentina, Italy, France, Malta, Sri Lanka, and the UAE, released 2 CDs, and also works as an arranger and a conductor.

UNA CHAUDHURI
Professor of English and Drama, NYUAD B.A., M.A. University of Delhi; M.A., M.Phil., Ph.D. Columbia University
Una Chaudhuri is best known for her extensive work on modern drama and performance theory. She is the author of Seminar’s Staging: 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.

JAY CHEN
Visiting Assistant Professor, NYUAD (teaching 2011–12) B.S., B.A., M.S. University of California (San Diego); Ph.D. New York University
Jay Chen is a Computer Scientist working in the area of Systems and Networking. His emphasis centers around the relatively new field of Information and Communication Technology for Development (ICTD). Chen’s current work focuses on providing affordable information access for clients with little, poor, or no network connectivity and he currently builds systems for enhancing web access for emerging regions, SMS-based applications, and improving computing security in emerging regions.

ANNA CIEZADLO
Visiting Professor of Journalism (teaching 2011–12) B.A. Antioch College; M.A. New York University

ANDREW CLARK
Visiting Professor of Economics, NYUAD (teaching 2011–12) Ph.D. London School of Economics
Andrew Clark is a CNRS Research Professor at the Paris School of Economics (PSE). In addition to his Paris position, he is a Research Associate at the LSE, IZA (Bonn), Aarhus School of Business, and the Rimini Centre for Economic Analysis. He is on the Editorial Board of seven journals. Clark’s work has largely focused on the interface between psychology, sociology, and economics, in the context of “happiness economics.”

DOUGLAS COOK
Assistant Professor of Mechanical Engineering, NYUAD B.S. Utah State University; M.A., Ph.D. Purdue University
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. He also conducted research for the National Natural Science Foundation of China at Shanghai Jiaotong University.

CATHERINE CORAY
Associate Arts Professor, NYUAD (teaching 2011–12) B.A. State University of New York (Fredonia); M.F.A. City University of New York (Brooklyn)
Catherine Coray is the director of hátINK at the LARK, an annual international play reading festival presented at the Lark Play Development Center, which has featured work from thirty-nine countries. She is a member of the Lark Play Development Center’s Artistic Cabinet, The Fence International Translation Network, and the International Committee of the League of Professional Theatre Women.

CHETAN DAVE
Assistant Professor of Economics, NYUAD B.A. McGill University; M.A. University of British Columbia; Ph.D. University of Pittsburgh
A specialist in macroeconomics and econometrics, Chetan Dave studies economic growth and inflation. His current research focuses on behavioral macroeconomics and experimental social choice. In 2009, he was part of two teams of economists to respectively receive National Science Foundation Grants.

GEORGI DERLUGUIAN
Visiting Associate Professor of Social Research and Public Policy, NYUAD (teaching 2011–12) B.A. Moscow State University; Ph.D. State University of New York (Binghamton)
Georgi Derluguian has been conducting field research since the 1980’s on various guerrilla movements, revolutions and civil wars in Africa, Central Asia, and the Caucasus. He also studied the social origins of nationalist intellectuals and the politics of market reforms. Derluguian received numerous prestigious awards including Carnegie Scholar of Vision and Norbert Elias Prize in 2006. He was listed among Books of the Year his monograph Bourdieu’s Secret Admire in the Caucasus: A Biography in World-Systems Perspective.

LAURA DESPLAN
Silver Professor of Biology, NYUAD (teaching 2011–12) B.A., Ecole Normale Supérieure, St Cloud (France); Ph.D. Université Paris VII
Claude Desplan became Faculty at Rockefeller in 1987 and joined NYU in 1999. His research has significantly contributed to the understanding of design principles in development by demonstrating that homeoproteins are transcription factors and defined their structural elements. He has also provided insights into the evolution of early patterning in insects and discovered that the pathway controlling retinal patterning for color vision is based on stochastic choices.

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CLAUDIA DESPLAN
Silver Professor of Biology, NYUAD (teaching 2011–12) B.A., Ecole Normale Supérieure, St Cloud (France); Ph.D. Université Paris VII
Claus Desplan became Faculty at Rockefeller in 1987 and joined NYU in 1999. His research has significantly contributed to the understanding of design principles in development by demonstrating that homeoproteins are transcription factors and defined their structural elements. He has also provided insights into the evolution of early patterning in insects and discovered that the pathway controlling retinal patterning for color vision is based on stochastic choices.

MARTIN DAUGHTY
Assistant Professor of Music, NYUNY B.A. New College of Florida; M.A., Ph.D. University of California (Los Angeles)
As a specialist in Ethnomusicology, Martin Daughton 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 Hmong music and dance practices in conflict zones, with a focus on Bangladesh.

LAURA DESPLAN
Silver Professor of Biology, NYUAD (teaching 2011–12) B.A., Ecole Normale Supérieure, St Cloud (France); Ph.D. Université Paris VII
Claus Desplan became Faculty at Rockefeller in 1987 and joined NYU in 1999. His research has significantly contributed to the understanding of design principles in development by demonstrating that homeoproteins are transcription factors and defined their structural elements. He has also provided insights into the evolution of early patterning in insects and discovered that the pathway controlling retinal patterning for color vision is based on stochastic choices.
PAULA ENGLAND
Global Professor, NYUAD (teaching 2011–12)
B.A. Whitman College; M.A., Ph.D. University of Chicago
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, and was elected Francis Perkins Fellow, American Academy of Political and Social Science.

WALTER ZEV FELDMAN
Professor of Music, NYUAD
B.A. City College (New York);
Ph.D. Columbia University
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 tambur. 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.

ROGER FRIEDLAND
Visiting Professor of Religion, NYUAD (teaching 2011–12)
B.A. University of California (Berkeley);
M.A., Ph.D. University of Wisconsin
Roger Friedland is a cultural sociologist. His work centers on God, love and sexuality, and he is currently engaged in comparative explorations of politicized religions, particularly their gender and sexual preoccupations. Additionally he is conducting survey research on the relation between erotics, love, and religiosity among American university students. Friedland is Professor of Religious Studies and Sociology at University of California, Santa Barbara.

JOSEPH GELFAND
Assistant Professor of Physics, NYUAD
B.A. Columbia University;
M.A., Ph.D. Harvard University
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. 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.

LINDA GORDON
University Professor of the Humanities, NYUNY
(teaching 2011–12)
B.A. Swarthmore College; M.A., Ph.D. Yale University
Linda Gordon has taught and written about family history for several decades. Her books include studies of birth control, violence in the family, social class, and race/ethnicity as they pertain to family life, and public policy toward family life. She has won many prestigious awards, including Guggenheim, NEH, ACLS, Radcliffe Institute and the New York Public Library’s Cullman Center fellowships.
CHRISTIAN HAEFKE
Visiting Professor of Economics, NYUAD (teaching 2011-12)
Diploma, Institute for Advanced Studies (Vienna); Mag.rer.soc.oec, Vienna University of Economics and Business Administration; Ph.D. University of California (San Diego)
Christian Haeckel acts as Director of Graduate Studies at the Institute for Advanced Studies, Vienna and is associated faculty at the Paris School of Economics and the Vienna Graduate School of Economics. Christian Haeckel’s research interests lie in labor markets and applied econometrics. He is working on the reconciliation of results in labor and macroeconomics and strives to further communication across these two fields.

PETER HEDSTRÖM
Global Professor, NYUAD (teaching 2011-12)
B.A., Stockholm University; M.A., Ph. D. Harvard University
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.

LEONARD RETEL HELLMICH
Associate Professor of Practice, Film and New Media, NYUAD
B.A. Netherlands Film and Television Academy
Leonard Retel Helmich is a Dutch-Indonesian filmmaker whose trilogy about Indonesia, The Eye of the Day, Shape of the Moon, and Position Among the Stars, has won many international prizes. His theoretical and practical film technique, single shot cinema, which involves long takes with a constantly moving camera is based on the film theories of André Bazin. He also invented a camera mount, the SteadyWings, that allows extraordinary stability and maneuverability.

PJ HENRY
Associate Professor of Psychology, NYUAD
B.A. University of Wisconsin; M.A., Ph.D. University of California (Los Angeles)
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 been published in a host of professional journals, including the Journal of Personality and Social Psychology and Political Psychology.

SIMON HIX
Visiting Professor of Political Science, NYUAD (teaching 2011-12)
B.S., M.A., London School of Economics and Political Science; Ph.D. European University Institute (Florence)
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, and is the co-editor of the journal European Union Politics. In 2004 he won a Fulbright Distinguished Scholar Award.

DAVID A. HOLLINGER
Global Professor, NYUAD (teaching 2011-12)
B.A. La Verne College; M.A., Ph.D. University of California (Berkeley)
Author of the widely discussed book, Postethnic America (3rd edition, expanded, 2006) and of many other works on the ethnic and racial history of the United States, Hollinger has taught for the past 20 years at the University of California, Berkeley. His other books include Cosmopolitanism and Solidarity (2006) and an anthology used in classrooms throughout the English-speaking world, The American Intellectual Tradition (6th edition, 2006, co-edited with Charles Capper).

PAULO LEMOS HORTA
Assistant Professor of Literature, NYUAD
B.A., M.A., University of British Columbia; M.A. Queen’s University (Canada); Ph.D. University of Toronto
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 Luís de Camões, who lived in the Middle East and South Asia. He is co-editing a volume for the MLA series Approaches to Teaching World Literature. 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.

PAUL HORWICH
Professor of Philosophy, NYUAD
B.A. University of Oxford; M.A. Yale University; Ph.D. Cornell University
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.

DALE HUDSON
Faculty Fellow, NYUAD
B.A. Bucknell University; M.A.; Ph.D. University of Massachusetts (Amherst)
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.

JEAN IMBS
Visiting Professor of Economics, NYUAD (teaching 2011-12)
M.Sc. Paris School of Management (Paris); Ph.D. New York University
Jean Imbs is a Professor at the Paris School of Economics (PSE), and Research Director at the Centre National de la Recherche Scientifique, which he joined in 2010. He has been a Research Fellow of the CEPR since 2006. Between 2003 and 2004, he was the Peter Kenen Fellow at Princeton University, and has held visiting appointments at the International Monetary Fund, the World Bank, the Hong Kong Institute for Monetary Research, and the European Central Bank. His research centers on issues in international economics, a subject on which he has published widely.

RAMESH JAGANNATH
Professor of Chemical Engineering, NYUAD
B.Tech. University of Madras; M.A., Ph. D. Clarkson University
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.

TALA JARJOUR
Assistant Professor of Music, NYUAD
Ph.D. University of Cambridge
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.

JEFFREY JENSEN
Visiting Assistant Professor of Political Science, NYUAD (teaching 2011-12)
B.S. University of Florida; M.A., Ph.D. New York University
Jeffrey Jensen studies comparative political economies through the lens of comparative politics and quantitative methods. A former post-doctoral fellow at Duke University, his research considers the impact 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 also completed a post-doctoral fellowship at NYU in the Program in Political Institutions and Public Choice (PiPC), the part of the Department of Political Science.

SEUNG-HOON JEONG
Assistant Professor of Cinema Studies, NYUAD
B.A., M.A. Seoul National University; Ph.D. Yale University
A former film critic in South Korea, Seung-Hoon Jeong specializes in French film theory and East Asian cinema studies. In 2005 Jeong received Korea’s first prize, Cine21 Film Critics 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.
PHILIP KENNEDY
Faculty Director, NYUAD Institute
B.A., Ph. D. University of Oxford
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-author with Robert Hoyland, Oxford: Oxbow for the E.J.W. Gibb Memorial Trust Series 2004). Professor Kennedy is on sabbatical in 2011-12.

MUHAMED OSMAN AL-KHALIL
Associate Professor of Arabic and Director of Arabic Studies, NYUAD
B.A. University of Damascus; M.A. University of Indiana (Pennsylvania); Ph.D. University of Arizona Muhamed Osman Al-Khalil is a specialist in Middle Eastern Studies, concentrating on Modern Arabic Literature. His research interests include Arabic vernaculars, Arabic corpora, biography, and the interplay of the literary and the political in modern Arabic literature. He is completing a biography of poet Nizar Qabbani and a book on the image of America in recent Arabic literature.

ELIAS KHOURY
Global Distinguished Professor of Modern Arabic Literature, NYU NYUNY (teaching 2011-12)
Lebanese University in Beirut; Université Paris El Khoury is a Lebanese novelist, playwright, and critic, and serves as editor of the Mulhay, 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 demacracy. His 1988 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 (teaching 2011-12)

KHULOOD KITTANEH
Arabic Language Instructor, NYUAD
B.A. Al-Neelain University (Jordan); M.A. School of International Training, Graduate Institute Khulood Kittaneh has been teaching Arabic as a Foreign Language since 1996, including the classical, modern standard and spoken varieties. She wrote two books for teaching Jordanian colloquial Arabic. She has carried out Arabic teachers training and consulting for a number of academic institutions in Jordan and the United States.

MARTIN KLIMKE
Associate Professor of History, NYUAD
M.A., Ph.D. University of Heidelberg Martin Klimke has taught American and Transnational History in the U.S., Germany, and Japan. His research and teaching focus on the intersections between political and cultural, diplomatic, transnational history, analyzing U.S. history with a particular emphasis on global perspectives. His publications include The Other Alliance: Student Protest in West Germany and the U.S. in the Global Sixties (Princeton UP, 2010).

ERIC KLINENBERG
Professor of Sociology, Public Policy, and Media, Cultural and Communications, NYUNY (teaching 2011-12)

ANTHONY KRONMAN
Global Professor, NYUAD (teaching 2011-12)
B.A. Williams College; Ph.D., J.D. Yale University 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. He is a fellow of the American Academy of Arts and Sciences and of the American and Creditut Bar Foundations. Since 2002, Kronman has served as Vice President of the Yale University Press Board of Governors.

JÁNOS LADÁNYI
Global Professor, NYUAD
M.A. University of Economics Budapest (Hungary); Ph.D. Hungarian Academy of Sciences (Budapest) 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 Szelényi, Patterns of Exclusion, received the Karl Polanyi Prize for best publication of the year from the Hungarian Sociological Association.

MICHAEL LAVER
Professor of Politics, NYUNY (teaching 2011-12)
B.A., M.A. University of Essex; Ph.D. University of Liverpool Michael Laver is Chair of the Politics Department at NYUNY. An expert in expert party competition, 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.

JOHN LEAHY
Professor of Economics, NYUNY (teaching 2011-12)
B.A. Williams College; M.S. Georgetown University; Ph.D. Princeton University John Leahy is a specialist in behavioral economics and economic theory. He considers the psychological side of consumerism, analyzing individual 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.

DAVID LEVERING LEWIS
Professor of History, NYUNY
B.A. Fisk University; M.A. Columbia University; Tisch School of the Arts, NYU (teaching 2011-12) 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. DuBois. Recently, Levering Lewis has authored revisionist studies of the impact of Islam on the formation of medieval Europe.

PAUL C. LIGHT
Paulette Goddard Professor of Public Service, NYUNY
B.A. Macalester College; M.A., Ph.D. University of Michigan (Ann Arbor) 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, and business. His most recent book is Driving Social Change (Willey, 2010).

BÉATRICE LONJENUESSE
Silver Professor of Philosophy, NYUNY (teaching 2011-12)

SHEETAL MAJITHIA
Assistant Professor of Literature, NYUAD
B.A. Columbia University; Ph.D. Cornell University 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. 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.
JEFF MANZA
Professor of Sociology, NYUNY (teaching 2011-12)
B.A., Ph. D. University of California (Berkeley)
Jeff Manza’s research is in the areas of social inequality, political sociology, and public opinion, and he teaches courses on each of these topics with an eye towards understanding how social and economic inequalities influence politics in the United States and in other democratic countries.

CAROL MARTIN
Associate Professor of Drama, NYUNY (teaching 2011-12)
B.A. University of Iowa;
M.A., Ph. D. New York University
Carol Martin is a leading researcher in theatre of the real and contemporary performance. Her books include: The Dramaturgy of the Real on the World Stage (Palgrave/MacMillan), Brecht Sourcebook (Routledge); A Sourcebook of Feminist Theatre: On and Beyond the Stage (Routledge). Martin is the General Editor of “In Performance” the book series devoted to post 9/11 performance texts. Her essays and interviews appear in anthologies and academic journals and have been translated into Turkish, French, Polish, Chinese, Romanian, and Japanese.

KEVIN MCCOY
Associate Professor Art and Art Professions, NYUNY (teaching 2011-12)
B.A. Whitman College; M.F.A. Rensselaer Polytechnic Institute
Kevin McCoy is a Brooklyn-based artist. Working in collaboration with his partner, Jennifer McCoy, 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).

PASCAL MENORET
Assistant Professor of Arab Crossroad Studies, NYUAD
B.A., Aix-en-Provence; M.A. Institut National des Langues et Cultures Orientales; Ph.D. Université de Paris

AMIR MINSKY
Faculty Fellow, NYUAD
B.A., M.A. Tel Aviv University;
Ph.D. University of Pennsylvania
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. 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.

LAUREN MINSKY
Assistant Professor of History, NYUAD
B.A., Ph.D. University of Pennsylvania
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. She was named a 2010 SSRC-Columbia University Press Book Fellow.

PHILIPPE DE MONTEBELLO
Fiske Kimball Professor in the History and Culture of Museums, Institute of Fine Arts, NYUNY (teaching 2011-12)
B.A. Harvard University; M.A. New York University
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. 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.

ANN MORNING
Associate Professor of Sociology, NYUNY (teaching 2011-12)
B.A. Yale University; M.A. Columbia University;
Ph.D. Princeton University
Ann Morning’s research interests include race, demography, and the sociology of science. Her recent book, The Nature of Race: How Scientists Think and Teach about Human Difference (2011, University of California Press), explores the concepts of racial difference that U.S. social and biological scientists convey to the public through formal education. Morning is also an expert on the use of census ethnic classifications around the world.

PEGGY MORTON
Clinical Associate Professor of Social Work, NYUNY (teaching 2011-12)
B.A. University of Colorado (Boulder);
M.S.W. Hunter College School of Social Work;
D.S.W. City University of New York (Graduate Center, Hunter College School of Social Work)
Peggy Morton recently developed and taught several service learning courses to the wider university undergraduate community, including two in partnership with the Alternative Breaks Program of the Office of Student Activities. Her professional interests include the integration of social work and service learning, and gerontological social work, and her practice experience has included clinical work with children and adolescents, the elderly, and terminally ill patients and their families in both private and public (agency-based) settings.

REBECCA MORTON
Professor of Politics, NYUNY (teaching 2011-12)
B.S., M.P.A. Louisiana State University;
Ph.D. Tulane University
Rebecca Morton’s research focuses on voting processes as well as experimental methods. She is the author or co-author of four books and numerous journal articles, which have appeared in noted outlets such as the American Economic Review, American Journal of Poltical Science, American Political Science Review, Journal of Law and Economics, Journal of Politics, and Review of Economic Studies.

ALEXANDER NAGEL
Professor of Fine Arts, NYUNY (teaching 2011-12)
B.A. University of California (Berkeley);
M.A., Ph.D. Harvard University
Alexander Nagel’s first book, Michelangelo and the Reform of Art (2000) received the Renaissance Society of America’s Prize for “the best book in Renaissance studies.” Since this publication, Nagel has published three books and many articles on various aspects of art from the Middle Ages to the present. He is also active as a critic of contemporary art.

JONATHAN NAGLER
Associate Professor of Politics, NYUNY (teaching 2011-12)
B.A. Harvard University; M.S., Ph.D. California Institute of Technology
Jonathan Nagler has published numerous articles on the impact of issues and economic conditions on voter behavior. He is currently working on a book on voter turnout. Nagler has served as an expert witness on court cases on primary reform, redistricting, and as a consultant to presidential campaigns. He is an Inaugural Fellow of the Society for Political Methodology.

VICTOR NEE
Global Professor of Social Research and Public Policy, NYUNY (teaching 2011-12)
A.B. University of California (Santa Cruz);
M.A., Ph.D. Harvard
Victor Nee is the Frank and Rosa Rhodes Professor at Cornell University. His research programs include the economic sociology of capitalism, the new institutionalism in the social sciences, and immigration and assimilation in American life. A forthcoming book, with Sonja Opper, Capitalism from Below: Markets and Institutional Change in China (Harvard University Press), develops a theory of endogenous emergence of economic institutions, reporting the results of this research project.

WOLFGANG NEUBER
Visiting Professor of Literature, NYUAD (teaching 2011-12)
Ph.D. Habilitation, University of Vienna
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.
YAW NYARKO
Professor of Economics, NYU (teaching 2011-12)
B.A. University of Ghana; M.A. Ph.D. Cornell University
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.

SANA ODEH
Clinical Associate Professor of Computer Science, NYU (teaching 2011-12)
B.S. Brooklyn College; M.A. New York University
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.

CORINNE PACKARD
Visiting Clinical Assistant Professor, NYU Schack Institute of Real Estate (teaching 2011-12)
B.A. Masters Urban Planning, University of Pennsylvania
Corinne Packard brings experience in both government and private development to her teaching, which is focused on post-catastrophe reconstruction. She was Vice President of Development for the Hudson Yards Development Corporation, the New York City entity overseeing the redevelopment of the area between roughly 30th Street and 42nd Street, west of 8th Avenue.
She previously served as Vice President of the Financial Services division of the New York City Economic Development Corporation, where she structured City incentives and discretionary capital investments in real estate and economic development projects throughout the five boroughs.

NATHALIE PEAUZ
Assistant Professor of Arab Crossroads Studies, NYUAD
B.A. University of Pennsylvania; Ph.D. Princeton University
Nathalie Peutz is a cultural anthropologist whose research interests include conservation, development, and heritage, citizenship, and migration in the Middle East, specifically in Yemen and Somalia. She has co-edited The Deportation Regime: Sovereignty, Space, and the Freedom of Movement (2010) and is currently writing a book on the recent development of Yemen’s Socotra Archipelago.

RÚBÉN POLENDO
Associate Professor of Theater, NYUAD
B.S. Trinity University; M.A. Lancaster University; M.F.A. University of California (Los Angeles)
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 Mito, 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.

MARY POOVEY
Samuel Rudin University Professor of the Humanities and Professor of English, NYUNY (teaching 2011-12)
B.A. Oberlin College; M.A., Ph.D. University of Virginia
Mary Poovey has published numerous books and articles on topics ranging from the history of statistics to Florence Nightingale and the origins of nursing. She has won awards for teaching at New York University and Swarthmore College and is currently co-authoring a book on the history of financial models in twentieth-century America.

MICHAEL PURUGGANAN
Dorothy Schiff Professor of Genomics; Professor of Biology, NYUNY (teaching 2011-12)
B.S. University of the Philippines; M.A. Columbia University; Ph.D. University of Georgia
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.

JEAN-RENAUD PYCKE
Visiting Professor, NYUAD (teaching 2011-12)
B.A. Versailles, École Polytechnique (France); M.Sc. Université Paris VI; Ph.D. Université Paris VI
Jean-Renaud Pycke is currently Associate Professor of Mathematics at the University of Evry (France). In addition to pursuing research in the field of directional Statistics, he is specifically interested in the historical development of mathematics, its interplay with various fields such as the history of philosophy and religions. Pycke participates regularly in interdisciplinary conferences devoted to these topics.

SUSANNE QUADFLIEG
Assistant Professor of Psychology, NYUAD
M.A. Friedrich-Schiller University (Germany); Ph.D. University of Aberdeen (Scotland)
Since her undergraduate studies, Susanne Quadflieg interests lie in the strategies that humans adopt when trying to make sense of each other. As a social neuroscientist, she studies aspects of person perception, person construal, and personality development using functional magnetic resonance imaging (fMRI) in combination with behavioral and self-report measures.

WAEL M. RABEH
Assistant Professor of Practice of Chemistry, NYUAD
B.S. Damascus University; Ph.D. University of Oklahoma
Wael M. Rabeh’s research is devoted to the biophysical and biochemical characterization of human proteins with medical relevance. His approach uses 3D structural information and computer simulation to design specific therapeutics. In 2010 he was the Canadian Cystic Fibrosis Foundation Postdoctoral Fellow and in 2008 was a Groupue de Recherche Axl sur la Structure des Protéines (GRASP) Postdoctoral Fellow.

ADAM RAMEY
Assistant Professor of Political Science, NYUAD
B.A. George Washington University; M.A., Ph.D. University of Rochester
Adam Ramey is a scholar of American politics, political methodology, and comparative legislative studies. Much of his work focuses on developing and applying novel methodological techniques to the study of legislative voting behavior. Ramey is currently working on survey research that will help scholars to understand the degrees to which American legislators deviate from or adhere to the policy preferences of their constituents.

ROMAIN RANCIERE
Visiting Professor of Economics, NYUAD (teaching 2011-12)
M.A. University of Economics; M.Sc. ENPC-Paris Tech; Ph.D. New York University
Romain Ranciere is Professor at the Paris School of Economics (PSE), a Research Affiliate of the CEPR (London), and the Scientific Director of the Banque de France Chaire at PSE. His research focus is international finance and economic growth. He has written extensively on financial fragility and financial crises and their long run growth consequences. His articles appear in the Quarterly Journal of Economics, the Journal of Monetary Economics and the Journal of Development Economics.

B. PETER ROSENDORFF
Associate Professor of Politics, NYUNY (teaching 2011-12)
B.A., B.A. University of the Witwatersrand; M.A., M.Phil., Ph.D. Columbia University
Peter Rosendorff is Editor of the interdisciplinary journal, Economics and Politics. He is an editorial board member of International Organization and has held grants from the National Science Foundation, the Japan Foundation, among others. Research interests include the UN Convention Against Torture, the World Trade Organization, political economy of terrorism, bilateral trade and investment treaties.

DINA J. ROSENFELD
Clinical Associate Professor of Social Work, NYUNY (teaching 2011-12)
M.S.W; D.S.W Yeshiva University School of Social Work; M.A. University of Regina; M.A. University of Calgary; Ph.D. University of Toronto
Dina J. Rosenfeld has been working at New York University School of Social Work for 30 years, and has served as Director of the Undergraduate Social Work Program for the past 14 years. Her areas of expertise are in adoption, geniatrics, hospice care and working with aging Holocaust survivors.

NADINE ROTH
Faculty Fellow, NYUAD
B.A University of Regina; M.A. University of Calgary; Ph.D. University of Toronto
Nadine Roth specializes in pre- and post-war German history and the changing role of public space.
JIM SAVIO
Writing Instructor, NYUAD (teaching 2011–12)
B.A., M.A. City College of New York
Jim Savio teaches fiction writing, literature, art, film studies, and critical theory at CCNY, Parsons School of Design, and in the Writing Department of The New School. His collection of short fiction The Fairy Flag and Other Stories was published by Spuyten Duyvil Press in December of 2001; Savio’s fiction and essays have appeared in The Promethean, One, Three, Eight, The Brooklyn Rail, sonabooks.net and The Salt Journal.

JOANNE SAVIO
Visiting Professor of Film and New Media (teaching 2011–12)
B.F.A. Cooper Union; B.A. St. John’s University
Joanne Savio 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 Barshnikov, Mark Morris, and Garth Fagan, among others.

RICHARD SCHECHNER
University Professor; Professor of Performance Studies, NYUAD (teaching 2011–12)
B.A. Cornell University; M.A. University of Iowa; Ph.D. Tulane University
Richard Schechner is editor of TDR: The Journal of Performance Studies. Among his books are Environmental Theater: Between Theater and Anthropology, Performance Theory, and Performance Studies: An Introduction. Founder of The New Orleans Group, The Performance Group, and East Coast Artists, his productions have been seen in the USA, Romania, Poland, France, India, China, Taiwan, and the Republic of South Africa.

WALTER SCHEIDEIL
Global Professor, NYUAD
M.Phil., Ph.D. University of Vienna
Walter Scheideil 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. He is currently preparing a general survey of ancient demography and a monograph on ancient empires.

QIUXIA SHAO
Senior Lecturer, Chinese Language, NYUNY (teaching 2011–12)
B.A. Dalhousie University; Ed.M., Ph.D. State University of New York (Buffalo)
An authority on teaching Chinese as a foreign language and English as a second language, Qiu Xia Shao has published extensively on learning Chinese, from the perspectives of the student and teacher, and on the aural comprehension of English. She is the co-author of the text book series Chinese for Tomorrow and the audio CD Chinese Guaranteed which has enjoyed popularity in many European countries. She also worked with the Berlitz Publishing Company and contributed Chinese text to an English-Chinese pocket dictionary and to bilingual children’s books.

TAM SIN SHAW
Associate Professor of European Studies and Philosophy, NYUNY
B.A., Ph.D. University of Cambridge
Tamsin Shaw is a renowned authority on Nietzsche, Shaw explores the political ramifications of Nietzsche’s critique of morality, culture, and religion. She has been a Junior Research Fellow at King’s College, Cambridge, and a member of the School of Social Science at the Institute for Advanced Study, Princeton.

MINGZHENG SHI
Director of NYU in Shanghai (teaching 2011–12)
B.A. Peking University (China); M.A. University of Connecticut; Ph.D. Columbia University
An urban historian, Mingzheng Shi focuses on the dynamics of culture and modernity in Chinese cities and society. Before his appointment as Global Site Director of NYU in Shanghai, Shi was the Director of Shanghai programs for the Council on International Educational Exchange.

DANIEL SHIFFMAN
Assistant Arts Professor, NYUNY (teaching 2011–12)
B.A., M.A. Yale University; M.S. New York University
Daniel Shiffman works at the Interactive Telecommunications Program (ITP) at NYU’s Tisch School of the Arts. Originally from Baltimore, Daniel received a B.A. in Mathematics and Philosophy and a Master’s Degree from the ITP. He is the author of Learning Processing: A Beginner’s Guide to Programming Images, Animation, and Interaction. For more information, visit www.shiffman.net.

ELLA SHOHAT
Professor of Art and Public Policy and Middle Eastern Studies, NYUNY
B.A. Bar Ilan University (Israel); M.A., Ph.D. New York University
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.

MATTHEW SILVERSTEIN
Assistant Professor of Philosophy, NYUAD
B.A. Amherst College; B.Phil. University of Oxford; Ph.D. University of Michigan (Ann Arbor)
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.

OZGUR SINANOGLU
Assistant Professor of Engineering, NYUAD
B.S. Bogazici University (Turkey); M.A., Ph.D. University of California (San Diego)
Ozgur Sinanoğlu 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. Sinanoğlu has industry experience as a senior designer 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.

CLIFFORD SISKIN
Berg Professor of English, NYUNY (teaching 2011–12)
B.A. Stanford University; M.A., Ph.D. University of Virginia
Clifford Siskin is the Director of The Re-Enlightenment Project. His subject is the interrelations of literary, social, and technological change. Links between past and present inform all of his work, from his anatomy of subjectivity (The Historicity of Romantic Discourse) to his history of the modern disciplines (The Work of Writing). He has also co-edited This Is Enlightenment, a response to the question Kant made famous: What is Enlightenment?
WERNER SOLLORS
Visiting Professor of Literature, NYUAD (teaching 2011–12)
D.Phil, Freie Universität Berlin (Germany)
Werner Sollors is Henry B. and Anne M. Cabot Professor of English and of African American Studies at Harvard University. Coeditor with Greil Marcus of A New Literary History of America (2009), his major publications include Beyond Ethnicity: Consent and Descent in American Literature and Culture (1986), Neither Black nor White Yet Both: Thematic Explorations of Interracial Literature (1997), and Ethnic Modernism (2008).

HEIDISTALLA
Director of the Writing Program, NYUAD; Language Lecturer, Expository Writing Program, NYUUNY (teaching 2011–12)
B.A. Stanford University; M.Phil., D.Phil. University of Oxford
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. Stalla will also serve as an Assistant Athletic Director at NYUAD.

ROBERT STAM
University Professor, Cinema Studies, NYUNY M.A. Indiana University; Ph.D. University of California (Berkeley)
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 also published a study of the Arab world and an exhibition on the legacies of Orientalism.

CATHARINE R. STIMPSON
University Professor and Dean Emerita, Graduate School of Arts and Science, NYUNY (teaching 2011–12)
B.A. Bryn Mawr College; B.A., M.A. University of Cambridge; Ph. D. Columbia University; hon. D.H.L., Hum.D., Litt.D., L.D.
Currently located in the Steinhardt Institute for Higher Education Policy, Catharine Stimpson is an affiliated member of the NYU Law School Faculty. From January 1994 to October 1997, she served as Director of the Fellows Program at the MacArthur Foundation in Chicago. Now the editor of a book series for the University of Chicago Press, she was the founding editor of Signs: Journal of Women in Culture and Society.

RUTH ANN STEWART
Clinical Professor of Public Policy, NYUNY B.A. Wheaton College; M.S. Columbia University
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.

JAMES STUCKY
Divisional Dean and Clinical Professor, Schack Institute of Real Estate, NYUNY (teaching 2011–12)
B.S., M.A. St. John’s University; M.A. St. Joseph Seminary’s Institute for Religious Studies
James Stuckey came to NYU after an influential career in private real estate development and public service. He completed over 50 office, retail, industrial and residential buildings under NYC Mayor Ed Koch, served as President of the NYC Economic Development Corporation, was appointed a Commissioner to the NYC Public Design Commission by Mayor Michael Bloomberg in 2004, and was subsequently elected President of the Commission. Among Stuckey’s academic interests, is researching and creating methods to more quickly and efficiently rebuild after catastrophic events.

RUTH ANN STEWART
Clinical Professor of Public Policy, NYUNY B.A. Wheaton College; M.S. Columbia University
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.

MARK SWISLOCKI
Assistant Professor of History, NYU Abu Dhabi B.A. Reed College; M.A., Ph.D. Stanford University
A cultural historian specializing in Chinese history, Swislocki is the author of Culinary Nationalism: Regional Food Culture and the Urban Experience in Shanghai (Stanford, 2009) and articles on the history of nutrition and human-animal relations. He is currently conducting research for a book-length study of natural history, wildlife conservation, and the political jurisdiction of nature in nineteenth- and twentieth-century China, for which he has received an ACLS Fellowship for Humanistic Research in China.

YASSER TABBA
Assistant Professor of Art History, NYUAD B.A. Ohio State University; M.A., Ph.D. New York University (teaching 2011–12)
A specialist in Islamic architecture, Yasser Tabbaa brings together the architectural, epigraphic, and rhetorical aspects of buildings to better understand the social, political, and religious conditions under which they were built. He has published widely on the architecture, gardens, ornament, and paleography of the Middle East, and is currently working on a book on contemporary Shi’i shrines in the Arab world and an exhibition on the legacies of Orientalism.

IGNATIUS TAN
Clinical Associate Professor of Biology, NYUNY (teaching 2011–12)
B.A. University of St. Thomas (Minnesota); M.S. Polytechnic University (New York); Ph.D. Fordham University
Ignatius Tan uses an experiential approach to the courses he teaches. The flexible approach does not have the fixed method of delivery but focuses on the student’s strengths to enhance their learning experience. He serves as the Director of the Imaging Facility at NYU’s Biology Department and has a research interest in cell-to-cell communication.

JOHN TORREANO
Clinical Professor of Studio Art, The Steinhardt School of Culture, Education, and Human Development, NYUNY (teaching 2011–12)
B.F.A. Cranbrook Academy of Art; M.F.A. Ohio State University
For the past 40 years John Torreano has been a visible member of the New York art community. He is known primarily as a painter and sculptor, and has recently published a book entitled Drawing By Seeing (Abrams 2007). Among the museums and galleries that have exhibited his work are the Museum of Modern Art, the Whitney Museum of American Art, the Corcoran Gallery in Washington, and the Indianapolis Museum of Fine Arts. He received numerous grants including a Nancy Graves Foundation Grant for Visual Artists and a John Simon Guggenheim Memorial Foundation Fellowship.

GODFRIED TOUSSAINT
Research Professor of Computer Science, NYUAD (teaching 2011–12)
B.Sc. Tufts University, M.A.Sc., Ph.D. University of British Columbia
Godfried Toussaint has taught and done research in the areas of pattern recognition, information theory, computational geometry, algorithms, discrete mathematics, machine learning, and music information retrieval. He has won several prestigious awards, including the Kilmann and Radcliffe fellowships. He is the editor of various scholarly journals, and the founder of several annual conferences on computational geometry.

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Ali Trabolsi
Assistant Professor of Chemistry, NYUAD
B.Sc. Lebanese University; M.S., Ph. D. University of Strasbourg
During his Ph.D. Trabolsi studied supramolecular systems based on porphyrins, fullerenes, and oligo-phenylene vinylene (OPV). Formerly, Trabolsi joined Sir Fraser Stoddart’s group at UCLA as a research scholar and then at Northwestern University, where he focused on the synthesis and characterization of mechanically interlocked molecules. In 2009, Trabolsi moved to King Abdullah University of Science and Technology (KAUST) in Saudi Arabia as a research scientist at the membrane center.

Eugene Trubowitz
Global Professor of Mathematics, NYUAD (teaching 2011–12)
B.A., M.A., Ph.D. Courant Institute New York University
Eugene Trubowitz is a mathematical physicist who is currently working on problems in quantum statistical mechanics and general relativity.

Kiryl Tsischanka
Clinical Assistant Professor of Mathematics, NYUNY (teaching 2011–12)
B.S., M.S. Belarusian State University; Ph.D. National Academy of Sciences (Belarus)
Kiryl Tsischanka’s primary research interests lie in number theory and include a broad spectrum of topics such as Diophantine approximation, multidimensional continued fractions and approximation in local fields. Over the last four years he has been completing research in financial mathematics and quantitative finance.

Joshua Tucker
Associate Professor of Politics, NYUNY (teaching 2011–12)
B.A. Harvard University; M.I.S. University of Birmingham; M.A., Ph.D. Harvard University
Joshua Tucker studies 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 communism (and pre-communist) era legacies on political values and behavior in post-communist countries.

Daniel Vaughan
NYUAD Fellow in Economics (teaching 2011–12)
B.A. Universidad Javeriana (Colombia); M.A., Ph.D. New York University
Born and raised in Bogotá, before coming to New York Daniel Vaughan worked for three years in a Colombian government agency quantifying the overall economic effects of free trade agreements and tax reforms using econometric and general equilibrium models. His fields of specialization are applied microeconomics and econometrics. He is currently working on the intergenerational transmission of preferences.

Thierry Verdier
Visiting Professor of Economics (teaching 2011–12)
Ph.D., Ecole des Hautes Etudes en Sciences Sociales (EHESS)
Thierry Verdier is Professor of Economics at the Paris School of Economics. He served as Editor of the Berkeley Journal on Economic Analysis and as co-Director of the International Trade Programme at CEPR (London). His has published extensively in a host of professional journals including the American Economic Review, the Quarterly Journal of Economics, and the Journal of Political Economy. His research interests cover Growth Theory, International Trade and Development.

Tyler Volk
Professor of Biology, NYUNY (teaching 2011–12)
B.S. University of Michigan (Anne Arbor); M.S., Ph.D. New York University
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.

Joanna Waley-Cohen
Professor of History, NYUNY (teaching 2011–12)
B.A., M.A. University of Cambridge; Ph.D. Yale University
Joanna Waley-Cohen has taught the history of China at NYU since 1992. She is interested in testing traditional assumptions about China against actual evidence and in locating China within global historical contexts. Waley-Cohen’s books include The Sextants of Beijing: Global Currents in Chinese History; The Culture of War in China: Empire and Military under the Qing Dynasty; and a forthcoming study of culinary culture in early modern China.

Ingó Walter
Seymour Milstein Professor of Ethics and Corporate Governance and Strategy, Stern School of Business, NYU NYU (teaching 2011–12)
B.A., M.S. Lehigh University; Ph.D. New York University
Ingo Walter is Vice Dean for Faculty and has been on the faculty of the Stern School of Business since 1970. He is author of numerous professional articles and over 20 books on financial institutions, markets, and risk management. He has served as a consultant to various corporations, banks, government agencies and international institutions.

Marina Warner
Distinguished Visiting Professor of Literature, NYUAD (teaching 2011–12)
B.A., M.A. Lady Margaret Hall, University of Oxford
Marina Warner is Professor of Literature, Film, and Theatre Studies at the University of Essex She is a Chevalier de l’Ordre des Arts et des Lettres, a Fellow of the British Academy, and was awarded a CBE in 2008. She is the author, most recently, of the monograph Stranger Magic: Charmed States and the Arabian Nights (2011) and has published two collections of short stories and five novels, including The Lost Father (1988), which was shortlisted for the Booker Prize. She is currently working on Inventory of a Life Mislaid, a novel inspired by her father’s bookshop in Cairo in the Fifties.

Mariët Westermann
Visiting Professor, NYUAD (teaching 2011–12)
B.A. Williams College; M.A., Ph.D. New York University
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.

Deborah Lindsay Williams
Master Teacher, NYUNY (teaching 2011–12)
B.A. Wheaton College; M.A., Ph.D. New York University
Until 2010 Deborah Lindsay Williams was Director of Honors and Professor of English at Iona College. She now teaches in the NYU Liberal Studies Program. Her fields of interest include 20th Century US Fiction, Children’s Literature, and Feminist Literary History and Historiography. She is the author of a number of articles about U.S. women writers and Not in Sisterhood: Edith Wharton, Willa Cather, Zona Gale, and the Politics of Female Authorship. With Cyrus R.K. Patell, she is the co-editor of Oxford History of the Novel in English: Volume Eight, 1940–Present.

Shamoon Zamir
Associate Professor of Literary and Visual Studies, NYUAD
B.A., M.A., Ph.D. University of London
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.

Ingyn Zaw
Assistant Professor of Physics, NYUAD
B.A., M.A., Ph.D. Harvard University
Ingyn 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.

James J. Zogby
Visiting Professor of Social Research and Public Policy, NYUAD (teaching 2011–12)
B.A. Le Moyne College; Ph.D. Temple University
James J. Zogby is the author of Arab Voices (Palgrave Macmillan, October 2010) and the founder and president of the Arab American Institute (AAI), a Washington, D.C.-based organization that serves as the political and policy research arm of the Arab American community. Since 1985, Zogby and AAI have led Arab American efforts to secure political empowerment in the U.S. From 2001 until now he hosts the award winning “Viewpoint with James Zogby” on Abu Dhabi Television, LinkTV, Dish Network, and DirectTV.
AN OVERVIEW OF NEW YORK UNIVERSITY

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.

ABOUT THE GLOBAL NETWORK UNIVERSITY

Just as NYU’s founders chose in 1831 to move education out of the ivory tower to be “in and of the city,” NYU has become “in and of the world” in a way that defines and exemplifies something that has not existed before: a Global Network University. No other university has NYU’s global presence.
The global network university is a new paradigm in higher education. It is designed to draw the most talented and creative faculty, students, and staff from around the world to NYU in its global extension, with campuses around the world. It enables students and faculty to circulate through the network, and it shapes students to be citizens of global civil society. Research and learning at each node in the network is designed to be connected to and enhanced by the whole.

The fundamental organizational element of the global network university is the portal campus, which grants degrees and where entire programs of study may be completed (if desired) without leaving them. The portal campuses are deeply related to each other, each using and building upon one another’s assets; and, each also is connected to the rest of the system. NYU has portal campuses in New York and Abu Dhabi, and in 2011, NYU announced the creation of a new portal campus in Shanghai, which will enroll undergraduates beginning in 2013.

The portal campuses are complemented by a set of global academic centers, where students may study away for a semester or longer. Each site is characterized by a distinct academic identity: for example, NYU Accra’s program emphasizes global public health and economic development; NYU Berlin’s, art and the humanities; NYU Prague’s, music as well as global media and transitional government; and NYU Shanghai’s, business and East Asia studies. Tisch Asia in Singapore offers a full range of graduate programs, and other NYU schools offer school-specific programs. The system is designed for mobility; each study away site offers a sufficient number of basic courses to allow students to complete core requirements including, at specified sites, core requirements even in track programs like premed or business. The sites also are venues for conferences, lectures, research activity, graduate programs (including, in some places, graduate programs culminating in a degree), as well as platforms for more general intellectual exchange.

NYU’s global network university allows faculty and students to move seamlessly through the network. Without leaving the University’s intellectual community and resources (such as, for example, its extensive social network, its library, its administrative support systems, its IT network, linked databases and even certain of its course offerings), faculty and students are “in and of the world.” Their research and study literally touches (and can occur in) the most dynamic idea capitals of the world.

For more information about the Global Network University, see http://www.nyu.edu/global and President Sexton’s Global Network University Reflection on his Web site.

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 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 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 Universita degli studi di Firenze.

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 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.
DEANS AND DIRECTORS

Roger Bagnall
B.A., M.A., Ph.D.
Director, Institute for the Study of the Ancient World

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Mary Schmidt Campbell
Dean, Tisch School of the Arts

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Dean, Mount Sinai School of Medicine (affiliated)

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Undergraduate College Dean, Leonard N. Stern School of Business

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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

NYUAD IN NEW YORK CITY:
19 WASHINGTON SQUARE NORTH

From its prestigious location in Greenwich Village, 19 Washington Square North (WSN) is the gateway to 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.

For NYUAD students studying in New York, 19 WSN is a hub. Some classes and various social activities take place at 19 WSN, which serves as a connection site for NYUAD and NYUNY students to meet, collaborate, and learn from one another.

NYU Abu Dhabi in New York
19 Washington Square North
NYU
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
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Provost ................................................................. Fabio Piano
Deputy Vice Chancellor ........................................... Hilary Ballon
Senior Vice Provost .................................................. Ron Robin
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Dean of Students ..................................................... Julie Avina
Assistant Vice Chancellor for Global Education and Outreach ..................... Carol Brandt
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Special Advisor to the Vice Chancellor,
Science and Technology .............................................. Katepalli Sreenivasan

President of New York University .................................... John Sexton
### Important Contact Information

#### Office of the Dean of Students

- **Associate Vice Chancellor, Campus Life and Dean of Students**
  - Julie Avina: julie.avina@nyu.edu

- **Assistant Dean of Students and Director of Residential Education**
  - Ken Grcich: kgrcich@nyu.edu

- **Associate Dean for Academic Affairs**
  - Charles Grim: charles.grim@nyu.edu

- **Associate Dean for Campus Life**
  - Xenia Markowitt: xenia.markowitt@nyu.edu

- **Director of the Career Development Center**
  - Hazel Raja: hazel.raja@nyu.edu

- **Associate Dean, University Registrar and Director of Student Information Systems**
  - Philip Spitz: philip.spitz@nyu.edu

- **Associate Dean for Student Learning Resources**
  - Kelly Wilcox: kelly.wilcox@nyu.edu

#### Health and Wellness

- **Director of Health and Wellness Services**
  - Dr. Birgit Pols: birgit.pols@nyu.edu

- **NYUAD Health and Wellness Center**: 02 628 8100

- **NYUAD Wellness Exchange**: 02 628 5555 (24 hrs)

#### Abu Dhabi Hospitals

- **Al Noor Hospital**: 02 626 5265

- **Gulf Diagnostics Center**: 02 665 8090

- **New Medical Centre**: 02 633 2255

- **Sheikh Khalifa Hospital**: 02 610 2000

#### NYU Abu Dhabi Welcome Centers

- Abu Dhabi: 02 628 4000

- New York: 212 992 7200

#### Office of Athletics

- **Director of Athletics**
  - Peter Dicce: peter.dicce@nyu.edu

#### Office of Global Education

- **Assistant Vice Chancellor for Global Education and Outreach, Vice Provost**
  - Carol Brandt: carol.brandt@nyu.edu

- **Associate Dean for Global Education**
  - Katya Grim: katya.grim@nyu.edu

#### Campus Safety and Transportation

- **Director of Public Safety**
  - Martin Barnett: martin.barnett@nyu.edu
  - Mobile: 050 813 1160

- **Deputy Director of Public Safety**
  - Hany Sallam: hany.sallam@nyu.edu
  - Mobile: 050 813 2081

- **Security Manager**
  - Robert Titus: robert.titus@nyu.edu
  - Mobile: 050 813 2086

- **Security Supervisor**
  - Norca Vincent: norca.vincent@nyu.edu
  - Mobile: 050 813 2158

### In the Case of an Emergency

- **Emergency Police/Fire/Ambulance**: 999

- **NYU Wellness Exchange**: 02 628 5555 (24 hrs)

- **Security Helpdesk**: 02 628 4402 (24 hrs)
Welcome Center in Abu Dhabi
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