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

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Welcome from Vice Chancellor Alfred H. Bloom

Welcome to NYU Abu Dhabi!

NYU Abu Dhabi is rapidly 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 come to know this singular undergraduate institution and its educational program.

Our 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 22 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. With great pride in the success that NYUAD has already achieved along this historic course, I look forward to our fourth remarkable year, culminating with the graduation of our inaugural class.

Alfred H. Bloom
Educating Global Leaders

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.

The students of NYUAD come from over 100 countries and form a unique, highly-talented peer group. The international diversity of NYUAD combined with its global curriculum sets a new standard for a 21st-century global education.

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

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

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

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

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

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

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

Community-based learning
with programs that take advantage of Abu Dhabi’s location, research initiatives, and engagement with world problems, through fieldwork service learning.

Study Away programs
during fall and spring semesters as well as January terms that allow NYUAD students to study at the NYU campuses in New York and Shanghai, as well as NYU academic centers in Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Sydney, Tel Aviv, and Washington, D.C.

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

Leadership mission
reinforced in course offerings and co-curricular activities that encourage and prepare students to make a difference in their community.
About Abu Dhabi: A New World City

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

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

Pathway to the Professions

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 graduate and professional schools, including those at NYU.

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 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 Graduate 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 Courses**

NYUAD students are able to explore different professional options and get a jumpstart on graduate education through courses in seven pre-professional areas in the NYUAD curriculum. Expert faculty of NYU’s professional schools offer many of these courses, connecting NYUAD students with NYU’s internationally ranked graduate and professional schools. For more information on the pre-professional courses, see pp. 256–271.

**Dual Degree Programs**

In select fields, NYUAD students are able to gain early admission to master’s degree programs offered at NYUNY and NYU Poly. Following completion of the B.A. at NYUAD, students take courses at NYUNY to complete the requirements of the graduate program. In some programs, careful planning of the undergraduate program allows students to compress a two-year program into one year of study. NYUAD students may earn a Master of Public Administration at the Wagner Graduate School of Public Service, and engineering majors may earn a Master of Science in several engineering disciplines at the Polytechnic Institute of NYU. The number of dual degree programs available to NYUAD students will be expanded in the coming year. See pp. 159–161 for information about the M.P.A., and pp. 215–216 for information about the M.S.
NYUAD offers a core curriculum, 22 majors, numerous multidisciplinary and disciplinary concentrations, pre-professional courses, and electives in an array of fields. As the size of the student body and faculty grows, new courses will be developed to reflect student interests. The offerings at NYUAD are also enriched by the wide array of programs across NYU’s global network. During 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

#### ORIENTATION
- **August 22-25 (Thurs.-Sun.)**: Marhaba (student orientation)
- **August 27 (Monday)**: Fall I Faculty Orientation

#### FALL SEMESTER I
- **Classes begin**: August 27 (Tuesday)
- **Add/Drop and change of grading basis for 7-week courses**: September 2 (Monday)
- **Add/Drop and change of grading basis for 14-week courses**: September 9 (Monday)
- **Course withdrawal deadline for 7-week courses**: September 23 (Monday)
- **Course withdrawal deadline for 14-week courses**: September 28 (Monday)
- **Special class session (Monday course schedule)**: October 5 (Saturday)
- **Special class session (Sunday course schedule at instructor's option)**: October 10 (Thursday)
- **Course withdrawal deadline for 14-week classes**: October 10 (Thursday)
- **Last day of classes for 7-week courses**: October 12 (Saturday)
- **Final Exams for 7-week courses**: October 13-17 (Sun.–Thurs.)

#### FALL BREAK
- **October 13-17 (Sun.–Thurs.)**: No classes: Eid al-Adha and Fall Break

#### FALL SEMESTER II
- **Fall II faculty orientation**: October 17 (Thursday)
- **Classes begin**: October 20 (Sunday)
- **Add/Drop and change of grading basis for 7-week courses**: October 24 (Thursday)
- **No classes: Al-Hijra/Islamic New Year**: November 3-5 (Sun.–Tues.)
- **Special Sunday and Monday class schedules respectively**: November 6-7 (Wed.–Thurs.)
- **Course withdrawal deadline for 7-week courses**: November 14 (Thursday)
- **Registration for Spring 2014 begins**: November 18 (Monday)
- **No classes: UAE National Day holiday**: December 1-2 (Sun.–Mon.)
- **Last day of classes**: December 12 (Thursday)
- **Final exams**: December 15-18 (Sun.–Wed.)
- **Winter Break begins**: December 19 (Thursday)

#### WINTER BREAK
- **December 19–January 4**: No classes

#### JANUARY TERM IN ABU DHABI
- **Classes begin**: January 5 (Sunday)
- **Course withdrawal deadline**: January 9 (Thursday)
- **No classes: Prophet Mohammed’s Birthday**: January 13 (Monday)
- **Last day of classes**: January 23 (Thursday)

#### JANUARY TERM IN NEW YORK AND WASHINGTON D.C.
- **Classes begin**: January 6 (Monday)
- **Course withdrawal deadline**: January 10 (Friday)
- **No classes: Martin Luther King Day**: January 20 (Monday)
- **Last day of classes**: January 24 (Friday)

#### JANUARY TERM AT OTHER GLOBAL SITES
- **Classes begin**: January 6 (Monday)
- **Course withdrawal deadline**: January 10 (Friday)
- **Last day of classes**: January 23 (Thursday)

#### SPRING SEMESTER I
- **Spring I faculty orientation**: January 27 (Monday)
- **Classes begin**: January 28 (Tuesday)
- **Add/Drop and change of grading basis for 7-week courses**: February 3 (Monday)
- **Add/Drop and change of grading basis for 14-week courses**: February 10 (Monday)
- **Course withdrawal deadline for 7-week courses**: February 24 (Monday)
- **No classes: Al-Hijra/Islamic New Year**: March 7 (Monday)
- **Last day of classes for 14-week courses**: March 17 (Monday)
- **Final Exams for 7-week courses**: March 18 (Tuesday)

#### SPRING BREAK
- **March 19–29 (Wed.–Thurs.)**: No classes

#### SPRING SEMESTER II
- **Spring II faculty orientation**: March 27 (Thursday)
- **Classes begin**: March 30 (Sunday)
- **Add/drop and change of grading basis for 7-week courses**: April 3 (Thursday)
- **Course withdrawal deadline for 7-week courses**: April 24 (Thursday)
- **Last day of classes**: May 15 (Thursday)
- **Final Exams**: May 18–21 (Sun.–Wed.)
- **Senior Trip**: May 22-24 (Thurs.–Sat.)
- **Capstone Festival**: May 25–27 (Sun.–Tues.)
- **Commencement (date tentative)**: May 28 (Wednesday)
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 degree requirements are the same for the B.A. and the B.S. and are described below.

A full course is 4 credits. Students must complete a minimum of 140 credits, or 35 full 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 each of three January Terms, for a total of 35 courses over a four-year academic career.

They must complete the Core Curriculum, writing, and Islamic Studies 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 areas, 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 with significant opportunities to take courses outside their majors and are often taught by scholars from NYU New York who specialize in areas not offered as majors at NYUAD, such as anthropology, linguistics, and religion. Pre-professional courses 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 or more 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. 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 fulfill the requirements for Experimental Discovery in the Natural World. Students are strongly encouraged to take five Core courses in the first two years whenever possible in order to focus on more advanced disciplinary courses during later semesters.

Writing: The development of strong writing skills throughout a student’s academic career is an important objective of an NYUAD education. The 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.

Students complete language proficiency assessments during Candidate Weekend 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. A particularly strong performance on the language assessments may allow a student to waive Analysis and Expression and enroll directly in a Writing Intensive Core Course.

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. 28-55) 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 Intensive Core courses are designated by a “W” suffix in the course number.
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. They also provide individual consultations in the Writing Center.

**Islamic Studies:** All incoming students are required to take at least one course on the history, society, literature, or culture of the Islamic world, or Muslims in the global diaspora, or a full year of Arabic language study before graduation. The course(s) may also count toward other requirements, such as the Core, a major, or a concentration. Courses that fulfill this requirement are available across the curriculum and are designated by a “X” suffix in the course number. For the most up-to-date list of courses that fulfill this requirement, please consult the NYUAD Web site.

**Major:** Students must complete the requirements of a major, which vary. NYUAD offers 22 majors across the Arts, Humanities, Social Sciences, Science and Mathematics, and Engineering. 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 140-credit graduation requirement, only those courses in which grades of C or higher are earned may be counted toward major or core requirements.

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

No matter what form the Capstone 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 are required to complete at least three January Term courses, including one in the first year. In the absence of an approved, compelling reason, such as a study away calendar conflict, students will complete their two remaining January Terms during their second and third year of enrollment. For further information on the January Term, see pp. 272-287.

**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. For more information on Physical Education, see pp. 314–317.

**Concentrations:** NYUAD concentrations allow students to focus on a second field of study, in addition to their major, without the extensive commitment required of a second major. Most concentrations require four courses that complement the major area of study or are of personal interest to a student. Two types of optional concentrations are offered:

Disciplinary concentrations are available to students who are not majoring in that discipline. These concentrations typically include four courses and are designed for students who wish to concentrate several electives in a particular field. Students are encouraged to explore the option of completing a concentration rather than a full second major.

Multidisciplinary concentrations support work across disciplines and require 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.

**Minors in the NYU Global Network:** Where NYU concentrations do not already exist, NYUAD students are eligible to complete one of the many academic minors offered elsewhere in the NYU global system. Minors wholly within an individual NYU school and cross-school minors are similar in structure and intent to NYUAD concentrations. Students interested in completing one of these minors would ordinarily take most or all of the required courses in New York, or one of the other global sites. However, appropriate NYUAD courses may also be used toward completion of an NYU minor. Directed Study courses generally cannot be used to meet minor requirements.

**ADMISSIONS**

NYUAD Office of Admissions in Abu Dhabi:
Tel: 971 2 628 4000
Email: nyuad.admissions@nyu.edu

NYUAD Office of Admissions in New York
Tel: 1 212 992 7230
Email: nyuad.uae.admissions@nyu.edu
nyuad.nyu.edu/admissions

Admission to NYU Abu Dhabi is highly selective. Students are admitted based on the overall strength of their application, including academic excellence, extracurricular activities, teacher and counselor evaluations, and a demonstrated interest in global citizenship, service, and leadership.
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. NYUAD 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 most or all 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—three to four years

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

Campus Visits:
Students who are based in or visiting Abu Dhabi are welcome to arrange a meeting with an admissions representative for more information and to tour the campus. Likewise, prospective students who are based in or visiting New York City may arrange a meeting with a New York-based NYUAD admissions representative. These meetings can be arranged by emailing nyuad.admissions@nyu.edu. In addition to on-site meetings at our 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. Applicants are encouraged to submit their applications as early as possible for consideration for admission. For up-to-date information on admissions policies and procedures, please see our web site at: 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 the Writing 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 evaluations.

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

Candidate Weekend in Abu Dhabi:
Highly qualified applicants may be invited to participate in an NYUAD 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; the costs associated with attending a Candidate Weekend are covered by NYUAD.

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

Transfer Applicants:
NYUAD is not accepting applications for transfer students in the 2013–14 admissions cycle.

Financial Support:
NYUAD 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/she is considering low or no cost education alternatives, or is the recipient of generous financial support from another institution.

Finally, to make sure that all students who enroll at NYUAD are able to enjoy the full range of what an NYUAD education has to offer, financial support 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:

- Early Decision I
  - Application due: November 1
- Early Decision II
  - Application due: January 1
- Regular Decision
  - Application due: January 1

Financial Support Application due:

- November 15
- January 15

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 U.A.E., please contact an admissions representative at nyuad.admissions@nyu.edu.
### Courses in 2013–14

Close to 400 courses will be offered in 2013–14. Although many courses are cross-listed in several programs, each course appears only once in this list, under its primary discipline. For the most current list of courses, please visit nyuad.nyu.edu.

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Courses of Instruction
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- Physical Chemistry: Quantum Mechanics and Spectroscopy
- Physical Chemistry: Thermodynamics and Kinetics

Mathematics
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- Calculus
- Calculus with Applications
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- Introduction to Probability and Statistics
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- Multivariable Calculus
- Ordinary Differential Equations
- Partial Differential Equations
- Real Analysis 1
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Physics
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- Advanced Quantum Mechanics
- Electricity and Magnetism

Electromagnetism and Special Relativity
- Mechanics
- Particle Physics
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- Special Topics in Physics: Multi-wavelength Astronomy
- Statistical Mechanics and Thermodynamics

Psychology
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- Introduction to Linguistics
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- Research Methods in Psychology
- Social Psychology

Biology
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- DNA Techniques
- Behavioral and Integrated Neural Science
- Biophysics
- Genomics and Bioinformatics
- Organismal Biology
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- Computer Systems Organization
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- Introduction to Computer Science
- Networks and Distributed Systems
- Operating Systems Programming Languages
- Software Engineering

Science and Mathematics Analysis of Global News
- State Formation: The Case of the U.A.E.

Survey Research
- Wealth and Inequality

ENGINEERING

Advanced Circuits
- Advanced Digital Logic
- Analytical Methods
- Bio-sensors and Bio-chips
- Circuits Fundamentals
- Computer Systems Programming

Design and Innovation
- Digital Logic
- Engineering Analysis I: Complex Variables
- Engineering Analysis II: Discrete Math Fundamentals

Engineering
- Conservation Laws
- Engineering Dynamics
- Engineering Materials
- Engineering Statics
- Experimental Methods
- Fluid Mechanics

Instrumentation, Sensors, Actuators
- Simulation and Computational Methods
- Solid Mechanics

MULTIDISCIPLINARY PROGRAMS

Arab Crossroads Studies
- Anthropology and the Arab World
- Arab Crossroads in China
- Emirati Literature and Culture
- Heritage, History, and Memory in the Modern Middle East
- Introduction to Modern Arabic Literature and Society
- Modern Architecture in Abu Dhabi
- Problems and Methods in Arab Crossroads Studies

Heritage, History, and Memory in the Modern Middle East
- The Environment
- Global Climate Change

Interactive Media and Technology
- Applications of Media Values in Information Technology and Digital Media

The Environment
- Global Climate Change

Urbanization
- Cities and Consumption
- Cities, Nations, and Globalization
- Global City
- Metropolis: Culture and Politics in the 21st-Century City
- Nature of Urban Design: A New York Perspective on Resilience
- Urban Form of Shanghai

PRE-PROFESSIONAL COURSES

Business and Organizational Studies
- Principles of Marketing

Education
- International Peacebuilding and the Role of Education

Journalism
- Food in the Global Kitchen

Law
- Punishment in Law, Politics and Society

Museum and Cultural Heritage Studies
- Sharing Heritage of the Arabian Trade Routes

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JANUARY TERM

Abu Dhabi
Colloquial Arabic: Emirati Dialect
Culture, Context, and Psychology
Design and Innovation
Energy, Development, and International Politics
Food in the Global Kitchen
Gardens of Eden in the History of Art
Global City
Heuristics
International Peacebuilding and the Role of Education
Modern Architecture in Abu Dhabi
Race and Ethnicity
Sharing Heritage of the Arabian Trade Routes
Social Networks
Tales of Love and Death
Tales that Travel: Storytellers and Storytelling in Eurasia
Understanding Insurgency and Counterinsurgency
Values in Information Technology and Digital Media
What is Light?

Accra
Economic Development and Urbanization in Africa

Berlin
Euro-American Financial System in Crisis
Memory

Buenos Aires
Cities and Consumption
Economic Development and Political Conflict
Metropolis: Culture and Politics in the 21st-Century City

Florence
Idea of the Renaissance in Modern Thought
Introduction to Imaging Spectroscopy in the Study of Old Master Paintings
Introduction to Machiavelli

London
Cities, Nations, and Globalization
The Enlightenment and Its Institutions

New York
The Human Voice
Nature of Urban Design: A New York Perspective on Resilience
Principles of Marketing
Punishment in Law, Politics and Society
Social Media and Political Participation

Prague
Prague, Capital of Europe

Shanghai
Arab Crossroads in China
Children and Childhood: Medical, Historical, and Cultural Perspectives
Urban Form of Shanghai

Sydney
Coastal Urbanization and Environmental Change
Single Shot Cinema
State and Fate of the Earth

Washington, D.C.
Nation-Building
Protecting the World’s Health: Triumphs and Challenges
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 (four courses for Engineering majors), 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. The writing intensives courses are designated by the “W” suffix in the course number. (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.
CORE CURRICULUM

CORE 1: PATHWAYS OF WORLD LITERATURE

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

COREP-AD 1W
A Thousand and One Nights
Fall 2013
Prof. Hortia
Writing Intensive
Crosslisted with Arab Crossroads Studies
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.

COREP-AD 2
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, at crucial moments of denouement. For Aristotle, 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, the Odyssey; the Old Testament; the Gospels of Mark and John; the Qur’an; the Arabian Nights; Shakespeare’s King Lear; Naguib Mafouz; and films from the 1940s to the present.

COREP-AD 3W
Journeys
Spring 2014
Prof. Majithia
Writing Intensive
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 others 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.”

COREP-AD 4W
Becoming Human: Literatures of the Nature-Culture Borderlands
Writing Intensive
From a timeless classic such as The Bacchae to an international bestseller such as The Life of Pi, literature has used stories of non-human 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 stories 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-edenic fables, like Huxley’s Brave New World.

COREP-AD 7
Ghosts: Constructing the Immaterial
The world seems to be pervaded by ghosts: the narratives of demons or devilish illusions and the objects of the dead are omnipresent, indeed all human civilizations appear to have constructed an immaterial world inhabited by spiritual beings and vapours. Consequently, one can find extensive narratives and visualizations of ghosts in word and image up to our present day. The course follows up a wide range of texts, pictures, and films from antiquity to the present day, including Homer, Plato, the Bible, Shakespeare, Hobbes, Kant, Thomas Mann, the Arabian Nights, The Tale of Genji, and various Chinese sources.

COREP-AD 10
Cities: Writing the Urban Space
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 mnemonics 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.

COREP-AD 11
Other Worlds: Cosmography, Utopias, Travel Accounts
Fall 2013
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.

COREP-AD 12
Our Monsters, Ourselves
Fall 2013
Prof. Williams
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.

COREP-AD 13
Law and the Imagination
Spring 2014 (7 weeks)
Prof. Stimpson
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 weather? Literature—the work of the 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.

COREP-AD 14
The Cosmopolitan Imagination
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.

COREP-AD 15
Tragedy
Spring 2014
Prof. Zamir
Tragic drama originated in ancient Greece and it has been central to both the aesthetic and the philosophical traditions of the West. At the same time, many classic works of Western tragic drama have been adapted by cultures all over the world for their own ends. This course examines key works of Greek and Shakespearean tragedy, critical, historical, and philosophical reflections on these works, and versions of some of these works from non-Western cultures, especially in film.

COREP-AD 16
Placeless Modernism
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.
This course examines a wide variety of literary 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 offer(s) a different perspective than literature intended solely for adults.

Speculative Fiction

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?

Families

The course 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.

Changing Notions of Race in Literature

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 racial difference to alternative plot resolutions, and from religious and political to legal and scientific contexts for the changing understanding of “race.”

Previously enjoyed only by epics and chronicles. They also yielded model accounts of cultural difference that have influenced other narrative forms in fiction and non-fiction, textual and visual culture to this day. In addition to Herodotus and Sima Qian, readings include selections from Homer and early Chinese chronicles, as well as contemporary historical fiction (such as Gore Vidal’s Creation), the films Hero and The Emperor and the Assassin, and journalist Ryszard Kapuściński’s memoir and travelogue Travels with Herodotus.

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., Cesare’s A Tempest, Robbins’s West Side Story, and Kurosawa’s Ran) that appropriate, rewrite, or write back to Shakespeare’s work and even the processes that have made Shakespeare into an institution of culture worldwide.

Enchantment

The advent of the novel marked a break with a magical way of thinking. “A magic curtain, woven of legends, hung before the world,” writes Milan Kundera. “Cervantes sent Don Quixote journeying and tore the curtain.” Is enchantment possible after modernity? And if so, what form might it take? A reenchantment as foreseen by religious cosmography, in which the human realm intersects with that of jinn or other supernatural beings? Or might the discoveries and technologies of the modern world, including the laws of physics and breakthroughs in science, themselves begin to be recharacterized as enchanting? This course looks at attempts from various cultural vantage points to reconcile magic and realism in the aftermath of secularism and modernity. Must enchantment survive only as an escape from reason? Or might it be compatible with the Enlightenment and scientific inquiry? We will look at responses to the riddle of magic in modern society in the art, theatre, film and fiction of Europe, the Americas, and the Middle East.

Reading the Body: Physiognomy, Body Language and Facial Expression

Reading the body in terms of physiognomy used to be a respected field of (natural) philosophy as well as common practice from ancient times onwards and around the globe. A (pseudo-) Aristotelian treatise and Pliny’s extensive writing on the subject in his Natural History, Chinese Tang-period perceptions of the relationship between Chinese scholarship (as documented in The Tale of Genji) give sufficient proof of the ubiquity of the subject’s dignity. The course traces physiognomic patterns as a means to establish individual identity (e.g., Genji, Parzival) as well as otherness (e.g., Polo, Strabo) starting with the starting writing through the Middle Ages and the Renaissance. It was only in the age of Enlightenment that severe criticism arose, branding physiognomy a pseudo-science and leaving only body language and facial expression as serious fields of empirical study. Modern cognitive science, however, has brought the subject back with a vengeance.
and tribulations; the rhetoric of nationalism; the critiques of nationalism; the voices of minorities, immigrants and indigenous peoples that disrupt a homogenous ‘national culture’; the phenomena of transnationalism and globalization; and their implications for the future of the nation-state. Readings and films to be studied include: Chimamanda Ngozi Adichie, Half of a Yellow Sun; Assia Djebar, Fantasia; Kant, An Algerian Cavalcade; Dave Eggers, What is the What; D.W. Griffith, Birth of the Nation; Michael Ondaatje, English Patient; Salman Rushdie, Midnight’s Children; William Shakespeare, King Henry; and Rabindranath Tagore, Home and the World.

COREP-AD 33 Quest for Knowledge Fall 2013 Prof. Hassan

Humanity’s need to make sense of itself and its place in the universe has generated the world’s oldest creation stories and its most enduring myths. The quest for knowledge has itself also been a perennial theme of world literature. This course evokes the idea that something can also be gained? In this course we consider connections and differences between experiences of exile, diaspora, and migration by examining stories and writing about them in the Bible, the Odyssey, and texts by Plutarch, Ovid, Dante, Byron, Dostoevsky, Céline, Naipaul, Rhys, Lamming, Carpentier, Darwish, Edward Said, Julia Alvarez, and Kiran Desai.

COREP-AD 35 Exile, Diaspora, and Migration Spring 2014 Prof. Young

Diaspora has been a recurring feature of human history since the dispersal of Jews from the Middle East, Africans during the slave trade, or the Irish during the Great Hunger. In the past two centuries, millions have migrated from their homelands to work or find refuge in far-away countries with cultures very different from their own. How do human beings come to terms with such transformations in their lives? What are the cultural, emotional, and intellectual effects of being exiled from your place of birth? How far can loss be compensated for by the idea that something can also be gained? In this course we consider question that money or wealth allows a writer to probe. Is the value of men measured by the value of their wealth? Where do we place the blame for poverty? Is someone’s wealth possible without someone else’s poverty? How is human ambition rewarded or punished in the “pecuniary culture”? The course looks for answers to these and other questions in key works of literature, sociology, economics, and other fields, reading classical texts ranging from Aristophanes’ Plutus, iHara Saikaku’s “A dose of what the doctor never orders,” and William Shakespeare’s The Merchant of Venice, to Honoré de Balzac’s Père Goriot, Daniel Defoe’s Robinson Crusoe, and F. Scott Fitzgerald’s Great Gatsby. Readings are supplemented by excerpts from works by Ibn Khaldun, Adam Smith, Thorstein Veblen, Max Weber, and Alfred Hirshman.

COREP-AD 37 Reflecting the Self: Autobiography and Memoirs Spring 2014 Prof. Pomerantz

Autobiographies and memoirs (both a subgroup of so-called ego documents) are commonly taken to be “authentic” and “objective” representations of what the author lived through—but they are not. Both genres are literary texts to which the patient and doctor is of central importance and pertains to the development of the “I”, the latter concentrating on a crucial event in history as perceived by the “I”. The course traces the genres from the first documents in history to the present day, spanning a large variety of civilizations: from Greek and Roman antiquity, the Middle Ages in the Arab world, European, and Indian cultures, the Italian Renaissance and the Enlightenment on to examples from American, Indian, European, Japanese, Chinese, and Iranian authors.

COREP-AD 38 Money and the Good Life Spring 2014 (7 weeks) Prof. Cagidemetrio

This course examines a variety of cultural conceptions of money and wealth, and the ethical questions that money or wealth allows a writer to probe. Is the value of men measured by the value of their wealth? Where do we place the blame for poverty? Is someone’s wealth possible without someone else’s poverty? How is human ambition rewarded or punished in the “pecuniary culture”? The course looks for answers to these and other questions in key works of literature, sociology, economics, and other fields, reading classical texts ranging from Aristophanes’ Plutus, iHara Saikaku’s “A dose of what the doctor never orders,” and William Shakespeare’s The Merchant of Venice, to Honoré de Balzac’s Père Goriot, Daniel Defoe’s Robinson Crusoe, and F. Scott Fitzgerald’s Great Gatsby. Readings are supplemented by excerpts from works by Ibn Khaldun, Adam Smith, Thorstein Veblen, Max Weber, and Alfred Hirshman.

COREP-AD 39 Bodies in Pain: Literary Representations of Disease and Health Fall 2013 Prof. Hilger

As the Arabic saying goes, “Health is a crown worn by the healthy and seen only by the ill.” Throughout history, literature has staged the human struggle with disease and the related search for a cure. This course introduces students to the discourses of pathologies and their medical treatments, ranging from eighteenth-century European treatises on the “English Malady” to the depiction of tuberculosis and leprosy in twentieth-century Japan. In order to attain health, the relationship between patient and doctor is of central importance and pertains to the development of the “I”, the latter concentrating on a crucial event in history as perceived by the “I”. The course traces the genres from the first documents in history to the present day, spanning a large variety of civilizations: from Greek and Roman antiquity, the Middle Ages in the Arab world, European, and Indian cultures, the Italian Renaissance and the Enlightenment on to examples from American, Indian, European, Japanese, Chinese, and Iranian authors.

COREP-AD 40W Interspecies: Humans and Other Animals Spring 2014 Prof. Chaudhuri

Writing Intensive

The literature and art of every part of the world and every period in history provides rich evidence of what we might call an “interspecies imagination”—the astonishingly diverse ways in which human beings have tried to make sense of their relationship to all other living beings with whom we share this planet. This course explores literary engagements with the figure of the animal and the subject of animality—human and other. Unlike traditional readings of the animal as a symbol of human traits and behaviors, this course relates animal representation to actual animals and to cultural “animal practices”—like pet-keeping, meat-eating, zoos, domestication, experimentation, animal sports and entertainments, etc. This perspective reveals the complex role of interspecies encounters and relationships in the creation of cultural meaning and social life. Through close analysis of works from a range of genres (epic, drama, poetry, essay, novel, short story, and films) we explore such issues as the ethics of anthropomorphism, the politics of anthropocentrism, the relationship between art and activism, the ideology and history of the human-animal divide, and the role of the animal in shaping literary genres and conventions.
After all, on what basis could we insist that others 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 we wealth of nations?

Spring 2014

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 conducted over two semesters.

CORES-AD 8J

Athens and Jerusalem

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

CORES-AD 10

What is Man?

Fall 2013

Prof. A. Minsky

The human 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.

CORES-AD 11WX

Faith in Science, Reason in Revelation

Writing Intensive

We live simultaneously in an age of science and an era of great religious faith, when reason and revelation are often depicted as being in inherent and eternal tension. In this course we trace the history of the relationship of religion and science in Christendom and Islamdom from the Middle Ages to the present day, drawing on primary sources and secondary readings from religious studies, the history of science, and anthropology.

CORES-AD 12

Love, God, and Politics

Fall 2013

Prof. Friedland

This course grapples with love, a blind spot in social theory, and its relation with religion, transcendence, sacrifice, and faith. On the one hand, sexuality and gender have become objects of intense concern, politicized by religious movements around the world from the fundamentalist Christians in America to Islamists and pietists in the Islamic world. On the other hand, for large numbers of young people in the Western world not only has sexuality become increasingly unhinged from love, but love has become a troubling category, something uncertain and dangerous to believe in. This course examines the relation between love, sex, and religion as they reverberate in both the private and public spheres.

CORES-AD 13

Family, Gender, and Modernity

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.

CORES-AD 9W

Reinventions of Love

Fall 2013

Prof. Polendo

Writing Intensive

Crosslisted with the Core: Art, Invention, and Technology

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 myths from 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.

CORES-AD 1W

Tolerance and Relativism

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?

CORES-AD 2

Wealth of Nations

Spring 2014

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.

CORES-AD 3

Truth

Writing Intensive

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.

CORES-AD 4W

Prejudice

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.

CORES-AD 5

Relationship of Government and Religion

Fall 2013 and Spring 2014 (full year course)

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 conducted over two semesters.

CORES-AD 6W

Disease and Society

Spring 2014

Prof. A. Minsky

Writing Intensive

Crosslisted with the Core: Science, Society and History

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.

CORES-AD 7W

Animals, Culture, and Society

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.

CORES-AD 6W

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Spring 2014

Prof. A. Minsky

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CORES-AD 10

What is Man?

Fall 2013

Prof. A. Minsky

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CORES-AD 11WX

Faith in Science, Reason in Revelation

Writing Intensive

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CORES-AD 12

Love, God, and Politics

Fall 2013

Prof. Friedland

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Family, Gender, and Modernity

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CORES-AD 14 Self-Representation
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 representation of myself 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.

CORES-AD 15W Politics and the City
Writing Intensive
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 explores the reasons why cities rise and decline, the mechanisms of formal and informal urban planning, skyscrapers and suburbs, urban nature and urban design. In-class sessions are supplemented by workshops on Abu Dhabi, visits to the Abu Dhabi Urban Planning Council, and fieldwork in the city.

CORES-AD 16 Family and Kinship
Crosslisted with Anthropology, SPAPP
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.

CORES-AD 18J The Social Life of Finance
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 underworld 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.

CORES-AD 21 Gender and Globalization
Spring 2014
Prof. Abdulai Adan
What does gender as category of analysis indicate? How does gender intersect with other axes of identity such as class, nation, and ethnicity in a globalized world? This course considers the ways women around the globe have responded to both the benefits and costs of globalization, through political, economic, and social lenses. We begin with a review of the debates that surround globalization emphasizing their gendered nature. The course introduces students to select women’s issues—employment, political participation, reproductive rights, and healthcare—that have emerged in the global context and the international debates around them. Lastly, the course looks at the relevance of women’s representation to address gender issues in the “democratic process” as well as the shortcomings of democratic mechanisms to achieve women’s rights and some proposed solutions to these limitations.

CORES-AD 22W Cultures and Modernities
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?

CORES-AD 23 Financial Systems as Social Forms
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 U.A.E. 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 uses profit- and loss-sharing to organize investment. By comparing these two systems, we seek to understand how financial systems mediate competing values in a global context.

CORES-AD 24W Landscapes of Memory
Spring 2014
Prof. Roth
Writing Intensive
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 cityscapes. 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.

CORES-AD 25W Gift and Exchange
Fall 2013
Prof. Balzani
Writing Intensive
Crosslisted with Anthropology
Gift giving occurs in all cultures. A gift can be a material object or money, but it can also be an act of kindness or love. A gift is free but it can also come with the expectation that it will be matched by a return gift. Gift giving is therefore part of a complex structure of economic and social exchange. This course considers gift giving from the perspectives of anthropology, history, and the arts; it explores gift exchange through ethnographies as well as texts on market economies and art, gender, death, altruism, risk, and the impacts of colonialism on traditional exchange societies. Readings include seminal works on gift exchange by Marcel Mauss, Bronislaw Malinowski, Franz Boas, and others.

CORES-AD 26 Legitimacy
Fall 2013
Prof. Ramey
What are the foundations of political legitimacy and to what extent do governments abide by them? In this course we explore these questions using both classical and contemporary accounts. The first half of the course focuses on political systems in Ancient Greece, Rome, Medieval Europe, and Early Modern Europe through the lens of great thinkers, including Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Hobbes, Rousseau, Montesquieu, Burke, Weber, and Marx, as well as a series of primary source documents. We then proceed to the “post-1789” world and discuss legitimacy in the context of democratic government. Topics covered include the role of legislators, issue representation, descriptive vs. substantive governance, and the ongoing debate between advocates of majoritarianism and those of proportionalism.

CORES-AD 27W Peace
Fall 2013
Prof. Klimke
Writing Intensive
This course traces the development of philosophical, religious and secular theories of peace from antiquity to the present. It explores questions of peace and justice, nonviolence, the idea of a “just war,” as well as notions of peace in international relations, economics, and psychology, examining how those spurred peace activism and the ideology of pacifism. To that end, students analyze literary, visual, and organizational representations of peace across national and cultural boundaries and the emergence of peace and conflict studies as an academic discipline. Readings include works by Lao Tse, Thucydides, St. Francis of Assisi, Immanuel Kant, Henry David Thoreau, Edna St. Vincent Millay, Mohandas Gandhi, Martin Luther King Jr., A.J. Muste, Johan Galtung, Alma Myrdal, and Petra Kelly, among others.

CORES-AD 29 Property
The institution of property describes one of the fundamental relationships between people: the relationship between people as it pertains to things. In this seminar, we explore how we understand property and how property has been influenced by cultural and ethical norms in different civilizations; how property rights have evolved with technological progress and changes in the demands of the environment; how property is affected by and influences the sphere of individual freedom, the relation between the individual and the state, and the organization of productive activity. As examples, we will look at property in the ancient civilizations of Egypt, Greece and Rome; consider the views on property expressed in Christianity and Islam; as well as the role that changing views on property played in the Declaration of Independence, the French Revolution, and the Russian Revolution. We use our insights to debate contemporary issues in property rights of interest to seminar participants. These might include intellectual property rights, rights to genetic material, inheritance, airwaves, financial regulation, the rights of indigenous tribes of the Amazon rainforest, claims on the Arctic, or the trade-off between rights to privacy and freedom of the press.

THE CORE CURRICULUM 38
THE CORE CURRICULUM 39
Consciousness

Topics covered may include: the concept of a neural basis of consciousness and how we could discover what it is; whether there are different kinds of consciousness; the relation between consciousness and attention; cognitive accessibility, intentionality and agency; the function of consciousness; the unity of consciousness; whether the representational contents of perception are just colors, shapes and textures or include "rich" properties such as facial expressions and causation. The course also covers some theories of consciousness such as mind/body dualism, behaviorism, functionalism, physicalism, and theories of consciousness as representation. Readings from philosophers such as Thomas Nagel and David Chalmers and neuroscientists such as Hakwan Lau and Stanislas Dehaene.

Global Justice and Authority

As Orlando Patterson put it in the most far-reaching study of slavery, we immediately realize why there is an Aristotle or a Jefferson owned slaves. 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.

Slavery and Freedom in Comparative Perspective

This course examines slavery in historical and comparative perspective by focusing on Greek and Roman slavery, African and Islamic slavery, and slavery in the American South, Brazil, and the Caribbean. We examine the nature and centrality of the institution of slavery, the difference between societies in which slavery existed and those which can be thought of as "slave societies," asking such questions as how did enslavement occur and who were the people enslaved and in what ways did they differ from non-slaves? What "rights" or standing in the law if any did slaves possess? What was the nature and extent of the master's power over their slaves? What were the social, economic, and political functions of slavery? These are important questions for understanding slavery. But the study of slavery inevitably involves broader, more fundamental issues concerning freedom, personhood, social inclusion, and belonging. As Hannah Patterson put it in the most far-reaching study of slavery, Slavery and Social Death, "the idea of freedom and the concept of property were both intimately bound up with the rise of slavery, their very antithesis. Once we understand the dynamics of slavery, we immediately realize why there is nothing in the least anomalous about the fact that an Aristotle or a Jefferson owned slaves."

What is Law?

This course poses the fundamental question "What is law?" Along with this fundamental question, the course also asks "What is a legal system?" and "What is the rule of law?" The course discusses these questions from Greek and Roman antiquity to post-modernism. Appreciating that the understanding of law reflects cultural and historical facts, the course explores the relation between Sharia law and Western law. Likewise, the course juxtaposes communist systems of law based on Marxism with legal analysis with modern democratic systems rooted in Enlightenment thought. Among the other topics examined in the course are: natural law, legal positivism, law and economic analysis, interpretivism, and legal realism. Additionally, the course considers critical legal studies, feminist jurisprudence, critical race theory of law, and post-modernist jurisprudence. Readings for the course are drawn from select jurisprudential theory and case law.

Revolutions and Social Change

Revolutions, i.e. the rapid, massive, and often violent change in the political and economic arrangements of society, mark the modern epoch starting with England in the 1640s, America in 1776, and France in 1789. Revolutions obviously continue today. But what are revolution's causes, typical course and consequences? How much passion and energy? A systematic comparison of different revolutions informed by both the classical and contemporary theories of revolution might offer a few startling insights.

Corruption

Political corruption exists everywhere, but which countries are most corrupt? Do highly corrupt countries have common characteristics? How much corruption is there? The social costs of political corruption, from stealing public funds to paying bribes to avoid basic safety and healthy regulations, are often extremely high. Why are most attempts to fight corruption unsuccessful? The course is comparative and historical, and requires no background knowledge.
we treat our class as an experimental vocal collective, composing and performing together throughout the term. No prior musical experience is necessary, but a willingness to make vocal sounds in public is required.

**COREA-AD 2 and 2J**

**Idea of the Portrait**

This course explores the ways in which the portrait has been used as a vehicle for artistic expression, for the construction of social identity, for self-examination, and for the representation of cultural difference. It examines many kinds of portraits and self-portraits in painting and photography from different times and cultures and encourages engagement with a range of major issues that include the nature of personhood, of private and public identities, and of art itself. The course draws upon the rich resources of London’s museums and galleries, especially the National Portrait Gallery, the National Gallery, the Victoria & Albert Museum, the British Museum, and the Queen’s Collection.

**COREA-AD 3**

**Instruments of World Cultures**

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

**COREA-AD 4J**

**Gardens of Eden**

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 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.

**COREA-AD 6**

**Photography and Narrative**

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

**COREA-AD 8**

**Collaborative Arts: Creativity and Social Experience**

This course is a practical exploration of collaboration as fundamental creative working methods. Taught by a collaboratively working team, the course looks at collaboration as it has emerged from the recent history of art, literature, and science to become an essential method of contemporary social experience. Course projects and materials are based around the use of the iPad. Working with the device, students gain first-hand experience in considering how collaboration is structured and managed in the production of creative works and how a consideration of collaborative and interactive methods changes the way we think about the nature of the finished creative project.

**COREA-AD 9W**

**Interventions of Love**

Fall 2013

Prof. Polenka

Writing Intensive

Crosslisted with the Core: Pathways of World Literature

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 Kaldasas, Rumi, and Neruda; plays by Zeami, 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.

**COREA-AD 10**

**Scapegoat**

Spring 2014

Prof. Sanders

The scapegoat, however unwillingly, has played a role in human culture since the earliest times. 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. Tracking 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 used as a scapegoating device.

**COREA-AD 12**

**Catastrophe**

Fall 2013

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?

**COREA-AD 15W**

**Maps**

Fall 2013

Prof. Hudson

Writing Intensive

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 interpreted 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.

**COREA-AD 16**

**Men and Machines**

Spring 2014

Prof. El Saddik

The course explores how technology has influenced the arts and investigates the use of technology by artists over the ages. “Media arts” and other concepts such as “digital arts” are discussed as modern manifestations of the merging of technology with art and media. A broad historical, cultural, and technological understanding of main achievements of use of media in relation to arts is provided. New technologies and their use and influence on media and arts are surveyed.

**COREA-AD 17J**

**Nature of Code**

Crosslisted with Interactive Media and Technology

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

**COREA-AD 18**

**Ritual and Play**

Spring 2014

Prof. Scehchner

Underlying performances of all kinds—theatre, dance, music, the performances of everyday life, sports, and popular entertainments—are ritual and play. These must be understood from multiple perspectives. The 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 used as a scapegoating device.

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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 Taqzyeh of Shi`a Islam, the Ramília of Hinduism, the Olympic Games, Noh Drama of Japan, American baseball, “deep” and “dark” play.

COREA-AD 19 Communication and Technology

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 the ability 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.

COREA-AD 20 Renaissance Orientations

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.

COREA-AD 21 Gesture in Speech, Poetry, Music, and Dance

Spring 2014

Prof. Feldman

Crosslisted with Music

Gesture lies at the interface of the verbal and the non-verbal in human communication and expression. Through bodily movement, intonation, and stress gesture can transcend the distinctions between normal speech, poetry, song, and dance. Gaining a deeper understanding of the multiple meanings of gesture in a variety of media across different cultures enables the student to approach fundamental means of human expression, and to learn to recognize constants in human communication within the myriad of culturally specific conventions of language, prosody, music, and dance.

COREA-AD 22 Inventions

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 rise of inventions has changed 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.

COREA-AD 23 Rhythm

Fall 2013

Prof. Toussaint

Rhythm has been described as patterns of events in time and space, and is a prominent feature of life and learning. This interdisciplinary course examines what rhythm is and how it manifests itself in a wide variety of domains that range from music traditions spanning cultures across the globe and throughout history, to how it emerges in, and is informed by, areas such as mathematics, computer science, music theory, music technology, biology, psychology, linguistics, sociology, evolution and human migrations, chemistry, crystallography, nuclear physics, calendar design, radio astronomy, architecture, computer graphics, and the visual arts. Students read from books and journal articles, solve problems, listen to music, drum with their hands on their desks, learn how to use computer software systems to analyze as well as generate rhythms, solve puzzles of musical time patterns, and write on a variety of topics. They complete an individual research project that showcases the application of knowledge in their selected discipline and culture to an open question concerned with rhythm. They discuss progress on their projects during the term, and present their results to the class at the end of term. No computer programming experience or musical training is required.

COREA-AD 24 Conviction and Doubt

Fall 2013

Prof. Segal

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

COREA-AD 25 Idea of the Exotic

Spring 2014

Prof. Shohat

Desert Odysseys, Dark Continents, Virgin Lands, Harem Fantasies; this interdisciplinary course explores the role of visual culture in shaping our outlook of “other” geographies and cultures as “exotic.” We analyze the role of the diverse technologies in mediating between distant geographies, and making the unknown known. Moving across various texts, arts, media, and institutions—museums, maps, photographs, films, TV programs, and digital spaces—the course reflects on how our imagination of ourselves is intertwined with the ways that we imagine other places. The reading includes: Daniel Defoe, Robinson Crusoe; Mark Twain, The Innocents Abroad; David F. Dorr, A Colored Man Round the World; Jules Verne, Around the World in Eighty Days; and The Letters of Gertrude Bell.

COREA-AD 26W Ways of Seeing: Colonialism, Race, and Multiculturalism

Spring 2014

Prof. Stam

Writing Intensive

This seminar is devoted to the interrelated issues of colonialism, postcolonialism, comparative race, and multiculturalism as apprehended through diverse disciplines, media, and colonial histories. Throughout our focus will be comparative, transnational, and transdisciplinary, mingling the theories and methods of media studies, literary studies, philosophy, and social studies. The goal is to reflect in a polycentric way on a multicultural world still shaped by the legacies of (post) colonialism, as reflected, refracted, translated, and resisted by the media.

COREA-AD 27 Creativity and Innovation

Spring 2014

Prof. Cook

This course probes the heuristics of human innovation as understood by ancient and modern inventors and philosophers. The central questions of this course are the following: What are the sources, requirements, and factors that influence human ingenuity? Is creativity a gift or a skill? How does creativity differ from innovation? To address these questions, we consider the earliest human inventions such as spears and simple tools technological innovations that affected the course of human history and inventions that shape our modern world. Throughout the course, a strong emphasis is placed on developing a personal philosophy and methodology for creativity.

COREA-AD 28 Fame

Spring 2014

Prof. King

Historian Leo Braudy notes that: “the history of a fame is also the history of the shifting definition of achievement in the social world.” We will track early discourses of heroism and immortality from Alexander the Great to today’s reality celebrities like Kim Kardashian. Beginning with concepts of fame in antiquity, we investigate Virgil’s The Aeneid, Homer’s The Odyssey, and Shakespeare’s King Richard III. The rise of contemporary stars across film, television, and theatre raises questions about the ways in which celebrities help manage historically conditioned categories of classification, such as gender, sexuality, race, class, and nation-ality. Case studies of non-Western celebrities, highlighting the formatting of modern stardom in Asia (Jackie Chan and Jet Li), Africa (Fela Kuti), and the Middle East (Umm Kulthum).

COREA-AD 29 Performing Body in History

This class examines the representation and theorization of the human body as evident in acting theory and performance practices. We will be particularly attentive to the international circulation of ideas of the body. To what extent are the commentaries of Ibn Rushd (Averroes) on Galen and Plato important to Renaissance Europe’s understanding of the performing body? How has Tadashi Suzuki’s interest in Noh, Kabuki, and Ancient Greek theatre informed his collaborations with major figures of the European theatre? Authors will include: Ibn Rushd, Plato, Zeami, Shakespeare, Diderot, Coleridge, Leigh Hunt, Brecht, and Suzuki.
Imperialist Nostalgia
by Edward

This course considers representations of social variety of philosophers, scientists, anthropologists, writers, visual artists, filmmakers, and performers. Some of the examples are films, such as Lawrence of Arabia, Mother India, Xala and Al Za’eeem; plays such as The Road, Al-Malik huwa i-Malik, and St Joan; photographs by Annie Liebovitz, Brian Duffy, and Youssef Karsh. Basic semiotic, materialist and reception theories will offer prisms for our study. Key essays such as Postcoloniality and the Artifice of History; Who Speaks for the Pastness of India by Dipesh Charkravorty, Figures of the Pose by Harry Berger, Imperialist Nostalgia by Renato Rosaldo, and Theorizing the Male Gaze by Edward Snow are read side by side videos of performances, films, and slides of photographs.

CORE-A 31W Machine Dreams
Machines have provided the means for artists to dream different worlds into existence. Machines impact how we structure our thoughts, our language, and even our bodies. We will examine how writers, visual artists, filmmakers, and performers have creatively engaged both obsolete and emerging technologies to carve out obscure, phonographs, photocopiers, projectors, telephones, computers, and satellites—to communicate shifts in how we perceive time, movement, space, similarity and difference among human beings, and operations of political power. We study a variety of philosophers, scientists, anthropologists, cultural theorists, visual artists and playwrights including Horace, Euripides, Walter Benjamin, Donna Haraway, Michael Taussig, David Hockney, Ingres, Vermeer, Caravaggio, Chuck Close, films by the Lumiere Brothers and Jean Rouch, Apple Computer television commercials, and web-based performance/installation art by Stelarc, Electronic Disturbance Theatre, Emily Jacir, and Ai Weiwei.

CORE-A 32 Identity: Text, Image, and Place
Spring 2014
Prof. Al Ghaussein
The course explores how image-based representations, written texts, and aspects of the built environment reflect certain conceptions of identity. The course considers paintings, photographs, video, ego documents, and journals. We focus on artistic practices that examine and/or demonstrate personal or preconceived notions of identity through acts of self-representation. Our questions include: Why do artists from a particular region privilege certain issues over others? What externalizing circumstances may influence an artist’s practice? How do artists consider identity through examination of place? What role does gender or gender stereotypes play in the production of art? How do artists represent themselves in order to challenge gender or cultural stereotypes? We explore several media and methods of self-representation in artistic practice. Basic visual criticism techniques and theory is introduced in order to understand and differentiate between a wide range of artistic practices and intentions. The course considers artists from the U.S.A., Europe, the Middle East and Asia, and includes visits to local galleries and artist studios.

CORE-A 34 What Is Music?
Spring 2014
Prof. Gueddes
Crosslisted with Music
This course analyzes what we understand as “music.” Drawing on music of different styles from all over the world, we explore what constitutes musical meaning, how it is produced, and how music expresses feelings. Taking advantage of the multicultural nature of NYUAD, we consider the cultural and universal mechanisms at play when we listen and understand music. A lab portion of the class guides students through basic musical elements such as notation systems, scales, and simple compositional techniques.

CORE-A 35 Lies and Lying
Fall 2013
Prof. Capti
Lying is an integral part of human communication. It is only in contrast to lies that we are able to construct the concept of truth and “choose” our perception of reality. From white lies and exaggerations to advanced techniques of persuasion such as propaganda and brainwashing, this course examines the psychological, philosophical, ethical, and social aspects of several contexts in which lying commonly occurs: art, culture, literature, science, politics, advertising, journalism, relationships, digital world, and history. We discuss and analyze the motives, techniques, technology, and outcomes of some of the biggest lies and liars throughout history, from mythological gods in ancient Greece through fake alchemists in the Islamic Golden Age to contemporary schemers. We study examples of lying in texts, films, biographies, cartography, visual arts, internet, social networking, mass media, advertisement as well as guest liars and lying experts.

CORE-A 36W Death: Myths, Histories, Metamorphoses
Fall 2013
Prof. Bravo
Writing Intensive
Death is a universal fact of human life, powerful defining the exigencies of our experience. From ancient times until the present, artistic works have registered changing attitudes towards death in the stories they tell. In this seminar, we examine artistic responses to mortality across a wide range of historical and cultural contexts— including in the myths of Orpheus and Osiris, the Epic of Gilgamesh, and the text of the Ramayana; the poetry of Darwish, Neruda, and Rilke; stories by Tolstoy, Mishima, and Benjamin; and music of Dowland, Wagner, and Adams. Selected films and plays including the No Drama of Japan, also are considered. Students develop a collaborative or individual artistic project and related critical paper demonstrating their engagement with the topic.

CORE-A 37W Staging the Self
Spring 2014
Prof. Martin
Writing Intensive
This course examines the representation of personal experience in its biographical and autobiographical forms in the arts with a focus on performance. We pay particular attention to the ways in which personhood is aesthetically, psychologically, and politically theorized in different contexts. What does an individual’s experience represent in specific art works? How is the relationship of individual experience to collective experience reconstructed in different arts works? Can individual experience portray collective historical reality? Should we understand an artist’s oeuvre in relation to their personal life? In what ways do individual art works bestow human experience with specific epistemologies and with social and historical realities? Texts for the course include works by Irving Goffman, Errol Morris, Erik Erikson, Joseph Roach, Freddie Rokem, Deirdre Heddon, and selected plays, films, and museum displays.

CORE-A 38J Memory
January Term 2014 (Berlin)
Prof. Neuber
Memory is a dynamic process influenced by internal and external factors. Internally, a person’s individual memory content is overwritten each and every time something is remembered. Externally, memory is determined by social practices and, not least, our physical environment, shaping what may be called social or collective memory. The stability of the physical environment is a guarantor of an individual’s memory and, by implication, identity, to a much greater extent than individual memory itself; it was as early as 2000 years ago that the nexus of the urban space and a stable memory was established (Cicero, Quintilian). The class focuses on theoretical concepts of memory in the fields of the arts, technology and invention in antiquity and the 20th century (Warburg, Halbwachs, Nora), discusses a novel that satirically memorises the fall of the Wall (Brussig) and three trips that exemplify the concepts of social/collective memory based upon the urban space of Berlin (the replacement of the GDR Palace of the Republic by a reconstructed City Palace, Holocaust Memorial, Sinti and Roma Memorial, Jewish Museum, book burning memorial, Berlin Wall, Berlin Museums, the Third Reich Germania project).

CORE-A 39 Tools
Fall 2013
Prof. Fitzgerald
We are habituated to think of tools as physical objects that facilitate utilitarian actions. Pencils, glassware, and hammers are tools of this type. However, the definition of a tool can be expanded beyond material objects, to include things like storytelling and the internet. Tools can facilitate interpersonal interactions and enable intimate communication, yet have no physical manifestation. This course studies the invention and use of tools across cultures and time. We examine a large number of examples, starting with languages, moving through tools like the wheel and metalwork to modern tools like software and network topologies, asking how our choice of tools changes the way we think about our goals.
This course provides a gentle introduction to the natural 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.

COREI-AD 13
Mutations and Disease
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 prognoses of some human diseases and syndromes. Laboratory projects, which focus on the introduction to computer modeling, emphasize visualizing in a three-dimensional environment the normal and altered macromolecules associated with some common but complex human maladies.

COREI-AD 15J
Microbes, Meals, and Metagenomics
Offered every other January Term (Abu Dhabi)
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.

COREI-AD 16
Where the City Meets the Sea: Studies in Coastal Urban Environments
Spring 2014
Prof. Burt
Laboratory included
Crosslisted with the Environment
Over half of the human population lives within 100 km of a coast and coastlines contain more than two-thirds of the world’s largest cities. As a result, the world’s natural coastal environments have been substantially modified to suit human needs. This course uses the built and natural environments of coastal cities as laboratories to examine the environmental and ecological implications of urban development in coastal areas. Using data from multiple coastal cities, student teams use field-based studies and Geographic Information System (GIS) data to examine patterns and processes operating in coastal cities. This course uses the local terrestrial, marine, and built environments as a laboratory to address these issues, and team projects requiring field work form a core component of the learning experience. As part of the NYU Global Network University initiative this course is being offered simultaneously in several NYU sites globally and students are collaborating extensively with students from their sister campuses through the duration of this course.

COREI-AD 17
Domain of Crystals
Spring 2014
Prof. Rabehe
Laboratory included
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 structural 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.
and other energy-related issues that are central to the ideal of a sustainable society. The future social and technological advancements and prosperity of mankind are directly linked to renewable energy resources, which are rooted in the quest for new, advanced functional materials with superb physical properties. The course provides a holistic overview of the current issues with inexpensive energy resources and the challenges with alternative energies. It provides the creative input of students and includes undergraduate research projects, field work and brainstorming discussions aimed at possible alternative solutions.

COREI-AD 30
The Mind
Sprin2014
Prof. Almeida
Laboratory included
This course explores the perennial question, how does the mind work? We learn how philosophers, computer scientists, neuroscientists, psychologists, and linguists have answered this question. We consider several stimulating but demanding questions about the nature of the mind and try to understand how the mind enables such things as perception, thinking, and behavior. We review the historical and scientific developments that led to the contemporary consensus that the human mind is fundamentally a computational organ and examine some of the challenges that this view poses to our commonsense understanding of certain attributes, like consciousness and free will, that we ascribe to ourselves as human beings.

COREI-AD 34
From Vision to Visual
Fall 2013
Prof. Gambis
Laboratory included
How does the “visualize” vision? This course examines the scientific tools developed to study the visual system and highlights the visualization methods that are now integral in communicating scientific research. Today, scientists are required to be well-versed in visualizing their data due to the increasing demand to encapsulate research data in imagery or short videos. Students learn about the visual techniques used to paint cellular life. They address questions about visual perception: How do retinal cells detect and respond to signals in the external environment? What cues activate the phototransduction cascade? And what is the neuronal circuitry that connects the retina to the brain? In a final project, students are asked to “record” data and present it as a visual narrative.

COREI-AD 35
Seven Wonders of the Invisible World
Fall 2013
Prof. Magzoub
Laboratory included
“ln the year of 1657 I discovered very small living creatures in rain water.” This quote is attributed to Anton van Leeuwenhoek, a Dutch merchant whose skillful use of glass lenses allowed him to peer into a world of microorganisms that would otherwise be invisible to the naked eye. His careful observations gave way to advances in microscopy that have allowed scientists to observe detailed structures of plants, viruses invading cells, intricate crystal lattices, and the seemingly chaotic motion of small particles. In this course, microscopy is explored, first by examining the fundamental optical systems used to magnify objects, and eventually by using sophisticated microscopes to make observations. We explore seven wonders of the invisible world—natural animate and inanimate phenomena that include micro-animals, plant and animal cells, bacteria and viruses, fungi, proteins and naturally-occurring crystals.

COREI-AD 38J
Introduction to Imaging Spectroscopy in the Study of Old Master Paintings
January Term 2014 (Florence)
Profs. Delaney and Spande
Works of art and objects, absorb, emit, and reflect light at specific wavelengths. This gives every object its own unique pattern, known as its spectral signature. Imaging spectroscopy enables us to image these spectral signatures, and the subsequent processing of these images allows the analysis and identification of materials to take place without the need to sample the object. Imaging spectroscopy was developed for the remote sensing of the Earth and more recently Mars, and has in the last decade been applied to the study of works of art in ways not before possible. Students are introduced by a leading imaging scientist to imaging spectroscopy, and apply it to study the materials and working methods of medieval and Renaissance painters. Students are introduced to the fundamentals of the scientific method by examination of several paintings in the Acton Collection at NYU Florence, Villa La Pietra, learn how scientists and conservators work together to interpret the resulting data, and expand their knowledge of the history of art and artists’ materials.

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 emerging world issues and current technology addressed by the natural sciences and mathematics.

COREI-AD 2
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.

COREI-AD 5
Immortality
I want to live forever! Since antiquity, humans have confronted physical immortality in song, literature, theater, and science. Indeed, the alchemists sought an elixir of life with curative powers that would prolong indefinitely the lives of those who consumed it. And even as alchemy gave way to chemistry, and science evolved into a modern discipline that focuses on understanding the natural world through strict rules of experimentation, the notion of immortality did not disappear. In fact, biologists often asked—and continue to ask—the related question: Why must we die? The results are often surprising. This course examines immortality and, by necessity, death, principally from the view of science, but also using literature and film. In doing so, fundamental human concerns are confronted—birth, growth, aging, sickness, and death—as the course explores immortality and the human desire to live forever.

COREI-AD 6
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 Fletcher/Scanlon cloning) and germline 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 issues through the heated debates that each generates in both social and cultural histories and current incarnations.

COREI-AD 8
Knowledge, Inference, Uncertainty, Probability Crosslisted with the Core: Structures of Thought and Society
We often don’t know for sure whether something will happen (or has happened). Probability provides a way of thinking about the uncertain. We 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?

COREI-AD 10
Quantum Theory and Relativity: The Impact of a Scientific Revolution
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.

COREI-AD 11J
State and Fate of the Earth
January Term 2014 (Sydney)
Prof. Volk
Crosslisted with the Environment
What is the current state of Earth in terms of human well-being and human impact on the Earth’s natural systems? Issues such as energy consumption, CO2 emissions, climate change, food production, water, and material fluxes are intricately tied together as a global system. The economic trend of this system
can be used to project a world in 2050 in which the world’s lifestyle will be approximately equal to that of many developed nations today. Will this projected state of the world be possible, given the environmental issues above? Investigating this topic in Sydney gives us perspective from a developed nation with unique climate, resources, and world famous biodiversity. Substantial portions of this inquiry-based seminar require students to compare environmental issues in Australia to those in their home nations, other developed regions, and the world, in order to look at how conditions and solutions in Australia might be generally applicable to shared challenges.

COREI-AD 14

Innovation in the Ancient World
Crassified with the Ancient World
This course probes the heuristics of human innovation in the ancient world. We study the earliest human inventions such as spears and simple tools; ponder the methods that might have been used in the construction of monolithic structures such as Stone Henge, Egyptian obelisks, and Roman aqueducts; and explore examples of technological innovations that affected the course of human history. Throughout the course, the emphasis is on developing personal approaches to creativity and innovation by studying specific examples of these attributes from the ancient world.

COREI-AD 19

Genetics: Successes, Challenges, and Implications for Society
Fall 2013
Prof. Al-Assah
When the gene was discovered and our ability to manipulate it became apparent, a new era in science began. The Human Genome Project, completed in 2003, led to the identification of the gene, and more recently, gene therapy. Genetic modification, and organismal cloning emerged, all with the hope of improving the social, economic, and physical quality of human life. This course travels through the world of genetics and examines the successes, controversies and challenges of genetic research, with a particular focus on the Human Genome Project.

COREI-AD 20W

Atom and Energy
Writing Intensive
Emc2: 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. Argument projected 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 how to control and use the 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.

COREI-AD 21

Serendipity in Science
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 world’s history 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.

COREI-AD 22

Trust, Risk, and Deception in Cyberspace
Spring 2014 (7 weeks)
Prof. Memon
Cyberspace is playing an increasing role in our lives, and our society is rapidly becoming structured around the 24/7 availability and trustworthiness of information systems. We already trust cyberspace with our privacy, national security, physical safety, and digital identities. Maintaining an orderly, peaceful, safe, and productive society will increasingly depend on maintaining trust in information systems. However, trust cannot be realized by technology alone. This course adopts the viewpoint that cyberspace is essentially a social system that relies on important technical components. The course begins with a discussion of trust, risk, and deception as developed in the social sciences and examines how traditional notions apply or fail to apply to interactions in cyberspace. In the second part of the course we examine the technical underpinning of cyberspace and the mechanisms that have been developed to create trustworthy systems. In the third and final part of the course we examine the interplay between the technical and social aspects and see how better policy and systems can be developed to tackle cybercrime, cyberespionage, cyberwar and cyberterrorism. A computer science or engineering knowledge is not necessary for taking this course.

COREI-AD 23

The Copernican Revolution
Before Copernicus, the earth was regarded as the stable center of the universe. Coming to accept the earth’s rotation and motion around the sun was one of science’s greatest shocks to humanity’s understanding of our place in the order of things. We investigate the structure of the theories that preceded Copernicus, and the various sorts of arguments—empirical, conceptual, and even religious—that were made for and against his account. Our aim is to appreciate how scientific theories of the world are constructed, criticized and defended. Texts include relevant parts of Aristotle and Ptolemy’s world and culture and On The Two Chief Worlds Systems. Thomas Kühn’s The Copernican Revolution, Bertold Brecht’s Galileo, and Paul Feyerabend’s Against Method.

COREI-AD 27

Evolution: The Incredible Human Journey
What we consider modern human society represents a tiny and very peculiar blip in the very long history of human beings on this planet. Whether we consider the 10,000 year history of settled civilization, the 200,000 year history of anatomically modern humans, or the 6 million year history of “proto-humans” since our divergence from our closest species relatives, to fully understand human society is to consider those millions of years that have placed us in the unique niche to where we are now. Through an investigation of art, archaeology, psychology, anthropology, and deep history, and with the use of films, myths and scientific research, we explore this epic journey and the legacy that it has left on humanity.

COREI-AD 28J

State and Fate of Biodiversity
Prof. Voel
Crossestted with the Environment
Tropical Africa conjures up thoughts of high biodiversity and relatively low economic development. We use a course site in Africa to study the major principles of biodiversity, such as ecology, biochemical cycles, wildlife population dynamics, and conservation. We also look at human impacts on biodiversity, as affected by economic well-being, through production of energy, food, water, and pollution.

COREI-AD 29J

Causality
Prof. Shasha
When is it legitimate to conclude that A causes B? In human history, causality was sometimes the province of the gods as in there is lightening because a god is throwing bolts at the earth. The introduction of Aristotelian logic permitted the development of deductive logic and the notion of consistency. Because deduction manipulates knowledge but does not add to it, natural science uses induction in which universal causal laws are believed because of experiments at a few times and places. This course begins with a discussion of the history of the arguments for causality, then it embarks on a detailed discussion of certain great experiments and the conclusions that resulted. In the process, we discuss how the progress of science determines what is accepted as a cause, from the “taint” of an ancestral link in the psychical inheritance of a blood. Next, we discuss the inference of causality by machine. Students work on projects involving the construction of experiments (either ones we have discussed or others), the discovery of the laws of a simulated world that the instructor has created, and then playing a game in that world.

COREI-AD 31

From Ancient Cosmology to Science: Chinese, Indian, and Western Traditions
Fall 2013
Prof. Sjursen
This course considers the sources of science in ancient cosmologies. What principles are preserved? Considering the classical Chinese, Indian, and Western traditions, the question of how and to what extent culture determines the paradigms of science is investigated. We begin with formative texts from the Chinese, Indian, and Western traditions, including the Rig Veda, the Upanishads (India), the I Jing, Dao De Jing, and the neo-Confucian synthesis (China) and the pre-Socratic Ionian physicists (Western), then turn to the development of modern science. Representative works of Bacon, Descartes, Galileo, and Newton are read in parallel with seminal texts describing the rise of modern science in China and India. The course is based on a survey of contemporary cosmological theories to see how some ancient ideas are retained in modern science.
This course examines the Earth’s climate and in particular how it evolved in the past and is likely to change in the future. We first consider weather patterns around the globe and ask whether the occurrence of “weird weather” corresponds to the emergence of worldwide disruption. Then we study physical processes, such as radiation, clouds, and wind, that are at the core of both weather and climate, and discuss how human activities can affect them. Finally, we use this understanding to consider predictions of future climate change, the impact on different parts of the globe, possible remedies and how they might be implemented.

**COREI-AD 33**

**Snap Judgments**

*Fall 2013*

Prof. Quadrifogli

Crosslisted with the Core: Structures of Thought and Society

Daily experience attests that the briefest of glances at other people often suffices to furnish a wealth of socially relevant information about them. From minimal visual cues, for instance, we can infer group memberships (e.g., sex and age), emotional states, personality traits, and even a person’s intentions. The dexterity with which humans deduce such knowledge has fascinated ancient philosophers and contemporary thinkers alike. As a result, much thought has been dedicated towards a process that typically unfolds within less than a second. Based on this work, films, literary texts, and scientific evidence are presented to explore the perceptual, cognitive, and emotional mechanisms that underlie common snap judgments in person evaluation. The accuracy of these judgments, their neural foundation, and the societal consequences of rapidly assessing others are discussed.

**COREI-AD 36**

**Disease and Medicine in History: The Challenges We Face**

*Fall 2013 (7 weeks)*

Prof. Oshinsky

Millions upon millions of people, especially children, die each year from preventable disease. This course studies the strategies and campaigns currently underway on the different continents to confront this tragic reality. Along the way, students learn the history of disease, the medical and scientific breakthroughs behind today’s life-saving drugs and vaccines, and the successful campaigns that eradicated massive killer diseases like Small Pox.

and now are moving against the likes of AIDS, Malaria, and Polio. The course focuses, in particular, on the vision, the cooperation, the cultural understanding, and the resources needed to launch medical initiatives around the globe. Students read in a wide range of disciplines, while honing their skills through a series of critical essays and research projects.

**COREI-AD 37**

**What is Light?**

*January Term 2014 (Abu Dhabi)*

Prof. Kahr

This course examines views of light throughout human history. Topics include: classical optics to understand how the rainbow works; pre-modern theories of light and the 300-year battle between its particle and wave nature; how photographers capture and measure light; the relationship of polarization phenomena to the ideals of the French revolution; the effect of new tools for seeing, such as x-ray and electron imaging, on light in photography and modern painting; and the uses of luminescence in molecular biology and genetically engineered art. Ultimately, we wrestle with the “entanglement” of photons and what this reveals about the nature of light and our universe.

**COREI-AD 39**

**Complexity**

*Spring 2014*

Prof. Bramage

Underlying the order of natural systems and the simple rules they would appear to follow, is complexity born from the large number of objects under consideration and the functional connections between these objects at hierarchies of scale. The science of complexity, and goal of this course, concerns how to model such systems as connected networks so that we may understand better how the objects of disparate systems become self-organized, robust to disruption, and connected by links that increase in number/length according to common mathematical power laws. Topics for discussion are drawn from physical (e.g., geology, astronomy), biological (e.g., ecology, medicine), and social (e.g., economy, communications) systems. A consideration of the complexity of our own neural network, evincing conscious and unconscious benefits and hindrances to our behavior, highlights an appreciation for the mechanisms underlying the phenomenon we call creativity, which characterizes our search for new unknowns in science.
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. The courses also instill an awareness of the global interconnectedness of human values and of the need for communication and respect between cultures. In each area of inquiry, courses also respond to the location of Abu Dhabi and enable students to deepen their understanding of Middle Eastern history and culture.

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 scholarly 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 literature from across the globe, written in English or available 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 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.

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 concentration in Anthropology aims to help students gain an understanding of cultural forms and their historical transformations. A concentration in Anthropology requires students to explore the relationship of human universality and cultural specificity, to elucidate the complex cultural, social, and political developments that contribute to an understanding of what it means to be a social being, and to participate in cross-cultural understanding and global citizenship. Students who concentrate in Anthropology gain knowledge of anthropological theories and practice in ethnographic qualitative methodologies, and are prepared for careers in fields as diverse as business, diplomacy, education, journalism, and public service. Courses counting for a concentration in Anthropology must be approved in advance by the Program Head for Anthropology, including courses taken at NYU’s other global sites and courses from the Core Curriculum. In addition to the courses offered at NYUAD listed below, some 120 anthropology electives exist across the NYU Global Network. One course may double count for the concentration in Anthropology. Only one Core course may count for the Concentration.

REQUIREMENTS FOR THE CONCENTRATION IN ANTHROPOLOGY
4 courses, distributed as follows:

1. Introduction to Anthropology
2. 3 electives

**REQUIRED COURSES**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Offered</th>
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<tbody>
<tr>
<td>ANTH-AD 101</td>
<td>Introduction to Anthropology</td>
<td>Offered every year beginning in 2014-2015</td>
<td>Every year</td>
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<td>Offered with a broad overview of the discipline, history, research methods, and selected contemporary issues in the field.</td>
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<td>The approach taken selects key ethnographies and uses them to explore questions of a methodological, theoretical, and substantive nature.</td>
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<td>This course is designed to introduce students to anthropological investigation and to facilitate understanding of how the discipline engages with and represents the everyday realities, challenges, and concerns of the people with whom anthropologists work.</td>
<td>Every year</td>
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**ELECTIVES**

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<th>Course Title</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>ACS-AD 101X</td>
<td>Anthropology and the Arab World</td>
<td>Open to all</td>
<td>Spring 2014</td>
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<td>ACS-AD 203X</td>
<td>Heritage, History, and Memory in the Modern Middle East</td>
<td>Offered every other year</td>
<td>Spring 2014</td>
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<td>CORES-AD 16</td>
<td>Family and Kinship</td>
<td>Crosslisted with the Core: Structures of Thought and Society, SRPP</td>
<td>Occasional</td>
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<td>CORES-AD 22W</td>
<td>Cultures and Modernities</td>
<td>Writing Intensive</td>
<td>Fall 2013</td>
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<td>CORES-AD 25W</td>
<td>Gift and Exchange</td>
<td>Crosslisted with the Core: Structures of Thought and Society</td>
<td>Fall 2013</td>
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<tr>
<td>SRPP-AD 125</td>
<td>Ethnographic Field Research</td>
<td>Offered every year</td>
<td>Fall 2013</td>
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<td>Crosslisted with Arab Crossroads Studies, SRPP</td>
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<td></td>
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<td>Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)</td>
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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 multiple 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.

**ARTS AND HUMANITIES COLLOQUIA**

**AHC-AD 100**

**Varieties of Memory**

Offered occasionally

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 introduces 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.

**AHC-AD 113**

**Before Globalization: Understanding Premodern World History**

Offered occasionally

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 even 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.

**AHC-AD 114**

**Translation as Multimedia Practice and Metaphor**

Offered occasionally

Spring 2014

Prof. Horta

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.

**AHC-AD 115**

**A World Transformed?: The Global “Sixties”**

Offered every third year

This course explores the artistic and intellectual avant-gardes, counter-cultures, and protest movements of the 1960s and 1970s from a global perspective, assessing their impact on individual identities, social and gender hierarchies, domestic politics, and international relations during the Cold War. It traces the history of the various protest movements and the plethora of national experiences with respect to domestic and transnational networks of dissent as well as global imaginaries. Taking into account the aesthetics and performativity of protest, the course examines the role of cultural practices, action repertoires, the media, visual representations, lifestyle and fashion, the politics of memory, and the impact of dissent on political decision-makers and society at large. Course materials draw on the most recent historiography, as well as literature, film, art, music, and oral history.

**AHC-AD 120**

**Art/Science Collisions: Communicating with Data**

Offered occasionally

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

**AHC-AD 123**

**Postcolonial Memory: Representing Cultures of Displacement**

Offered occasionally

With the growing numbers of immigrants and refugees from the Middle East/North Africa in cities such as London, Paris, Berlin, Barcelona, New York, Los Angeles, Montreal, Mexico City, Buenos Aires, and Sao Paulo, the construction of “us” versus “them” can no longer correspond to one geography, simplistically imagined as “over there.” This seminar 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.”

AHC-AD 126
The Age of Warhol
Offered occasionally
At the global art market’s most recent peak in 2007, American Pop artist Andy Warhol (1928–1987) edged out Pablo Picasso to become the world’s highest priced painter at auction. Although he has recently ceded that position to Chinese artists Zhang Daqian (1899–1983) and Qi Baishi (1864–1957), Warhol remains one of the most influential forces in contemporary art worldwide. From his famous Campbell’s soup cans to his enduring aphorism that “In the future, everyone will be world-famous for fifteen minutes,” Warhol’s art and thinking saturate contemporary culture. This seminar uses his diaries and other writing as a base-line against which we examine his 25-year career as a painter, filmmaker, publisher and music producer, TV personality, and artistic mentor and collaborator, as well as his role in the making of global culture today.

AHC-AD 127
Global Text: Moby-Dick
Offered every other year
Is there such a thing as global cultural heritage? This course resitutes Herman Melville’s Moby-Dick—often described as “The Great American Novel”—as a global text that is “worldly” in its outlook and its legacy. The course examines the novel’s relation to Christian, Muslim, and Zoroastrian religious traditions; to Greco-Roman tragedy and epic; to Shakespeare; to Western and Eastern philosophical traditions; and to a variety of European, British, and American Romantic traditions. It also examines the novel’s engagement with the visual arts. The course poses three sets of questions: 1) In what ways was Moby-Dick a “global” text in its own day, adopting a “worldly” approach that transcends its particular local milieu? 2) How has the history of the publication, criticism, and teaching of the novel transformed it into a global cultural work? 3) What is the cultural legacy of the book today throughout a variety of global media forms, including plays, films, novels, operas, and works of visual art?

AHC-AD 128J
Children and Childhood: Medical, Historical and Cultural Perspectives
January Term 2014 (Shanghai)
Profs. Klass and Wolf
Every society cares deeply about its children, but every society cares for its children differently. This global examination of children discusses common themes and cultural variations. We consider child labor, children in cities, children and war, and the changing historical nature of the family in America, Europe, and China. We discuss education and health in global perspective, looking at children in the urban world of the 21st century, with field trips to the Shanghai Children’s Palace, the Shanghai Children’s Hospital, a school, and an orphanage. Each student reports to the class on some particular theme of childhood in comparative cultural perspective.

AHC-AD 129J
Memory and the City: Berlin in 20th-Century History and Literature
Offered occasionally
Crosslisted with Urbanization
One may well call European and especially German history in the 20th century eventful. As the German capital, Berlin saw the transition of the German Empire to a functioning if turbulent democratic state in 1918. The rise of the Nazis to power and their defeat in WW II led to the notorious division of the city which then belonged to two states. When the Berlin Wall came down in 1989, German reunification was imminent. The course engages with Berlin as a city of memory as represented in places and reflected in literature. Visits include: Checkpoint Charlie; the Berlin Wall; the Reichstag; the Olympic stadium and village; the Bauhaus Archive and Museum; and the Gemäldegalerie.

AHC-AD 130J
The Miracle of Florence
Offered occasionally
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 Galilei. 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.

AHC-AD 131J
The Enlightenment and its Institutions
January Term 2014 (London)
Prof. Siskin
With astonishing speed—mere decades in the middle of the eighteenth century—the 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 (1753) or the Royal Academy (1768). Imagine our curriculum without Johnson’s Dictionary (1755) or the Encyclopaedia Britannica (1768). 250 years later, we 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 draw in class.

AHC-AD 132J
Prague, Capital of Europe
January Term 2014 (Prague)
Prof. Beckerman
Prague should have been destroyed during the Second World War, like other major cities in Europe, but somehow it wasn’t. The remarkable survival of this exquisite city allows us to explore Central European history and culture in the context of a completely preserved inner urban core dating back to the Middle Ages. Drawing upon primary source readings, cartography, musical performances, art and architecture, the course illuminates the way crosscurrents of European culture became focused in Prague between 1400 and the present. In addition to academic encounters with such figures as Mucha, Kafka, Mozart, and Kundera, the course includes walking tours around Prague, trips to museums and concerts, excursions outside the city, and interactions with leading local performers and thinkers.

AHC-AD 133J
Idea of the Renaissance in Modern Thought
January Term 2014 (Florence)
Prof. Geroulanos
Ever since the late seventeenth century, thinkers calling themselves “modern” have sought to establish a sense of their relationship to ancient history and thought. Florence has played a major role in these efforts and in the very idea of what modernity is. First, because Florence has remained intimately associated with the Renaissance, and thus with a literary, aesthetic, and scientific return to the Ancients. And second, because it is seen as a birthplace of modern political thought—especially republicanism and the theory of the state. In this class we study the place of Florence in the modern imagination. We follow in the footsteps, both textual and actual, of thinkers who looked back to the past, and even at themselves, through the Florentine lens, and who asked what it means to be modern, to look to “the ancients,” and to look at the Renaissance as a cultural rebirth, by way of the city and its cultural heroes.

MDURB-AD 115J
New York and Modernity
Offered occasionally
Crosslisted with Urbanization
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. 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. Using 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.

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 central to the culture, to what remains and what evolves.

The Film and New Media program offers two concentrations, one focused on practice, the other on history, theory and criticism. Students interested in new media should also consider the related multidisciplinary concentration in Interactive Media and Technology (see pp. 250–251).

Concentration in Film and New Media Production

The concentration in Film and New Media Production requires four courses: Sound, Image, and Story and Concepts of Film and New Media in addition to two production and craft courses. The elective production/craft classes can be a combination of documentary and narrative, editing, and screenwriting or they can have a particular focus to support a possible capstone project. A student should work with an advisor in the Film and New Media program to plan his or her production/craft sequence. Only one course may double-count for the concentration in Film and New Media Production and another major or concentration.

**REQUIREMENTS FOR THE CONCENTRATION IN FILM AND NEW MEDIA PRODUCTION**

4 courses, distributed as follows:

1. Required courses: Sound, Image, and Story; Concepts of Film and New Media
2. Electives in Production and Craft

Concentration in Film History, Theory, Criticism

The concentration in Film History, Theory, and Criticism foregrounds comparative thinking through interdisciplinary and transnational approaches to film and new media. Students develop critical and interpretive skills for understanding documentary, experimental, narrative, and interactive modes of film and new media from around the globe and learn methodological and theoretical models for analyzing film and new media as historically transnational phenomena. The concentration in Film and New Media Studies is ideal for those interested in aesthetic and social aspects of audiovisual and digital media. Only one course may double-count for the concentration in Film History, Theory, Criticism and another major or concentration.

**REQUIREMENTS FOR THE CONCENTRATION IN FILM HISTORY, THEORY, CRITICISM**

4 courses, distributed as follows:

1. Concepts of Film and New Media
2. Electives in History, Theory, and Criticism
## Requirements for the Major

11 courses, distributed as follows:

- **2 Required Courses:**
  - 1 Arts and Humanities
  - 1 from Production
- **Concepts of Film and New Media:**
  - Sound, Image, and Story
  - History, Theory, Criticism
- **6 Electives:** at least 1 from
  - General Elective

## Year 1

### Fall Semester

- **CORE**
- **CORE**
- **PRODUCTION**
- **GENERAL ELECTIVE**

### Spring Semester

- **CORE**
- **CORE**
- **GENERAL ELECTIVE**

## Year 2

### Fall Semester

- **CORE**
- **CORE**
- **GENERAL ELECTIVE**

### Spring Semester

- **CORE**
- **FILM AND NEW MEDIA**
- **GENERAL ELECTIVE**

## Year 3

### Fall Semester

- **CORE**
- **FILM AND NEW MEDIA**
- **GENERAL ELECTIVE**

### Spring Semester

- **FILM AND NEW MEDIA**
- **FILM AND NEW MEDIA**
- **GENERAL ELECTIVE**

## Year 4

### Fall Semester

- **FILM AND NEW MEDIA**
- **GENERAL ELECTIVE**
- **CAPSTONE**

### Spring Semester

- **FILM AND NEW MEDIA**
- **GENERAL ELECTIVE**
- **CAPSTONE**

## Electives: Production

**FILM AND NEW MEDIA COURSES**

### FILM AND NEW MEDIA COURSES

### Requirements for Majors

**FILM-AD 101**

*Sound, Image, and Story*

Offered every semester

Fall 2013, Spring 2014

Prof. Jo. Savio

An intensive and practical production workshop introducing the fundamental principles of storytelling through sound, image, and visual sequencing. Using digital single-lens reflex cameras, that shoot both stills and video, students learn the essentials of cinematic language from composition to editing. Sound can include music, sound FX, and/or voiceover. Character, place, and memoir are explored in the context of the projects assigned. Students work individually as well as in collaboration. A major goal of the course is to develop the ability to work with others, and to understand professional protocol. Projects are edited on Final Cut Pro. Four lab sessions outside of class are mandatory.

**FILM-AD 110 J**

*Single Shot Cinema*

Offered every other year

January Term 2014 (Sydney)

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 how to choreograph one single shot, using smooth and flexible camera movements that express the drama, emotion, and vision of the director.

**FILM-AD 117**

*Directing the Camera I*

Offered every year

Fall 2013

Prof. Sissel

Prerequisites: Sound, Image, Story (FILM-AD 101)

This course focuses on designing and executing the visual elements of a film. Through the universal language of lenses and lighting we learn how these play a central role when working with a set. Students develop the skills to use a motion picture camera in order to tell a good story. The class structure reflects a working film set with emphasis on production. Learning to create a mood advances the ultimate goal of a filmmaker. The heart of visual storytelling is composition: camera placement, camera angles, camera movement, and lens choice. Together with the lighting style a film finds its own unique life. In each class we look at selected scenes from popular films and recreate them. We shoot exercises in the classroom or on location.

**FILM-AD 209**

*Documentary Techniques and Production*

Offered occasionally

A practical introduction to creating compelling stories in which real people are the characters and real life is the plot. The academic study of classic documentaries is combined with craft training and a review of documentary film styles. Practical exercises are assigned weekly. Working collaboratively in small production teams, each
and to encourage students, we examine Terkel and the class examines the approaches of A practical introduction to the basic techniques of theoretical and practical approaches to 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 ideas for helping this transition along both on the Internet and in the traditional broadcast space.

FILMM-AD 214 Developing the Feature
Offered every other year
Spring 2014
Prof. Sanders
Crosslisted with Literature and Creative Writing A workshop devoted to the development of a feature-length screenplay. Topics include the germinal idea, research, the step outline, and the first draft. Students are encouraged to develop original ideas, create memorable characters, construct effective stories and structures, and write provocative dialogues. Students workshop their story ideas and screenplay pages in class.

FILMM-AD 215 Film Techniques: Style and Story
Offered every other year
Fall 2013
Prof. Segal
Prerequisites: Sound, Image, Story (FILMM-AD 101) This course is designed to give student filmmakers more authority in applying techniques to telling a story visually. These techniques include choice of locations, casting, color palette and production design, camera work, lighting, mise en scene, editing, and sound design. Emphasis is given to translating a script into techniques which create a coherent style. The training occurs through weekly exercises (outside of class, with digital camera) and the close reading of film clips from over 42 different films (from the early 1900s to the present) made in over 25 different countries.

FILMM-AD 216 Directing the Non-Actor: Singular Drama
Offered every year
Fall 2013
Prof. Capti
This is a practical workshop that gives students hands-on insight into the process of creating drama in a film using the human capacity to respond emotionally to a fictional situation. Students learn how to direct films that have a precise screenplay and a well-constructed plot in a way that brings non-actors to act out a story without being aware that they are being directed according to a pre-written script.

FILMM-AD 217 Directing the Camera II
Offered occasionally
Fall 2013
Prof. Sissel
Prerequisites: For non-capstone students, Directing the Camera I (FILMM-AD 117). No prerequisites for capstone students.

This course extends the reach of students who have taken Directing the Camera I or its equivalent. It is designed especially for capstone students who are creating 10-12-minute films and will coordinate with the courses Directing the Non-Actor and Writing the Short Screenplay to encourage students to develop multiple skills in their crafting of their capstone project.

MDMED-AD 100 Applications of Media
Offered every other year
Spring 2014
Prof. Fitzgerald
Crosslisted with Interactive Media and Technology

This course considers the convergence of cinema and new media. What happens when film spectators become players of videogames, actors in locative media, or users of new media? What happens to the pleasures (cinephilia) and vulnerabilities (deterioration) of celluloid material as we consider glossy compression formats and VOD (video on demand) distribution? How do the notions of virtual reality and artificial life intersect with “virtual migration” and “gold farming?” What can be learned about CGI (computer generated images) in relation to special effects achieved “in camera” or the optical printer?

Students analyze an array of new media objects from around the world, as well as produce/construct and distribute their own.

FILMM-AD 150 Approaches of World Cinema: 1960 to present
Offered occasionally
Prof. Jeong

This course extends the reach of students who have taken Approaches of World Cinema I (FILMM-AD 150). No prerequisites for capstone students.

This course considers the convergence of cinema and new media. What happens when film spectators become players of videogames, actors in locative media, or users of new media? What happens to the pleasures (cinephilia) and vulnerabilities (deterioration) of celluloid material as we consider glossy compression formats and VOD (video on demand) distribution? How do the notions of virtual reality and artificial life intersect with “virtual migration” and “gold farming?” What can be learned about CGI (computer generated images) in relation to special effects achieved “in camera” or the optical printer?

Students analyze an array of new media objects from around the world, as well as produce/construct and distribute their own.

FILMM-AD 151 French New Wave Cinema
Offered occasionally
Prof. Stam

This course offers an historical/critical overview of one of the most influential film movements in the history of cinema—the French New Wave. After examining the philosophical underpinnings of the New Wave in philosophical existentialism (Jean-Paul Sartre, Simone de Beauvoir) and the movement’s theoretical underpinnings in the film criticism of Cahiers du Cinema, we examine a chronological series of films by the Cahiers directors (Truffaut, Godard, Chabrol, Rohmer), the Left Bank directors (Resnais, Duras, Varda, Marker), and Cinema Verite (Rouch, Morin). While focusing on the films themselves, we also take a cultural studies approach by seeing the films as part of a broader artistic and mediatic spectrum. Themes of the course include: first-person “auteur” cinema; artistic modernism and film; the revolution in film
Throughout our focus is comparative, transnational. 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.

FILMM-AD 221 The Box: TV to Webisode
Offered occasionally
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.

FILMM-AD 222 Comparative (Post)Colonialism: Media and Representation
Offered occasionally
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.

FILMM-AD 224 History and Practice of Editing
Offered every third year
Spring 2014
Professor Copti
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 might include: the theory and practice of montage in the works of Griffith, Gance, and the Russian School (Kuleshov, Pudovkin, Eisenstein); the emergence of classical Hollywood style; the impact of sound upon editing, the theory and practice of the long take (from Welles to Sukarov); the impact of wide-screen format; the influence of video editing and digital media upon new forms of montage in the cinemas of Hollywood, Bollywood, and beyond. Students learn and practice editing techniques.

FILMM-AD 225 History and Theory of Film
Offered occasionally
Spring 2014
Professor Copti
This course surveys film and media studies from various theoretical perspectives: aesthetic, psychological, socio-cultural, and technological. It explores major concepts and issues of visual representation and spectatorship in old and new cinematic media. These are applied to and tested by a diverse, transnational set of films to be screened. Students learn to critically use and creatively develop intellectual approaches to the image.

FILMM-AD 226 Indian Cinema
Offered occasionally
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.

FILMM-AD 227 Interactive Screens and Cinematic Objects
Offered occasionally
What does it mean to create interactive cinema? What are its limits and possibilities? Are we talking about cinema that is narrative, formal, symbolic, or vestigial? How does interactivity impact narrative perception, rhythm, and arc? Is the interface user-driven or machine-driven? Multilinear or singular? Screen or object based? Do we want to work for our stories? Is it possible to make profound or emotional narrative work in a multilinear or interactive environment? The creation and evaluation of work in this class 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.

FILMM-AD 228 New Media Ecologies
Offered occasionally
Prof. Hudson
If one vector of globalization is accelerated homogenization—McDonaldization, Hollywoodization, Googlization—another vector is expanded diversity of media: amateur, ambient, activist, commercial, documentary, experimental, indigenous, locative, and tactical media. This course examines new media ecologies of digital technologies and distributed networks deployed in production, distribution, and exhibition in Africa, Asia, Latin America, indigenous nations, the Middle East, North America, and transnational collaborations.

FILMM-AD 230 Video for New Media
Offered every third year
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 an introduction to interactive video software such as Jitter. Through a series of weekly experiments and assignments, students gain experience with video blogging, short format documentary style, and interactive video installations. Previous video experience is not required and experimentation is highly encouraged.

FILMM-AD 231 The World Through the Documentary Lens
Offered every third year
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, 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.

FILMM-AD 232 Film and Media Theory
Offered every other year
Spring 2014
Prof. Jeong
This course surveys film and media studies from various theoretical perspectives: aesthetic, psychological, socio-cultural, and technological. It explores major concepts and issues of visual representation and spectatorship in old and new cinematic media. These are applied to and tested by a diverse, transnational set of films to be screened. Students learn to critically use and creatively develop intellectual approaches to the image.

SRPP-AD 132 Political History Through Films
Offered occasionally
Crosslisted with SRPP
History is the study of human experience, considered in relation to time and place. It is also a method of thinking characterized by its attention to the contexts in which people live and work. Students of history enter into an exciting world of debates about how best to understand past human experience—cultural, social, economic, and political—and the implications of different historical understandings for the present. Rethinking and revising accepted historical conclusions is one of the most important and compelling tasks of the historian.

The History major at NYUAD is itself designed to rethink and revise conventional features of the discipline. Students select from a range of courses that are roughly commensurate with global human experience. They also pursue historical study across a range of chronological and geographical scales—from short to long durée and from globally thematic courses that explore connections and comparisons among world regions, to regionally focused courses that offer an in-depth exploration of four long-standing zones of human interaction and imagination:

**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, 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.

Students wishing to develop regional expertise with regard to the history of Abu Dhabi and the U.A.E. can do so by taking courses in the Indian Ocean and Mediterranean World categories; many of these regional courses also include experiential learning opportunities in the form of class trips.

All History majors develop a foundation of knowledge that is both genuinely globally comparative and regionally grounded. They also acquire the theoretical and methodological tools necessary to undertake their own historical research, using primary documents in ways that meet the highest intellectual standards. They learn to find, analyze, and interpret many different kinds of evidence; to organize it into a coherent whole; and to present it clearly in written or oral form. Having mastered historical methods of research and thinking, majors graduate well prepared for advanced study and teaching in history, and for the pursuit of many professions including policymaking, law, medicine, teaching, politics, diplomacy, and business.

History majors are required to take *The Theory and Practice of History* (offered every fall semester) and a minimum of seven elective courses distributed as follows: at least one global thematic course; at least two courses in two 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. Certain History courses may count towards more than one regional field within the major, but a single course can only fill one field. Courses in the Core Curriculum or other concentrations may also count toward the major if approved by the student’s mentor. The capstone project is a two-semester sequence during senior year. Double majors writing their capstone project in a different program are required instead to take two additional history electives.

**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. The concentration requires four courses as listed below.

All courses at NYU’s global sites that a student wishes to count towards the concentration in History must be approved in advance by the student’s mentor. The capstone project is a two-semester sequence during senior year. Double majors writing their capstone project in a different program are required instead to take two additional history electives.

**REQUIREMENTS FOR THE CONCENTRATION IN HISTORY**

4 courses, distributed as follows:

1. Global thematic course
2. Courses in a single regional area
   - (Indian Ocean, Asia-Pacific, Atlantic, or Mediterranean)
3. Elective
**REQUIREMENTS FOR THE MAJOR**
10 courses, distributed as follows:

1. Required Course: Theory and Practice of History
2. Electives: 1 Global thematic course; 2 courses in different areas; 1 pre-1800 course

**HISTORY COURSES**

**REQUIRED FOR MAJORS**

**HIST-AD 100**
Theory and Practice of History
Offered every fall
Fall 2013
Prof. Roth
What is history? This course offers an introduction to theories and practices of history drawn from different parts of the world. It considers the utility of such different historical sources as written documents, excavated artifacts, oral histories, and visual culture and how to balance contradictory accounts of the same event. Recommended for declared history majors during junior year.

**ELECTIVES: GLOBAL THEMATIC COURSES**

**HIST-AD 110**
Global Cold War
Offered every other year
Spring 2014
Profs. Kinasirova and Klimke
The subject is the Cold War as global conflict. The course focuses on Europe and the Third World, as well as on the United States and the Soviet Union. It examines issues in international politics and diplomacy, nuclear rivalry and the culture of the bomb, Cold War economic competition and development policies, and the impact of the Cold War on culture and gender in various countries.

**HIST-AD 111**
Global Environmental History
Offered every other year
Prof. L. Minsky
Crosslisted with the Environment
Global Environmental History is a course that offers an overview of global environmental history with a focus on the period from 1500 C.E. to the present—a time marked by a dramatic intensification in the use of land, water, and energy resources around the world. Our central goal is to understand the relationship between globalization, natural resource use, and environmental change, and to explain how this relationship unfolded (and continues to unfold) differently in major world regions. This course assumes no background knowledge in either world or environmental history.

**HIST-AD 112**
Global History of Medicine
Offered every other year
Prof. L. Minsky
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.

**HIST-AD 115**
Topics in Global History: Empire, Decolonization, Nationalism
Offered occasionally
Fall 2013 (7 weeks)
Profs. Goswami and Grandin
This class examines the global history of empire and decolonization, focusing on the case studies of the Spanish Empire and the British Empire in South Asia. We consider both colonial projects of rule, and the nationalist movements that emerged against them, helped create the ideas and institutions associated with liberalism and democracy. The course uses scholarly writings in conjunction with political manifestos, novels, and films to examine shifts in society, culture, and economy across these empires from different perspectives: colonial agents, religious groups, the middle and educated classes, women and peasants, and the many-faceted struggles for independence.

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

HIST-AD 141 Eurasian Empires
Offered occasionally
This course explores empires that have emerged, expanded, and competed in Eurasia. Topics include the Turkic, Xiongnu, and Mongol empires; their 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.

HIST-AD 142 Silk Roads Past and Present
Offered occasionally
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. While they covered, corresponding to most of today’s Central and Inner Asia, remains a contested area drawing global attention from various powers vying for control.

HIST-AD 143 Topics in Asia-Pacific History
Offered occasionally
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.

HIST-AD 144 Food and Drugs in Chinese History
Offered occasionally
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 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.

HIST-AD 146 Empires and Imperialism in East Asia
Offered every other year
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.

HIST-AD 147 Environmental History of China
Offered every other year
Spring 2014
Prof. Swislocki
This course examines topics in the history of the environment in China, as well as problems in the ethnology of environmental history. We begin by inquiring into the question of “China’s Environmental Crisis,” viewed from a variety of historical perspectives. We then turn to alternative ways of asking questions about the “environment” in China. Topics include cultural perceptions of nature, human-animal relations, the politics of water rights and pollution, the ecology of disease, the concept of biodiversity, and many other factors contributing to the transformation of nature into a shared and contested resource.

HIST-AD 148 Asian Borderlands
Offered every other year
Spring 2014
Prof. Swislocki
How do we write the histories of peoples and places without states, societies that lie within the “borderlands” between larger powers? The course examines ways of writing histories of the multicultural regions within borderlands connecting China with other sovereign states, raising questions about the heuristic limits of key historical categories like nation, state, and citizenship, and of alternative notions of political and cultural community.

ACS-AD 205J Arab Crossroads in China
January Term 2014 (Shanghai)
Prof. Ben-Dor Benite
Crosslisted with Arab Crossroads Studies
MDURB-AD 124J Urban Form of Shanghai
January Term 2014 (Shanghai)
Prof. Swislocki
Crosslisted with Urbanization
This course offers a historical investigation of the Americas and the ways these have shaped the world.

HE-AD 161
Islam in Africa and the Americas
Offered every third year
Introduction to the religion of ruling elites throughout much of the western Sudan, and the foundation for significant urban development in East Africa. This course examines 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.

HE-AD 162
Topics in Atlantic History
Offered occasionally
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; and slavery in the Americas; the New Deal; and others.

HE-AD 163
Ideas into Ideologies: Nineteenth-Century German Ideas and Their Global Legacies
Offered every third year
Prof. A. Minsky
What makes ideas historical? How do ideas travel beyond their originating contexts and become embedded in different temporal, linguistic, and cultural settings, often with vastly unexpected consequences? How do intellectuals feature as cultural agents and producers of ideology in such processes? The course explores these and other issues by following the trajectories of some influential ideas articulated in German letters during the “ks nineeenth Century” (1789-1914) and seeks to explain the diverse European and global legacies they inspired during and after this period. Focusing on the interplay between theory and practice, the course investigates how such ideas changed in the course of their dissemination, appropriation, and re-interpretation, in ways that radically transformed the modern world.

HE-AD 167
The United States in a Transnational and Global Perspective 1: America and the World until 1898
Offered every other year
Prof. Klimke
Rethinking the traditional narratives of U.S. history, this course explores America’s past from a transnational and global perspective. Chronologically, it covers America’s interaction with the wider world from the earliest European settlements to the Spanish-American War of 1898, examining the Colonial Period, the Revolutionary War, the founding of the republic, the War of 1812, westward expansion, as well as the Civil War, the abolition of slavery, and Reconstruction. Readings and classroom discussions focus on the major political, economic, and cultural forces that shaped the process of American nation-building, revisiting the allegedly “exceptional” elements of U.S. history in relation to networks, identities, and events that transcended the nation-state.

HE-AD 168
United States in a Transnational and Global Perspective 2: America and the World Since 1898
Offered every other year
Spring 2014
Prof. Klimke
Examines the history of the United States as a global power leading up to World War II, the progressive reform movement, the Great Depression and the New Deal, World War II, the Cold War, the African American civil rights struggle, the political turmoil of the 1960s, Watergate, as well as the “conservative revolution” of the 1980s, the end of the Cold War and America after 9/11. Readings and classroom discussions focus on the major political, economic, and cultural forces that shaped the “American century” and the country’s present, reevaluating the allegedly “exceptional” elements of U.S. history in relation to networks, identities, and events that transcended the nation-state.

REGIONAL COURSES: MEDITERRANEAN WORLD

HE-AD 171
The Ancient Mediterranean World
Offered occasionally
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; premodernity; Western expansion to Eastern Mediterranean, 11th-15th centuries; Napoleon; modern Greek history; Israel and Palestine; and others.

HE-AD 172
The Crusades
Offered every other year
Crosslisted with Arab Crossroads Studies
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.

HE-AD 176
Topics in Mediterranean History
Offered occasionally
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; premodernity; Western expansion to Eastern Mediterranean, 11th-15th centuries; Napoleon; modern Greek history; Israel and Palestine; and others.

HE-AD 177
The Crusades
Offered every other year
Crosslisted with Arab Crossroads Studies
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.

HE-AD 178
Topics in Mediterranean History
Offered occasionally
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; premodernity; Western expansion to Eastern Mediterranean, 11th-15th centuries; Napoleon; modern Greek history; Israel and Palestine; and others.
TOPICAL RESEARCH

HIST-AD 298-299
Directed Study
Offered by application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

CAPSTONE

HUM-AD 400-401
Capstone Research Project (2 Semesters)
Offered every year starting 2013–14
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.

LANGUAGE

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. 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. For these many reasons, students are strongly encouraged to study a language other than English while at NYUAD.

Languages offered at NYUAD through regular coursework are Arabic and Chinese. By studying Arabic, students encounter and begin to grasp the first language of Abu Dhabi and the region. Classroom learning is enhanced by opportunities to apply language skills in the community and to travel to other Arabic-speaking countries. Students of Chinese are able to spend at least a semester at NYU’s other portal campus in Shanghai and 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. Non-credit language courses are also offered in French, Spanish, German, and Italian. With approval of the Dean of Arts and Humanities, students may petition to study certain ancient or so-called non-living languages (for example, Latin) offered at NYU New York through special tutorial agreements. Non-credit tutorials can also be arranged in Abu Dhabi for a variety of world languages.
Concentration in Arabic
The goal of the Concentration in Arabic is to provide students with the proficiency to understand and use the Arabic language. The Concentration in Arabic is useful for many careers and academic specializations that require practical fluency in both Modern Standard Arabic and Colloquial Arabic. Students who elect to pursue the concentration are required to take the following three courses: Intermediate Arabic (or equivalent), Colloquial Arabic (or equivalent), and Arabic Cultural Explorations. The concentration in Arabic is open only to students for whom Arabic is not the first language. However, exceptions will be made for native speakers who received no formal schooling in Arabic.

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

1. Intermediate Arabic (or equivalent)
2. Colloquial Arabic (or equivalent)
3. Arabic Cultural Explorations

English
Students are required to achieve mastery in English. For many students, English is a second, if not a third language. All students will graduate from NYUAD with sophistication not just in writing, but in all aspects of communication. To that end, NYUAD provides a series of courses that help students achieve near-native fluency and expertise in English language expression. Such courses recognize the close connection between culture and language and take into account how the cultural background of students influences their style of expression and class participation. Instructors thus use an interactive approach to language learning in order to maximize student input. The foundation course of the language series, Analysis and Expression, 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 Writing Center, where instructors are trained in teaching English as a second language, and in advanced courses. Periodic language assessments monitor the progress of students to assure they are on track to reach the goal of advanced proficiency in English.

Language Courses

Arabic

ARABL-AD 101
Elementary Arabic 1
Offered every fall and spring
Fall 2013; Spring 2014
Arabic language faculty
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.

ARABL-AD 102
Elementary Arabic 2
Offered every fall and spring
Fall 2013; Spring 2014
Arabic language faculty
Prerequisites: Elementary Arabic 1 (ARABL-AD 101) 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.

ARABL-AD 201
Intermediate Arabic 1
Offered every fall and spring
Fall 2013; Spring 2014
Arabic language faculty
Prerequisites: Elementary Arabic 2 (ARABL-AD 102) 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.

ARABL-AD 202
Intermediate Arabic 2
Offered every fall and spring
Fall 2013; Spring 2014
Arabic language faculty
Prerequisites: Intermediate Arabic 1 (ARABL-AD 201) 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.

ARABL-AD 301
Advanced Arabic 1
Offered every fall
Fall 2013
Arabic language faculty
Prerequisite: Intermediate Arabic 2 (ARABL-AD 202) or equivalent
Builds on the skills acquired at the Intermediate level of Arabic study, with emphasis on writing compositions and conducting research.

ARABL-AD 302
Advanced Arabic 2
Offered every spring
Spring 2014
Arabic language faculty
Prerequisites: Advanced Arabic 1 (ARABL-AD 301) or equivalent
A continuing study of Arabic at the Advanced level, with emphasis on writing compositions and conducting research.

ARABL-AD 219
Colloquial Arabic: Levantine Dialect
Offered every other year
Fall 2013
Prof. Kittaneh
Prerequisite: Intermediate Arabic 2 (ARABL-AD 202) or equivalent
Complements the student’s knowledge of Standard Arabic to include proficiency in one of the major Arabic vernaculars, with an emphasis on daily life tasks, conversational fluency, and cultural sensibility.

ARABL-AD 219J
Colloquial Arabic: Emirati Dialect
January Term 2014 (Abu Dhabi)
Prof. Isleem
Prerequisites: Intermediate Arabic 2 (ARABL-AD 202)
A people’s dialect is a representation of their identity and a reflection of their cultural life. Building on the students’ prior knowledge of Modern Standard Arabic, this course introduces the students to the unique aspects that make the Emirati dialect so lively and distinctive. Taught in the oasis city of Al Ain, the course serves as a gateway to accessing intimate aspects of life, culture, and heritage of the Gulf region. Using a bilingual textbook specifically designed by the course instructors to teach Emirati Arabic in formal and informal settings, students learn and experience the target dialect through direct instruction as well as through exploration of Emirati cultural life in folklore, song, film, art, and literature.

ARABL-AD 301
Advanced Arabic 1
Offered every fall
Fall 2013
Arabic language faculty
Prerequisite: Intermediate Arabic 2 (ARABL-AD 202) or equivalent
Builds on the skills acquired at the Intermediate level of Arabic study, with emphasis on writing compositions and conducting research.

ARABL-AD 302
Advanced Arabic 2
Offered every spring
Spring 2014
Arabic language faculty
Prerequisites: Advanced Arabic 1 (ARABL-AD 301) or equivalent
A continuing study of Arabic at the Advanced level, with emphasis on writing compositions and conducting research.

ARABL-AD 101
Elementary Arabic 1
Offered every fall and spring
Fall 2013; Spring 2014
Arabic language faculty
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.

ARABL-AD 102
Elementary Arabic 2
Offered every fall and spring
Fall 2013; Spring 2014
Arabic language faculty
Prerequisites: Elementary Arabic 1 (ARABL-AD 101) 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.

ARABL-AD 201
Intermediate Arabic 1
Offered every fall and spring
Fall 2013; Spring 2014
Arabic language faculty
Prerequisites: Elementary Arabic 2 (ARABL-AD 102) 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.

ARABL-AD 202
Intermediate Arabic 2
Offered every fall and spring
Fall 2013; Spring 2014
Arabic language faculty
Prerequisites: Intermediate Arabic 1 (ARABL-AD 201) 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.

ARABL-AD 301
Advanced Arabic 1
Offered every fall
Fall 2013
Arabic language faculty
Prerequisite: Intermediate Arabic 2 (ARABL-AD 202) or equivalent
Builds on the skills acquired at the Intermediate level of Arabic study, with emphasis on writing compositions and conducting research.

ARABL-AD 302
Advanced Arabic 2
Offered every spring
Spring 2014
Arabic language faculty
Prerequisites: Advanced Arabic 1 (ARABL-AD 301) 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)

ARABL-AD 329

Offered occasionally
Prerequisites: Intermediate Arabic 2 (ARABL-AD 202) or equivalent

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

Elementary Chinese 1

CHINL-AD 101

Offered every fall
Fall 2013

Prof. Shao

Prerequisites: Elementary Chinese 1 (CHINL-AD 101) or equivalent

A continuation of Elementary Chinese 1. The course is designed to reinforce and further develop language skills in Chinese in listening, speaking, reading, and writing as Chinese relates to everyday life situations. The objectives are: to master the Chinese phonetic system (pinyin and tones) with satisfactory pronunciation; to understand the construction of commonly used Chinese characters (both simplified and traditional) and learn to write them correctly; to understand and use correctly basic Chinese grammar and sentence structures; to build up essential vocabulary; to read and write level-appropriate passages; to become acquainted with aspects of Chinese culture and society related to the course materials.

Intermediate Chinese 1

CHINL-AD 201

Offered every fall
Fall 2013

Prof. Shao

Prerequisites: Intermediate Chinese 1 (CHINL-AD 202) or equivalent

This course is designed to further develop proficiency in Chinese 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; to learn to employ basic rhetorical methods; to learn to appreciate stylistic usage of Chinese language.

Advanced Chinese 1

CHINL-AD 301

Offered every fall
Fall 2013

Prof. Shao

Prerequisites: Advanced Chinese 1 (CHINL-AD 302) or equivalent

Continuation of Intermediate Chinese I. Designed to reinforce and further develop students knowledge of formal usage of Chinese language.

Intermediate Chinese 2

CHINL-AD 202

Offered every spring
Spring 2014

Prof. Shao

Prerequisites: Intermediate Chinese 1 (CHINL-AD 202) or equivalent

A continuation of Intermediate Chinese I, focusing on semi-formal usage of Chinese language when discussing more academically-influenced cultural or social topics.

Advanced Chinese 2

CHINL-AD 302

Offered every spring
Spring 2014

Prof. Shao

Prerequisites: Advanced Chinese 1 (CHINL-AD 302) or equivalent

Continuation of Advanced Chinese 1. Designed to reinforce and further develop students knowledge of formal usage of Chinese language.
A major in Literature prepares students for careers that require critical thinking, excellent writing skills, and 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. The Literature major might lead to graduate school and the advanced study of literature but could just as readily be a strong basis for work in journalism, publishing, international relations, public policy, or media.

**Concentration in Literature**

The concentration in Literature enables students to develop expertise in literary scholarship and critical thinking by building on the foundations of the two *Pathways of World Literature Core* 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 are required to take three courses as listed below. Students may count one course in Creative Writing towards their elective requirement. All courses that a student wishes to count towards the concentration, including those taken at a NYU global site, must be approved in advance by the student’s mentor. Only one course may double-count for the concentration in Creative Writing and another major or concentration.

**REQUIREMENTS FOR THE CONCENTRATION IN LITERATURE**

3 courses, distributed as follows:

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

**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, including those taken at a NYU global site, must be approved in advance by the student’s mentor. Only one course may double-count for the concentration in Creative Writing and another major or concentration.

**REQUIREMENTS FOR THE CONCENTRATION IN CREATIVE WRITING**

4 courses, distributed as follows:

1. Introduction to Creative Writing
2. Creative Writing Electives
**LITERATURE COURSES**

**REQUIRED FOR MAJORS**

LITCW-AD 101
**Critical Theories and Methods of Literary Studies**
Offered every other year
Fall 2013
Prof. Neuber
Major texts in critical theory from Plato to Derrida are considered in relation to literary practice. The first half of the course focuses on four major types of critical theory: mimetic, ethical, expressive, and formalist. The second half turns to 20th-century critical schools, such as Russian and American formalism, archetypal criticism, structuralism, psychoanalytic criticism, feminism, reader-response theory, deconstruction, and historicism.

**ELECTIVES**

LITCW-103
**Foundations of Literature I: Epic and Drama**
Offered every year
Fall 2013
Prof. Patell
This course introduces students to two major genres of literature—lyric poetry and the novel—and to fundamental terms and critical methods employed by literary scholars. Topics to be investigated include: the relationship between text and context; close vs. distant reading; the nature of authorship, genre, the interplay of local, national, regional, and world modes of categorization; translation; book history; and the relationship between literature and other forms of art. For fall 2013, the center of gravity for each unity is the nineteenth century.

LITCW-AD 104
**Postcolonial Turn**
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.
LITCW-AD 108
Global Traffic: Fictions and Films of Place and Space
Offered every third year
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.

LITCW-AD 111
Classical Literature and Its Global Reception: The Epic
Offered occasionally
Spring 2014
Prof. Hassan
Crosslisted with the Ancient World
An introduction to three genres of literature from the ancient Greco-Roman world—epic, lyric, and poetry—together with an investigation of their continuing impact on the modern world. In spring 2014, the focus will be on the epic.

LITCW-AD 113
European Literary Traditions
Offered every third year
Spring 2014
Prof. Hilger
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.

LITCW-AD 114
Global Women Writing
Offered occasionally
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.

LITCW-AD 115
History and Theory of the Novel
Offered every third year
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.

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

LITCW-AD 117
History, Politics, and Literature
Offered occasionally
Explorations in text and context that examine the question of what is intrinsic and extrinsic to the literary text through the examination of semester long case studies.

LITCW-AD 118
Literary Translation
Offered every other year
This course explores the craft of and the market for literary translation. Why do some translators aim for familiarity and others for estrangement? What is gained and lost in a text’s cultural relocation? Translation, and translation projects such as Abu Dhabi’s Kalima, play a pivotal role in shaping intercultural exchange and globalizing literary markets and canons. The course involves conversations with translators and authors in Abu Dhabi and abroad. Case studies include The Epic of Gilgamesh, the quatrains of Khayyam, sonnets of Shakespeare and Camões, somnets of the Arabian Nights, the Persian epic Shahnameh, lyric poetry, and novels from the 20th century.

LITCW-AD 119
Lectures of the Americas
Offered occasionally
An introduction to the American canon that sets the literary traditions of the United States, Canada, Mexico, and Latin America in comparative context.

LITCW-AD 120
Magic Realism
Offered every other year
Prof. Horta
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.

LITCW-AD 121
Arabic Literature in the Classical Period
Offered every third year
Spring 2014
Prof. Pomerantz
Crosslisted with Arab Crossroads Studies
An introduction to some of the most influential texts from Arabic, Hebrew, Persian, and Turkish literary cultures. Readings include The Arabian Nights, the Persian epic Shahnameh, lyric poetry, and novels from the 20th century.

LITCW-AD 122
Comparative Poetic Traditions
Offered occasionally
An introduction to the development of ancient and modern poetic forms in comparative cultural contexts.

LITCW-AD 123
Regional Literatures and Cultures
Offered occasionally
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.

LITCW-AD 124
The U.S. Novel after 1940 as a Global Form
Offered occasionally
To what extent do nationalist traditions of the novel break down in the period after the Second World War? This course examines 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. and other national makers explore the ways in which the novel dramatizes the multicultural, transnational, and cosmopolitan experiences that mark the 21st century, with an emphasis on the ways in which U.S. writers have sought to engage global traditions, past and present.

LITCW-AD 126J
Tales of Love and Death
Offered occasionally
January 14-16 2014 (Abu Dhabi)
Prof. Warner
This course explores foundational myths and fairy tales, from the Babylonian Epic of Gilgamesh to contemporary re-visions of the Iliad and the Arabian Nights. Long before print and the coming of the book, every society 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 “tradition and imagination” (Borges). Readings from classic works (Ovid, Apuleius, as well as the above) help inspire original writing projects and tales that draw on the participants’ own cultures.

LITCW-AD 127
Classic American Literature
Offered every other year
This course focuses on works that have been considered classics of “American Literature” and examines the history and politics behind the formation of the U.S. literary canon. The course asks students to think self-consciously about the terms used in its title. We examine the rise of “literature” as a discipline unto itself; the various factors that lead a work to be dubbed a “masterpiece” or a “classic”; and the politics of inclusion and exclusion that underlie the cultural mythology of “America.” Topics to be considered include: colonial and creole identities; the relationship between writing and empire; encounters between Native Americans, Europeans, and Africans in the “New World”; the nature of the “American Renaissance”; the meaning of American individualism; the mythology of American exceptionalism; the relation between history and cultural mythology; the dialectic of freedom and slavery in American rhetoric; and the American obsession with race. Authors: Columbus, Cabeza de Vaca, Bradford, Winthrop, Rowlandson, Bradstreet, Edwards, Franklin, Jefferson, Brown, Foster, Douglass, Emerson, Thoreau, Whitman, Stowe, Hawthorne, and Melville.
LITCW-AD 129
World Literature
Offered every other year
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.

LITCW-AD 133J
Tales that Travel: Storytelling and Storytellers in Eurasia, 10th-16th c.
January Term 2014 (Abu Dhabi)
Profs. Pomerantz and Vitz
Long before modern media sent stories around the world at lightning speed, good tales traveled. In this course, we invite students to explore the travel of tales and consider the ways in which a common culture of story and storytelling can be found throughout pre-modern Europe, Middle East, South and East Asia. Drawing on stories and scholarship from many different traditions, we examine the role of storytelling in human culture, discuss the performance and circulation of stories, and read and reflect on examples of the types of tales that traveled—excluding tales of origin, of wisdom (and folly), of trickery (and truthfulness), of success (and failure), of youth and age, of love and the battle of the sexes—and many others. Students have the opportunity to participate in the international conference on Tales that Travel at NYUAD in the spring semester.

ACS-AD 112
Emirati Literature and Culture
Offered every other year
Spring 2014
Prof. Kennedy
Crosslisted with Arab Crossroads Studies

ACS-AD 118X
Introduction to Modern Arabic Literature and Society
Offered every year
Fall 2013
Prof. Hassan
Crosslisted with Arab Crossroads Studies

ACS-AD 261J
Cities and Modern Arabic Literature
Offered occasionally
Crosslisted with Arab Crossroads Studies

TOPICAL RESEARCH
LITCW-AD 298
Directed Study
Offered by application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

LITCW-AD 390
Advanced Seminar
Offered occasionally
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.

CAPSTONE
HUM-AD 400-401
Capstone Research Project (2 Semesters)
Offered every year
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.

CREATIVE WRITING COURSES
LITCW-AD 110
Introduction to Creative Writing
Offered every year
Fall 2013
Prof. Jm. Savio
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.

LITCW-AD 128
Advanced Creative Writing: Spectrum of Essays
Offered every other year
Spring 2014
Prof. Stella
This advanced nonfiction writing course explores the creative possibilities of both the persuasive and familiar essay forms. With the Art of Memory as the organizing principle, our material will include works by Virginia Woolf, E. M. Forster, Joseph Conrad, John Fowles, John Berger, Margaret Atwood and Andre Aciman as well as films directed by Krzysztof Kieslowski and Pedro Almodovar. The course combines discussion seminars and writing workshops with one-on-one conferences with the professor. Students work on honing their own narrative voices and aim to produce honors level work by the end of the semester.

LITCW-AD 138J
Fiction Writing: Craft Workshop
Offered occasionally
Our class is a writing workshop that emphasizes shoptalk: how to begin a story; how to introduce a character; how to avoid the bumpy ending. We read student submissions and also works of published fiction, both good and bad. (Stories that make mistakes are a great learning tool.) We take up such impossible questions as, What is the relationship of plot to sub-plot? How does one hold the reader’s attention? In art rules must be flexible, but students are asked to think of writing in strategic terms; each story-telling decision needs to make tactical sense. With that in mind, we examine—with so much esprit de corps as to arouse envy—the tenets of the craft of fiction.
The music program is committed to educating a new generation of musicians capable of understanding and making music at a transnational and interdisciplinary scale, in an eclectic yet rigorous fashion. Students majoring in music acquire skills in composition, technology, and performance, complemented by a theoretical and historical overview of music from different styles and cultures. We offer students the exciting opportunity to learn firsthand about a diverse range of traditional and popular musics by drawing on the uniqueness of Abu Dhabi as a cosmopolitan city and an international hub, its neighbor position to buzzing Dubai, and its close proximity to major regional music centers, including Istanbul, Beirut, Cairo, Delhi, and Accra.

Our goal is to help students of all skill levels develop their technical competencies and successfully engage with a broad range of musical ideas and creative expression. We believe in a forward-thinking, decentered approach to music education, where all musical traditions are treated with equal value and significance. We believe that music students must go beyond simple, surface tolerance and appreciation for music cultures. Instead, we motivate students to recognize, promote, help create and sustain both local and foreign music as profound intercultural communication, and as a powerful tool for cultural fusion, hybridity, and social aggregation.

In an interconnected and ever-changing society, music makers must develop the ability to articulate musical discourse and scholarship with practitioners of other disciplines. Resonating with our decentered approach to music apprenticeship, our students are encouraged to make music in interdisciplinary contexts by cross-pollinating music with other art forms and fields of study, such as film, theater, new media, science, and engineering, creating hybrid artistic products and exploring new areas of inquiry.

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

Concentration in Music
The concentration in Music is designed for students who want to explore music in combination with other fields taught at NYUAD, or who wish to sustain their involvement with music based on their music practice before coming to NYUAD. The concentration requires four to six courses totaling 16 credits: two 4-credit courses from the courses required for music majors and 8 elective credits, which may be satisfied by up to four 2-credit performance or composition courses. Students doing a concentration in Music should build a portfolio of work (musical compositions, recordings of recitals; essays, musical software, or a combination of these) demonstrating achievements from their course work and other campus musical activities. The portfolio is reviewed by the music faculty when the 16-credit concentration is completed.

REQUIREMENTS FOR THE CONCENTRATION IN MUSIC
4-6 courses totaling 16 credits, distributed as follows:

2 Required courses selected from the following:
Introduction to Western Music Theory, Making Music, Music History Fundamentals, or Global Music Analysis
2-4 Music Electives totaling at least 8 credits

Concentration in Music
The concentration in Music is designed for students who want to explore music in combination with other fields taught at NYUAD, or who wish to sustain their involvement with music based on their music practice before coming to NYUAD. The concentration requires four to six courses totaling 16 credits: two 4-credit courses from the courses required for music majors and 8 elective credits, which may be satisfied by up to four 2-credit performance or composition courses. Students doing a concentration in Music should build a portfolio of work (musical compositions, recordings of recitals; essays, musical software, or a combination of these) demonstrating achievements from their course work and other campus musical activities. The portfolio is reviewed by the music faculty when the 16-credit concentration is completed.

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4-6 courses totaling 16 credits, distributed as follows:

2 Required courses selected from the following:
Introduction to Western Music Theory, Making Music, Music History Fundamentals, or Global Music Analysis
2-4 Music Electives totaling at least 8 credits
**REQUIREMENTS FOR THE MAJOR**

12 courses, distributed as follows:

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**MUSIC COURSES**

**REQUIRED FOR MAJORS**

**MUSIC-AD 105**

*Introduction to Western Music Theory*

Offered every year

Fall 2013

Prof. Quayle

This course explores melody, harmony, and counterpoint in the music of diatonic tonality through projects in directed composition and analysis. Repertoire is drawn from both “classical” (common practice period) music and more recent examples of tonality, including popular music. Regular reading and listening assignments place techniques in historical context and expose students to a wide range of musical examples. Weekly lab sections are devoted to skills in musicianship (sight-singing, dictation, and basic keyboard skills) and are required throughout the semester.

**MUSIC-AD 120**

*Making Music: From Creation to Distribution*

Offered every year

Spring 2014

Profs. King and Quayle

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 U.A.E. as a global site. Students work in teams to develop creative music projects involving original writing/composition, recording, and performance. They also develop a basic creative plan for dissemination that also involves emergent and/or interactive media. The course additionally 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.

**ELECTIVES: ARTS PRACTICE**

Students may substitute pairs of 2-credit courses for one or more of the 4-credit electives when completing a music major or concentration.

**MUSIC-AD 106**

*Global Music Analysis*

Offered every year

Fall 2013

Prof. Quayle

Prerequisite: *Introduction to Western Music Theory (MUSIC-AD 105)*

Techniques of analyzing Western “classical” tonal music are clearly codified, but investigating the workings of non-Western traditions demands creativity, research, and careful consideration of the practical and cultural perspectives. This course surveys a variety of musics, with a particular emphasis on careful listening and aural analysis. Assigned readings help to contextualize and problematize the listening, shedding light on musical preconceptions and biases. Each student chooses from a diverse array of research topics early in the semester, preparing for a substantial presentation during the final weeks of class.

**MUSIC-AD 233**

*Music History Fundamentals*

Offered every year

Fall 2013

Prof. Bravo

This course provides a forum for exploring music and musical practices across a wide range of historical and cultural situations from ancient to the present. Beginning with music in the myths and ancient history of Sumeria, Egypt, and Greece, the course concludes with an examination of music and musical production within emerging global and transnational networks of power where new technologies of mediation are radically re-orchestrating our experience of the world.

**MUSIC-AD 181-191**

*Music Ensembles*

Offered every fall and spring

Fall 2013

Prof. Charlier

Spring 2014

Profs. Bravo and Charlier

2 credits

Music majors as well as non-music majors are encouraged to participate in small ensembles or individual instruction.

Ensembles: There are three ensembles: strings, winds, and new music. New music ensemble will
**ARTS AND HUMANITIES | MUSIC**

is designed for

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.

**MUSIC-AD 192 Private Instruction in Composition**

Offered every fall and spring  
Fall 2013; Spring 2014

Prof. Guedes

2 credits

Private instruction in Composition is designed for students wanting to create musical work under supervision. This work can be for instruments, voice, electronics, or a combination of the three, for a variety of purposes, ranging from traditional concert music to music for film or for interactive computer applications such as games. Students learn compositional techniques and strategies that are tailored to help them achieve their compositional goals. The created work is presented in concert or at a similar public artistic manifestation.

**MUSIC-AD 193 Private Instruction in Music Performance**

Offered every year  
Fall 2013

Music faculty

2 credits

This two-credit course is designed for students who want to learn or develop their skills in playing an instrument. Enrollment requires approval from the instructor. Students should consult with the Director of Musical Performance to determine what options are available for the semester.

**MUSIC-AD 210 Producing and Recording Techniques**

Offered occasionally

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.

**MUSIC-AD 211 Song, Sound, and Technique**

Offered occasionally

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.

**MUSIC-AD 212 Sonic Art**

Offered occasionally

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

**MUSIC-AD 213 Collaborating in the Digital Domain**

Offered every year  
Spring 2014

Prof. Guedes

Departing from the Wagnerian notion of Gesamtkunstwerk, this course examines paradigmatic artistic collaborations in the 20th century and the impact of digital technologies in promoting more intricate types of collaboration between different domains, such as music, performing arts, moving image, engineering and computer science. Students develop artistic collaborative projects involving sound, movement, digital video, lighting, interaction technologies, and telematics, which are presented publicly at the end of the semester. This course requires no skills and is open to anyone willing to establish a collaborative project involving different art forms and other domains.

**ELECTIVES: HISTORY, THEORY, CRITICISM**

**MUSIC-AD 101 Interpreting Music**

Offered occasionally

This course introduces students to several modes of inquiry as it explores and introduces a wide repertoire of musical materials. We explore approaches to music, stressing historical, documentary, and archival work and contrast these with ethnographic, philosophical, and empirical/scientific modes of investigation. Repertoire varies from year to year, but includes such aspects as Beethoven symphonies, North Indian instrumental music, Middle Eastern song, and new technologies such as auto-tune and new arenas for music such as video games and ring tones.

**MUSIC-AD 111 Regional Musics of the Middle East**

Offered occasionally  
Fall 2013

Prof. Webster-Kogan

Crosslisted with Arab Crossroads Studies, 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 similar cultural currents, while those with a musical specialization analyze specific musical forms and pieces. Each year two repertoires are explored in detail after a broad overview of regional musics.

**MUSIC-AD 112 Topics in Western Classical Music**

Offered occasionally

Rather than present stylistic overviews, this course focuses on selected works and introduces 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.

**MUSIC-AD 205 Intermediate Western Music Theory**

Offered every year  
Spring 2014

Prof. Quayle

Prerequisite: Introduction to Western Music Theory (MUSIC-AD 105)

Further exploration of melody, harmony, and counterpoint in tonal music through projects in different composition and analysis. Topics include small- and large-scale musical forms, modulation, mixture, and chromaticism.

**MUSIC-AD 230 Bhangra, Bollywood and Beyond**

Offered occasionally

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 hit “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 they relate to increased presence of South Asian genres of music in American media.

**MUSIC-AD 231 The Black Diaspora**

Offered occasionally

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.
The concept of improvisation is essential to music-making all over the world, 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-AD 232**

**Improvisation in a Cross-Cultural Context**

*Offered occasionally*

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-AD 234**

**Music in and of the City: Abu Dhabi**

*Offered occasionally*

Crosslisted with 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.

**COREA-AD 21**

**Gesture in Speech, Poetry, Music, and Dance**

*Spring 2014*

Prof. Feldman

Crosslisted with the Core: Art, Invention, Technology

**COREA-AD 34**

**What Is Music?**

*Spring 2014*

Prof. Gueddes

Crosslisted with the Core: Art, Invention, Technology

**CAPSTONE**

**ARTS-AD 400-401**

**Capstone Research Project (2 semesters)**

*Offered every year*

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 capstone project with other students majoring in the arts. Collaborating students work with a faculty member to define the overall goals of the group Capstone Project, as well as the particular goals of each participant.

**PHILOSOPHY**

Philosophy is the attempt to answer the most fundamental questions about ethics, politics, knowing, and being—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 will meet the highest intellectual standards. This collaborative pursuit prepares students for graduate work in philosophy or other fields of inquiry; 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. Courses other than Logic typically involve intensive discussion and substantial writing. At least one course must be from Arts and Humanities Colloquia.
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. Students who pursue the concentration in Philosophy in order to support their work in a different discipline can petition their mentor to have this distribution requirement waived, should they wish to focus on courses that are more directly related to their chosen major.

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

REQUIREMENTS FOR THE CONCENTRATION IN PHILOSOPHY
4 courses, distributed as follows:

1. Central Problems in Philosophy
2. Electives: one course from each of the three areas of the philosophy curriculum: History of Philosophy; Practical Philosophy; Theoretical Philosophy

REQUIREMENTS FOR THE MAJOR
10 courses, distributed as follows:

2 Required Courses: Central Problems in Philosophy: Logic
5 Electives: at least 1 from each area (History of Philosophy, Practical Philosophy)
1 Arts and Humanities Colloquium
2 Capstone Project

YEAR 1
Fall Semester
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Spring Semester
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YEAR 2
Fall Semester
CORE CORE PHILOSOPHY ELECTIVE GENERAL ELECTIVE
Spring Semester
PHILOSOPHY ELECTIVE GENERAL ELECTIVE GENERAL ELECTIVE GENERAL ELECTIVE

YEAR 3
Fall Semester
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Spring Semester
CORE LOGIC PHILOSOPHY ELECTIVE GENERAL ELECTIVE

YEAR 4
Fall Semester
ARTS & HUMANITIES COLLOQUIUM GENERAL ELECTIVE GENERAL ELECTIVE GENERAL ELECTIVE CAPSTONE
Spring Semester
GENERAL ELECTIVE GENERAL ELECTIVE GENERAL ELECTIVE CAPSTONE
PHILOSOPHY COURSES

REQUIRED FOR MAJORS

These courses presuppose no background in philosophy and are required for Philosophy majors, though they are also open to non-majors. Central Problems in Philosophy serves as the gateway into the major; it is a prerequisite for all of the upper-level philosophy electives.

PHIL-AD 101 Central Problems in Philosophy
  Offered every year
  Fall 2013
  Prof. Coffey
  An introduction to the discipline of philosophy by way of several central philosophical problems. Topics may include free will, the nature of the self, skepticism and the requirements for knowledge, the ethics of punishment, the existence of God, the requirements of justice, the relation between mind and body, and the nature of moral principles.

PHIL-AD 102 Logic
  Offered every other year
  Spring 2014
  Prof. Silverstein
  All philosophers are wise, and 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. In this course, we investigate and expose the logical structure of everyday language and see how the correctness or incorrectness of reasoning depends on this structure. To aid us, we develop a formal language that makes this underlying structure more perspicuous. With this formal language at our disposal, we are able to construct elaborate proofs and explore the logical relations among the various steps of complex arguments.

INTRODUCTORY ELECTIVES

PHIL-AD 110 Biomedical Ethics
  Offered every third year
  An examination of the pressing moral questions that arise in medical practice and research. Do we have a basic right to health care? Are euthanasia and physician-assisted suicide ever morally permissible? Do we have the right to decide the course of our medical treatment, or to determine the timing and manner of our own deaths? Do we have a right to privacy and confidentiality? Should we allow medical research that harms animals (or that makes use of human stem cells)? Are there compelling moral objections to genetic testing or genetic engineering?

PHIL-AD 111 Contemporary Moral Problems
  Offered every third year
  People disagree fiercely about the morality of torture, abortion, taxes, physician-assisted suicide, terrorism, and so forth. Can we find common ground in shared ethical principles that will allow us to engage in rational debates about these issues rather than in disrespectful shouting matches (or worse)? This is our guiding question as we investigate many of the contemporary moral issues that divide us.

PHIL-AD 112 Death
  Offered occasionally
  There is one thing we can be sure of: we are all going to die. This course examines a number of puzzles that arise once we start to think about our mortality. Is death bad for us? How could it be, when we will no longer be around to be the subject of the badness? Is death any worse for us than our nonexistence was prior to our birth? Is it bad not to be born at all? If so, for whom is it bad? Are we, in some sense, immortal? Is immortality ever desirable? What is the appropriate attitude toward death? Can suicide be moral or rational? How should the knowledge that we are going to die affect the way we should live our lives?

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

PHIL-AD 116 Philosophy of Religion
  Offered every third year
  An examination of various questions that arise in philosophical discussions of religion, such as: Can philosophical reflection help us to prove the existence of God? How could a benevolent and omnipotent God permit the existence of evil and misfortune? Is it ever rational to form beliefs about matters which transcend the realm of the empirical, given that such beliefs cannot be directly supported by evidence? If not, can religious beliefs be supported by other means? 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 as a set of claims about transcendent realities misguided?

PHIL-AD 117 Aesthetics
  Offered every third year
  This course addresses a number of questions that arise in philosophical discussions of the arts. What is art, and how do we evaluate it? Is there a standard of taste? Are there special aesthetic properties? Is there a special aesthetic attitude or a special aesthetic experience? Does it matter for the aesthetic value of a supposed work of art if it is a philosophy? What is beauty, and how is it related to the sublime? What is the relation between aesthetic and moral values? Can there be great works of art that are morally bad? Why do we feel for fictional characters? Why do we enjoy horror films? How and what do pictures represent? How does music express emotions? What is it to give an ‘authentic’ performance of a piece of music? How does our aesthetic appreciation of art differ from our aesthetic appreciation of nature?

PHIL-AD 118 Fear of Knowledge
  Spring 2014
  Prof. Coffey
  It is often thought that knowledge is inherently valuable and that “truth” is an objective notion independent of social considerations. This course examines various reasons we might have for holding these views and various challenges that have been raised against them. Why should we care about knowledge as long as our beliefs prove useful and efficacious? Is truth—and thus knowledge—more accurately understood as a culturally relative notion, so that what’s true for you might not be true for me? Is it ever rational to let purely pragmatic reasons for belief trump considerations of truth? And could we ever will (or force) ourselves to believe something? These are some of the questions we explore in this course.

POLSC-AD 140J Introduction to Machiavelli
  January Term 2014 (Florence)
  Prof. Holmes
  Crosslisted with Political Science

UPPER-LEVEL ELECTIVES: HISTORY OF PHILOSOPHY

All courses listed here require Central Problems in Philosophy (PHIL-AD 101) or consent of the instructor as a prerequisite.

PHIL-AD 120 Ancient Mediterranean Philosophy
  Offered occasionally
  Crosslisted with the Ancient World
  An examination of the origins of Western philosophical thought in ancient Greece and Rome, focusing on Plato and Aristotle.

PHIL-AD 121 Classical Arabic and Islamic Philosophy
  Offered every third year
  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).

PHIL-AD 122 Classical Chinese Philosophy
  Offered occasionally
  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.

PHIL-AD 123 Classical Indian Philosophy
  Offered occasionally
  Crosslisted with the Ancient World
  An examination of important ideas and texts in the Hindu, Buddhist, and Jain philosophical traditions.

PHIL-AD 124 Modern European Philosophy
  Offered every other year
  A survey of European philosophy in the seventeenth and eighteenth centuries—one of the most exciting and formative periods in the history of Western philosophy. We focus on six philosophers: René Descartes, Gottfried Wilhelm Leibniz, John Locke, George Berkeley, David Hume, and Immanuel Kant. Through their writings, we trace and study
philosophical arguments and debates concerning the possibility and extent of our knowledge of the external world, the nature of the self, the nature of substance and causation, the existence of God, the nature of perception, and the relation between our minds and our bodies.

PHIL-AD 125
19th- and 20th-century European Philosophy
Offered every third year
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.

PHIL-AD 129
Topics in the History of Philosophy
Offered occasionally
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.

UPPER-LEVEL ELECTIVES: PRACTICAL PHILOSOPHY
All courses listed here require Central Problems in Philosophy (PHIL-AD 101) or consent of the instructor as a prerequisite.

PHIL-AD 130
Ethics
Offered every third year
Fall 2013
Prof. Silverstein
What are our most basic values? What are the ethical principles by which we should judge our actions, ourselves, and our lives? What is involved in living a good human life? How can we reconcile the demands of morality with the personal obligations that spring from friendships and other relationships? Do the ends ever justify the means? We struggle with these and other questions as we explore three of the most influential theories in Western ethical philosophy: Aristotle’s ethics of virtue, Immanuel Kant’s moral rationalism, and John Stuart Mill’s utilitarianism. We also encounter one of modern morality’s harshest critics: Friedrich Nietzsche.

PHIL-AD 131
Environmental Ethics
Offered every third year
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.

PHIL-AD 132
Philosophical Perspectives on Gender
Offered occasionally
An examination of the morality and rationality of typical female and male behavior and motivation and of the social institutions relating the sexes.

PHIL-AD 137
Political Philosophy
Offered occasionally
Crosslisted with Political Science
The state has authority over its citizens: if you fail to comply with its dictates, you can be punished. What justifies the state’s exercise of such authority? Could it be justified because we have at least implicitly given out consent to it? This is only one central question in political philosophy. Others include: What form of government best serves the people? Who are the people, anyway? What is justice? Do we have fundamental rights to property or to free expression? If so, what is the source of these rights? What is freedom, and are there different kinds? What is the proper relation between freedom and equality? Is equality desirable? Can we live in a genuine community that is not a community of equals? As we grapple with such questions, we draw on writings from both classical and contemporary philosophers.

PHIL-AD 139
Topics in Practical Philosophy
Offered occasionally
Careful study of some particular theory, philosopher, or set of issues in contemporary practical philosophy. Examples: consequentialism, Rawls, metaethics.

UPPER-LEVEL ELECTIVES: THEORETICAL PHILOSOPHY
All courses listed here require Central Problems in Philosophy (PHIL-AD 101) or consent of the instructor as a prerequisite.

PHIL-AD 140
Epistemology
Offered every third year
Epistemology is the study of knowledge and rational belief. In this course we examine various central epistemological questions, including: What is knowledge, and how does it differ from belief? Can we have knowledge of anything outside our own minds, such as physical objects or other minds? Or is the skeptic’s attack on our commonplace claims to know unanswerable? What is the relation between knowledge and perception? Is it ever rational to believe in the absence of evidence?

PHIL-AD 141
Metaphysics
Offered every third year
Metaphysics is the investigation of the nature of reality. In this course we wrestle with some of the most fundamental questions we are capable of posing, such as: What kinds of things exist? Are there minds or material bodies? What, for that matter, is existence? Is change illusory? What is truth? To what extent is reality independent of our thoughts about it? What is the difference between the possible and the actual? Are human actions free or causally determined? What is a person?

PHIL-AD 142
Philosophy of Language
Offered every third year
Spring 2014 (7 weeks)
Prof. Horwich
“Socrates was poisoned.” With those vocal sounds or marks on a page, I can make a claim about something that someone who lived in the distant past. How is that possible? How do our words manage to pick out or latch onto particular portions of reality, even ones with which we’ve never had any contact? How does language enable us to convey thoughts about everything from Abu Dhabi, to the hopes of a friend, to the stars beyond our galaxy? For that matter, what are the thoughts, or the meanings, that our words carry or communicate? We explore these and other philosophical questions about language through a reading of seminal works by twentieth-century thinkers.

PHIL-AD 143
Philosophy of Mind
Offered every third year
What is the mind, and what can philosophy tell us about it? How is the mind related to the brain? Are they identical? How can we know when something has a mind? Could a machine have a mind? Could a machine be conscious? What, for that matter, is consciousness? Can consciousness be reconciled with a scientific view of the world? How do our mental states and attitudes, whatever they are, arise from activity in the brain and cause our actions? The rise of cognitive science has shed new light on many of these old questions. Can philosophers and cognitive scientists learn from each other even as they approach the study of the mind in their different ways? We examine various answers to these questions, drawing readings from classical and contemporary philosophy as well as from cognitive science.

PHIL-AD 144
Philosophy of Science
Offered occasionally
Science is often taken to be a distinctly rational form of empirical inquiry. This course examines various questions concerning the nature and practice of science that arise from this widespread attitude. For example, scientific theories are often thought to be subject to empirical scrutiny in ways that other theories are not. To what extent is this belief well-founded? Is it rational to believe that our best scientific theories are even approximately true? What justifies the claim that different types of evidence lend varying degrees of support to a particular theory, or that a single piece of evidence supports one theory more than another? Similarly, it is often claimed that scientific theories provide us with “real” explanations of physical phenomena, whereas other theories aren’t “genuinely explanatory.” To what extent is this true? What exactly is a scientific explanation, and how is it different (if at all) from a mere prediction or mathematical derivation? Can false theories provide good explanations? Some familiarity with science would be helpful but is not required.
PHIL-AD 149
Topics in Theoretical Philosophy: Causation and Counterfactuals
Offered occasionally
Fall 2013 (7 weeks)
Prof. Fine
Counterfactual statements say what would happen if certain possibly counterfactual circumstances were to obtain; causal statements say what causes what. Counterfactual and causal statements are central to much of our thinking in both the practical and the theoretical sphere. In making a decision, for example, we may wish to know what would happen if we were to act in one way or another and, in testing a theory, we may wish to know what would happen if we were to perform a certain experiment. Likewise, in assessing whether someone is responsible for what happened we may wish to know whether his actions caused it to happen and, in attempting to explain a certain event, we may seek its cause. This seminar is concerned with the analysis of counterfactual and causal statements and with the connection between them.

TOPICAL RESEARCH

PHIL-AD 298-299
Directed Study
Offered by application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

CAPSTONE

HUM-AD 400-401
Capstone Research Project (2 Semesters)
Offered every year
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.

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.

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 in Theater
4 courses, distributed as follows:

1. Making Theater
2. Thinking Theater
3. Electives

Requirements for the Major
11 courses, distributed as follows:

- 2 Required Courses: Making Theater, Thinking Theater
- 6 Electives: at least 1 from History, Theory, Criticism & 1 from Arts Practice
- 1 Arts and Humanities Colloquium
- 2 Capstone Project
THEATER COURSES

REQUIRED FOR MAJORS

THEAT-AD 100 Making Theater
Offered every year
Spring 2014
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.

THEAT-AD 111 Body at Work: Voice and Movement for the Artist
Offered occasionally
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 of and release from habitual tensions and into body alignment, breathing, resonators, sound and movement, group interaction, and the exploration of individual and group creativity. We focus on the kinetic application of movement in the art-making process, using core energy, dynamics, breath connection, strength, flexibility, range of motion, stamina, and relaxation techniques in order to strengthen our creative output. The goal is a free voice in a free body and the ability to express thought and emotion with openness and truth.

THEAT-AD 112 Character and Action
Offered every third year
Spring 2014
Prof. Celik
Prerequisites: Fundamentals of Acting (THEAT-AD 110) or Body at Work: Voice and Movement for the Artist (THEAT-AD 111)
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.

THEAT-AD 113 In Search of a New Theater: Theatrical Modernism
Offered every third year
A study of the pan-European movements that, from the 1880s onward, challenged and revamped the conventions and institutions of 19th-century drama and theater. The new stagecraft associated with Naturalism and Symbolism complemented the new dramatic structures and themes of realism and expression, while the quest for deeper social and psychological truth led to a succession of experiments with theatrical form and presentational protocols. The march of “isms” that characterized the early years of the 20th century—Futurism, Dadaism, Surrealism—continued into the postwar period with new paradigms such as Brecht’s Epic Theater and Artaud’s Theater of Cruelty, and culminated in the high modernism of Theater of the Absurd.

THEAT-AD 114 Directing the Actor
Offered every year
Crosslisted with Film and New Media
Prof. Celik
A course for theater directors, filmmakers, actors, and visual artists. Students build a directorial vocabulary for translating impulse and imagination into compelling narrative and non-narrative staged moments. Using techniques from Brecht, Brook, Grotowski, and Bogart, students learn to articulate ideas to actors in compelling and inspiring ways. Students explore physical exercises to increase their range as directors; tools with which to fuel actors physically and emotionally; and theories of collaboration and ensemble. The core of the class is the exploration of directing as a physical collaboration with actors within a landscape of thought, emotion, openness, and truth.

THEAT-AD 115 Voice, Speech, Text
Offered every year
Crosslisted with Film and New Media
Prof. Polendo
A course for theater directors, filmmakers, actors, and visual artists. Students build a directorial vocabulary for translating impulse and imagination into compelling narrative and non-narrative staged moments. Using techniques from Brecht, Brook, Grotowski, and Bogart, students learn to articulate ideas to actors in compelling and inspiring ways. Students explore physical exercises to increase their range as directors; tools with which to fuel actors physically and emotionally; and theories of collaboration and ensemble. The core of the class is the exploration of directing as a physical collaboration with actors within a landscape of thought, emotion, openness, and truth.

THEAT-AD 117 Directing the Actor
Offered every year
Crosslisted with Film and New Media
Prof. Celik
A course for theater directors, filmmakers, actors, and visual artists. Students build a directorial vocabulary for translating impulse and imagination into compelling narrative and non-narrative staged moments. Using techniques from Brecht, Brook, Grotowski, and Bogart, students learn to articulate ideas to actors in compelling and inspiring ways. Students explore physical exercises to increase their range as directors; tools with which to fuel actors physically and emotionally; and theories of collaboration and ensemble. The core of the class is the exploration of directing as a physical collaboration with actors within a landscape of thought, emotion, openness, and truth.

THEAT-AD 118 In Search of a New Theater: Theatrical Modernism
Offered every third year
A study of the pan-European movements that, from the 1880s onward, challenged and revamped the conventions and institutions of 19th-century drama and theater. The new stagecraft associated with Naturalism and Symbolism complemented the new dramatic structures and themes of realism and expression, while the quest for deeper social and psychological truth led to a succession of experiments with theatrical form and presentational protocols. The march of “isms” that characterized the early years of the 20th century—Futurism, Dadaism, Surrealism—continued into the postwar period with new paradigms such as Brecht’s Epic Theater and Artaud’s Theater of Cruelty, and culminated in the high modernism of Theater of the Absurd.

THEAT-AD 119 Fundamentals of Acting
Offered every fall
Fall 2013
Prof. Coray
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.

THEAT-AD 120 Electives: History, Theory, Criticism

THEAT-AD 121 Electives: Arts Practice

THEAT-AD 122 Electives: History, Theory, Criticism

THEAT-AD 123 Electives: Arts Practice

THEAT-AD 130 In Search of a New Theater: Theatrical Modernism
Offered every third year
A study of the pan-European movements that, from the 1880s onward, challenged and revamped the conventions and institutions of 19th-century drama and theater. The new stagecraft associated with Naturalism and Symbolism complemented the new dramatic structures and themes of realism and expression, while the quest for deeper social and psychological truth led to a succession of experiments with theatrical form and presentational protocols. The march of “isms” that characterized the early years of the 20th century—Futurism, Dadaism, Surrealism—continued into the postwar period with new paradigms such as Brecht’s Epic Theater and Artaud’s Theater of Cruelty, and culminated in the high modernism of Theater of the Absurd.

THEAT-AD 132 Roots of Global Performance
Offered every third year
How have different cultures used performance to communicate and for what purposes: social, political, spiritual? This course examines some of the most distinctive and influential performance traditions, past and present, from around the globe, and reflects upon their significance to our contemporary globalized culture. What structural, aesthetic, and expressive possibilities might artists today borrow from, for example, performance forms such as African masquerade, Expressionist cabaret, Grotowski’s Living Image, and Brechtian theater?

THEAT-AD 133 Theater in Ancient Greece
Offered occasionally
Crosslisted with the Ancient World
An in-depth study of the great tragedies of Aeschylus, Sophocles, Euripides, the comedies of Aristophanes, and of the theater culture that produced them. We consider such topics as: the relation of the Greek theater to ritual and myth; the role and meaning of the Greek tragic chorus; the importance of the theatrical contest of the City Dionysia; the physical theater space; and the social function of Greek theater in establishing and strengthening Greek democracy. The Greek plays are seen not only as the root of dramatic art in the West, but as repositories of key concepts of Western thought on such subjects as gender relationships, the role of the citizen in a democracy, war, power, and personal responsibility.
Theater in Arab World
Offered every other year
Crosslisted with Arab Crossroads Studies
This class examines recent trends in contemporary Arab theatre, contextualizing these within a broader history of Arab performance including film. Particular attention is given to how experimental practitioners have explored issues of human rights and the control of territories under the modern state. Strategies addressed include: the co-option of past and present as a means of exploring the persistence of the colonial power structure in the modern Arab world (Wannus’s Historical Miniatures, ‘Udwan’s The Trial of the Man Who Didn’t Fight); the use of parable to speak truth to power (Wannus’s The Elephant, Diyab’s Strangers Don’t Drink the Coffee); the incorporation of populist entertainment forms that directly engage the audience (a-Sadikí’s use of the halqa and Wannus’ inclusion of hekotee); and the use of familiar tales to explore new political realities (Wannus’s and Farag’s use of the Arabian Nights Tales, Al-Hakim’s use of pharaonic myth, Al-Hakim and Salim’s use of Greek myth).
THEAT-AD 135
Theater in Asia
Offered occasionally
This course examines different traditions, innovations, representations, and locations of Asian theater. The influence of major aesthetic texts such as the Natyasatra and the Kadensho are studied in relationship to specific forms of theater such as Kagura, Bugaku, Noh, Bunraku, Kabuki, Shingeki, Jingxi, Geju, Zaju, Kathakali, Kathak, Odissi, Chau, Manipuri, Krishnattam, Kutiyattam, Rasilla, and P’ansori. The dramatization of religious beliefs, myths, and legends are examined in a contemporary context. Different focuses include: Middle Eastern performance, Japanese theater, traditional Asian performances on contemporary stages, religion and drama in Southeast Asia, and traditions of India.
THEAT-AD 136
Theaters of the Black Atlantic
Offered occasionally
An examination of the drama of contemporary playwrights of African descent living in the United States, the Caribbean, and Africa. The works of Nobel Prize-winners Wole Soyinka (Nigeria) and Derek Walcott (St. Lucia) are supplemented by an exploration of the plays of other important diasporic writers such as Aimé Césaire, and Maryse Condé (Martinique), Ngugi wa Thiong’o (Kenya) and Zakes Mofokeng (South Africa) as well as African American writers such as Lorraine Hansberry and August Wilson. Issues of colonialism, postcolonialism, empowerment, and spirituality are discussed.
THEAT-AD 137
Topics in Performance Studies
Offered occasionally
This course (different each time) uses key theoretical concepts of the field of performance studies to examine a diverse range of performance practices. Topics include: ritual studies, gender, tourist performances, celebrity and stardom, animals and animality, the body, the city.
LITCW-AD 116
History of Drama and Theater
Offered every third year
Crosslisted with Literature
CAPSTONE
ARTS-AD 400-401
Capstone Research Project (2 semesters)
Offered every year
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 capstone project with other students majoring in the arts. Collaborating students work with a faculty member to define the overall goals of the group Capstone Project, as well as the goals of each participant.

VISUAL ARTS
The courses in the history, theory, and criticism of the visual arts address the major issues and debates that have shaped our understanding of the visual arts. Among the questions we confront are: What is art and the nature of aesthetic experience, and why are they differently understood and valued at different times and in different cultures? What is gained or lost by studying art by focusing on a particular place, time, tradition or genre as opposed to approaching it from a comparative perspective that puts two or more cultures in dialogue? Can we speak of world art if the idea of art is understood in different ways by different cultures? How do institutions such as museums, galleries, funding bodies, and universities influence the creation, dissemination and reception of art? How do we explain the experience of the viewer psychologically, culturally, and historically? How can other disciplines help us better understand the visual arts?
The NYUAD Visual Arts program is closely related to and crosslists pre-professional courses in Museum and Cultural Heritage Studies, and takes advantage of museums in the region such as the Museum of Islamic Art in Doha and the museums developing on Abu Dhabi’s Saadiyat Island. The major also draws upon the community of practicing artists and scholars resident in or passing through the Gulf whenever possible.

The Visual Arts major prepares students for careers not only as artists or professionals in museums, the arts industries or education, but also for any career where creativity, imagination, analytical ability, conceptual clarity, and cross cultural understanding and a respect for human achievement and difference is valued.

**Concentration in Visual Arts**
The concentration in Visual Arts allows students to focus on the making of art or the history and theory of art by selecting four courses from one of the tracks in the Visual Arts program. Concentrating in Visual Arts permits students to explore their own creative abilities in a range of media or to ask questions about the evolution of arts practice throughout time and within a variety of cultures.

**Requirements for the Concentration in Visual Arts: Arts Practice**
4 courses, distributed as follows:
1. Introduction to Visual Arts Practice
2. Art Practice electives

**Requirements for the Concentration in Visual Arts: History, Theory, Criticism**
4 courses, distributed as follows:
2. Foundations of Art History I & II
2. History, Theory, Criticism electives

**Visual Arts Sample Schedule**

**Year 1**
- **Fall Semester**
  - CORE
  - CORE
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE
  - January Term
- **Spring Semester**
  - CORE
  - GENERAL ELECTIVE
  - VISUAL ARTS ELECTIVE
  - GENERAL ELECTIVE

**Year 2**
- **Fall Semester**
  - CORE
  - INTRO TO VISUAL ARTS PRACTICE
  - FOUNDATIONS I
  - GENERAL ELECTIVE
  - January Term
- **Spring Semester**
  - CORE
  - FOUNDATIONS II
  - VISUAL ARTS ELECTIVE
  - ARTS & HUMANITIES COLLOQUIUM

**Year 3**
- **Fall Semester**
  - VISUAL ARTS ELECTIVE
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE
  - January Term
- **Spring Semester**
  - VISUAL ARTS ELECTIVE
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE
  - January Term

**Year 4**
- **Fall Semester**
  - VISUAL ARTS ELECTIVE
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE
  - CAPSTONE
- **Spring Semester**
  - VISUAL ARTS ELECTIVE
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE
  - CAPSTONE
This course is 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 using a variety of art production techniques and methodologies. These approaches to art-making are contextualized through critical texts which situate these practices within an intellectual history of ideas. The goal of the class is to develop a series of practical tools for the production of art work and to see how intellectual and critical ideas have always played a constitutive role in the work of the artist. The idea of the “sketchbook” and modes of visual representation and notation are key to this development. The course is designed to help a student transition from a classroom assignment experience with art to an internalized and self-directed process.

**VISAR-AD 166 Foundations of Art History I**

*Fall 2013*

Offered every year

**Pros. Falkenberg and Zamir**

This course offers detailed engagements with key works of art in a variety of media from different cultures and different times; it also introduces the methods of Art History. The course is divided into 3–4-week units; each unit takes one work of art and art practices that allows us to grapple with the meanings of art and its histories within global and trans-historical perspectives. While *Foundations of Art History I* covers a range of media and encounter many cultural traditions, the primary emphasis will be on painting and architecture, and the movement will be from European traditions out towards other cultures and histories. Among the questions we ask throughout the course are: What is art? What is art history? What are the institutions that shape the production and dissemination of art? How is art affected by histories of cultural exchange? What is the nature of tradition? How do we account for aesthetic experience?

**VISAR-AD 176 Foundations of Art History II**

*Offered every year*

**Prof. Bambling**

Prerequisites: Starting 2014-15, *Foundations of Art History I* (VISAR-AD 166)

Similar in structure and purpose to *Foundations of Art History I*, this course also offers detailed engagements with key works of art in a variety of media from different cultures and different times, and it continues to introduce the methods of Art History. But this second foundations course also takes students in new directions. It explores media other than painting and architecture, including photography, sculpture, ornamental arts, and installations. It focuses more emphatically on the traditions of Asia, the Americas and Africa. And it invites the students to investigate readings in art historical theory and methodology that extend the cultural and critical concerns of the first course. The course revisits many of the broad aesthetic, historical and critical issues explored in *Foundations of Art History I* but asks the students to reflect upon them in new ways.

**ELECTIVES: ARTS PRACTICE**

**VISAR-AD 110 Drawing By Seeing**

*Offered every year*

**Pros. Falkenberg and Zamir**

This workshop class is open to all levels of artistic experience. The premise is that customary perception (drawing what you “know”) is in conflict with aesthetic perception (drawing what you actually “see”). Each exercise reinforces an essential principle such as: “the whole is greater than the sum of its parts” and “dynamic perception results in an integrated, dynamic drawing.” Students learn how to maintain a unified drawing while at the same time articulate detail. Later sessions address how to apply this experience to individual artistic goals. There are PowerPoint discussions of relevant examples of drawing from the history of drawing.

**VISAR-AD 111 Approaches to Painting**

*Offered every other year*

An introduction to painting tools and techniques. This course presents historical and contemporary examples of the use of paint as a means of artistic expression with an emphasis on the relationships between color and aesthetic concept.

**VISAR-AD 112 Photography and Lens-Based Images**

*Offered every other year*

**Prof. Al Ghaussein**

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

**VISAR-AD 113 Photography as Art and Practice**

*Offered every other year*

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.

**VISAR-AD 114 Digital Art Strategies**

*Offered every third year*

**Prof. Puccetti**

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

**VISAR-AD 116J Photожournalism: Your Personal Vision Crosslisted with Journalism**

This class focuses on developing a personal vision within photography. 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.

**VISAR-AD 117 Painting By Seeing**

*Offered every other year*

In early sessions students become familiar with the tools of painting such as brush and palette usage, mixing and blending of colors and the relationship between paint and surface(s). Techniques of painting are interdependent on particular traditions, styles and purposes. Therefore, historical concepts are addressed with assigned readings and power-point discussions about painting as invention and meaning. Later sessions emphasize student inspired “projects,” wherein each student does a series of paintings based on a particular theme or idea. Along the way there are periodic group critiques with possible trips to museums and other sites. It is important to experience the “cycle of completion” as often as possible. Therefore, students should be prepared to make a lot of paintings.

**VISAR-AD 118 Types of Art from Calligraphy and Stone Carving to Digital Type**

*Offered every other year*

**Prof. Puccetti**

Type Design is the art and craft of designing typefaces. From calligraphy and stone carving to digital type, the history of type encapsulates the discoveries and technological progress made through human inventions. While some typefaces are insignificant and forgotten, others will survive mankind, such as Futura engraved on the Apollo 11 plaque, left on the Moon. Some of typefaces were revolutionary, others reactionary. But behind each of them there was an inventor. Students follow the ‘traces’ and the stories of the type masters who shaped our visual typographical landscapes. Western and Arabic versions of typefaces are examined and students learn to identify and combine fonts on real visual design layouts. We see how typefaces can become visual metaphors of towns and nations—Johnston Underground is London—or marketing tools for the advertising industry. Typography and type design in the digital age will be investigated via practical exercises and printing workshops.
This immersive studio course in graphic design combines practice and reflection through a project-based approach to graphic design. Students develop creative and collaborative design skills for problem solving. Lectures and readings address western design history, contemporary Arabic graphic design, and cross-cultural design issues. Assignments focus on the design process from conception to distribution. Students will acquire proficiency with the Adobe Creative Suite.

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

VISAR-AD 202 Form and Space or Concepts in Three-Dimensional Thinking
Offered occasionally
Spring 2014
Prof. De Beer
This studio course explores materials, concepts and tools used in contemporary sculptural practices. An intensive, hands-on course, it provides a foundation in three-dimensional thinking that enables students to see and conceive of space in a new and critical way. Students move towards self-directed solutions for the creative problems posed by their own art works.

ELECTIVES: HISTORY, THEORY, CRITICISM

VISAR-AD 103 Introduction to Visual Culture
Offered every year
Spring 2014
Prof. Hudson
Visual Culture Studies branches away from the traditional preoccupations of Art History towards new subjects and methodologies. It takes as its primary area of interest not works of art but other forms of visibility, such as advertising, fashion, comics and graphic novels, television, the internet, graffiti and tattooing, as well as the visual formulations of cultural, racial, and gender difference. Today, the study of visual culture is the focus of a vast body of scholarly investigation and continues to raise new questions in the wake of technological advances and a demand for visual satisfaction. This class offers an introduction to visual analysis in a world increasingly dominated by the graphic transmission of information, knowledge, and aesthetic experience.

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

VISAR-AD 151 Design and Ornament in Islamic Art
Offered occasionally
Crosslisted with Arab Crossroads Studies
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 symbolic role of Islamic ornament under specific historical conditions.

VISAR-AD 152 Orientalist Art
Offered occasionally
Crosslisted with Arab Crossroads Studies
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 the role of this art in critiques of the social and political norms of European society are the primary themes of the seminar.

VISAR-AD 153 Global Art: Modern and Contemporary Contexts
Offered occasionally
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.

VISAR-AD 155 The Exhibition Industry
Offered occasionally
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.

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

VISAR-AD 157 Topics in South and Southeast Asian Art
Offered occasionally
These courses focus on topics that are central to the study of the art and culture of such countries as Cambodia, Indonesia, Laos, Thailand, the Philippines, Singapore, 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.
The garden is one of the oldest modes of human intervention in the environment. This course explores the garden as a major art form by focusing on pictorial and spatial representations of the Garden of Eden. The Edenic Paradise of Genesis and the Qur’an where Adam and Eve transgressed against God gives access to thought about gardens in the ancient Middle East. As a foundational figure in Judaic, Christian, and Islamic theology, the Garden of Eden spawned a history of interpretation that helped differentiate these religions. The history of Eden in the art of the peoples of the book is closely entwined with that of garden design, and the seminar examines both. We will study gardens in ancient Mesopotamia, early Christian monasteries, Syrian and Andalusian courtyards, Renaissance altarpieces, Enlightenment cities, Persian court miniatures, Mughal tomb complexes, and early American towns. To analyze these works, the course introduces fundamental methods of art history as an academic discipline. The seminar includes field trips to gardens and collections in the UAE and India, and concludes with a collaborative garden design project in Abu Dhabi.

**Epic Architecture**
*Offered occasionally*

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**
*Offered every other year*

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.

**Gardens of Eden in the History of Art**
*Offered occasionally*

January Term 2014 (Abu Dhabi)
Prof. Westermann
The garden is one of the oldest modes of human intervention in the environment. This course explores the garden as a major art form by focusing on pictorial and spatial representations of the Garden of Eden. The Edenic Paradise of Genesis and the Qur’an where Adam and Eve transgressed against God gives access to thought about gardens in the ancient Middle East. As a foundational figure in Judaic, Christian, and Islamic theology, the Garden of Eden spawned a history of interpretation that helped differentiate these religions. The history of Eden in the art of the peoples of the book is closely entwined with that of garden design, and the seminar examines both. We will study gardens in ancient Mesopotamia, early Christian monasteries, Syrian and Andalusian courtyards, Renaissance altarpieces, Enlightenment cities, Persian court miniatures, Mughal tomb complexes, and early American towns. To analyze these works, the course introduces fundamental methods of art history as an academic discipline. The seminar includes field trips to gardens and collections in the UAE and India, and concludes with a collaborative garden design project in Abu Dhabi.

**Modern Art of the Arab World**
*Offered occasionally*

Fall 2013
Prof. Mikdadi
Crosslisted with Arab Crossroads Studies
In the short period of thirty years art of the Arab world moved from the periphery of the international art world to the center of global visual art production. The course examines the systems that have prompted this change and the theoretical framework that currently situates Arab art within the global discourse on visual art. Focusing on selected artists, the course explores the impact of political, social and market forces on the region’s art and the recent discourse on Islamic art and its links to modern and contemporary art of the region.

**Modern Architecture in Abu Dhabi**
*Offered occasionally*

January Term 2014 (Abu Dhabi)
Prof. Menaert
Crosslisted with Arab Crossroads Studies

**Video for New Media**
*Offered every third year*

Crosslisted with Film and New Media, Interactive Media and Technology

**Introduction to Museum Studies**
*Offered every third year*

Crosslisted with Museum and Cultural Heritage Studies

**The Meaning of Museums**
*Offered occasionally*

Crosslisted with Museum and Cultural Heritage Studies

**The Multiple Lives of the Work of Art**
*Offered occasionally*

Crosslisted with Museum and Cultural Heritage Studies

**Shared Cultural Heritage: Policies and Perspectives**
*Offered occasionally*

Crosslisted with Museum and Cultural Heritage Studies

**Sharing Heritage of the Arabian Trade Routes**
*Offered occasionally*

January Term 2014 (Abu Dhabi)
Prof. Parthesius
Crosslisted with Museum and Cultural Heritage Studies

**Capstone Research Project (2 semesters)**
*Offered every year*

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 capstone project with other students majoring in the arts. 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.
At its core, the multidisciplinary field of Social Science is about people—their individual and collective behaviors and the societies they create. The disciplines in this field seek to deepen our understanding of how people behave in a wide variety of contexts and to assess the consequences of individual, group, and societal decisions. Collectively, the social sciences seek to explain and investigate the functioning of society, and address the vast array of pressing contemporary issues that affect individual and societal well-being. How does our broader environment affect how we develop as individuals and behave collectively in our communities? Why do our societies look the way they do, and why do they differ? What drives pervasive inequality within and across regions, and what policies and institutions affect this?

Three Social Science majors are available to students at NYU Abu Dhabi: Economics, Political Science, and Social Research and Public Policy. While each major has its own particular focus, there are important shared components in how these majors are designed. In each, students are exposed to the theories and controversies of the field, their historical roots, and the current debates. Students learn how ideas have been developed, altered, and refuted over time. In addition, each discipline emphasizes the development of critical analytical skills; students learn to use empirical methods to test their ideas and theories with data.

The development and completion of a 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.

NYUAD and the Robert F. Wagner Graduate School of Public Service offer a dual-degree program to enable students to earn both a Bachelor of Arts in various NYUAD undergraduate majors and a Master of Public Administration (M.P.A.) in five years. For further details on admission to the program, see pp. 159-161.
SOCIAL SCIENCE

FOUNDATIONS COURSES

The following courses are shared by the three Social Science majors: Economics, Political Science, and Social Research and Public Policy.

SOCSC-AD 101
Mathematics for Social Scientists I
Offered every fall and spring
Fall 2013
Prof. Baut
Spring 2014
Prof. Hernandez
For Social Science majors only, this course may substitute for Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD II). Required for Economics majors beginning with the class of 2017.

This course provides an introduction to topics in mathematics immediately relevant for social scientists beginning their studies in Economics, Political Science, or Social Research and Public Policy. Beginning with a review of sets and functions, the course covers key topics in univariate calculus and introduces the notation associated with basic linear algebra. The course is not a study of pure mathematics and so results are presented without rigorous proofs. Instead, the course provides an introduction to mathematics as the lingua franca of modern social sciences, and focuses on employing mathematics to formulate and communicate theories within the social sciences.

SOCSC-AD 110
Statistics for the Social and Behavioral Sciences
Offered every fall and spring
Fall 2013
Prof. Ezgi
Spring 2014
Prof. Ezgi, Prof. Jensen
Required for all majors; however, majors with a focus on quantitative methods are encouraged to take Statistics and Probability for the Social Sciences (SOCSC-AD 113) instead of Statistics for the Social and Behavioral Sciences (SOCSC-AD 110).

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 are an integral part of the course.

SOCSC-AD 112
Logic of Social Inquiry
Offered every fall and spring
Fall 2013
Prof. Li
Spring 2014
Prof. Brückner
Recommended Prerequisites: Foundations of Modern Social Thought (SOCSC-AD 116)

This course examines the major approaches to empirical studies in the social sciences, and studies the relationship between social questions raised and methods employed. It offers skills in developing research designs for explorative, descriptive, explanatory, and evaluation research. Special attention is paid to causal inference and to the use of experiments in social research.

SOCSC-AD 113
Statistics and Probability for the Social Sciences
Offered every year
Fall 2013
Prof. Ramey
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD II) or Mathematics for Social Scientists I (SOCSC-AD 101)

Required for Economics majors in the theory track; other students with a focus on quantitative analysis are encouraged to take SOCS-AD 113 instead of Statistics for the Social and Behavioral Sciences (SOCSC-AD 110).

The fundamental concepts of probability and the theoretical underpinnings of statistical inference form the foundation for data analysis in the social sciences. To this end, this course is designed to give students a rigorous foundation to both classical/Frequentist and Bayesian approaches to both probability and inference. We begin the semester with the axioms of probability, from which we develop the notions of distributions, random variables, random samples, and large sample theory. After this, we look at both Maximum Likelihood and Bayesian approaches to point/integral estimation and hypothesis testing. The course ends with an inference-based look at linear regression.

SOCSC-AD 115
Varieties of Capitalism
Offered every other year
This course examines historical and contemporary theoretical perspectives on the relationship between political institutions and economic processes. The course introduces students to debates about the role of markets and the governments, mainly focusing on discourses that stem from liberal, conservative, and radical schools of thought. Comparative empirical case studies of capitalist economic institutions around the world (e.g. U.S.A., continental Europe East Asia, and the Middle East) are provided.

SOCSC-AD 116
Foundations of Modern Social Thought
Offered every fall and spring
Fall 2013
Dean Szelenyi and Prof. Michael Spring 2014
Dean Szelenyi and Prof. Michael

Discussion section included
Crosslisted with Economics, SRPP

Major works of social thought from the beginning of modern era through the 1920s. Attention to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.

SOCSC-AD 201
Mathematics for Social Scientists II
Offered every fall and spring
Fall 2013
Prof. Mihm
Spring 2014
Prof. Hernandez; Prof. Bochet
Prerequisites: Mathematics for Social Scientists I (SOCSC-AD 101) or Calculus (MATH-AD 110) or Calculus with Applications I (MATH-AD II)

This course provides a further reaching study of mathematics immediately relevant for social science majors. Beginning with a review of univariate calculus and optimization, the discussion moves to the basics of linear algebra, multivariate calculus and tools related to the constrained optimization of functions. The last set of topics includes introductions to comparative statics and discrete-time dynamic optimization. Note that this course is not a study of pure mathematics and so results are presented without rigorous proofs. Instead, the course focuses on employing mathematics to formulate and communicate theories within the social sciences, and illustrates the usefulness of mathematical results directly in terms of applications to models of optimizing agents.
Economics is the study of human decision-making, considered in relation to the economic tasks of life. It looks at how individuals within larger social groups, including communities, organizations, markets, and economies, make decisions about how much to work and play, spend and save. Economic analyses also consider how the economic decisions made by one group of people affect the decisions made by others. They then study how the aggregated effects of these decisions impact production, distribution, trade, and the consumption of goods and services across local regions, countries, and the world.

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

1. Undergraduate students must be exposed to the “big ideas” and pressing social issues of our world and given economic frameworks for thinking about them.
2. Meaningful study of economics requires being able to think about problems from local, regional, and global perspectives.
3. Effective economic reasoning increasingly involves a multi-disciplinary approach combining the best economic thinking with the best thinking in psychology, history, and politics.

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

Majors may select a specialization in Finance or a specialization in Theory. Students who intend to go to graduate studies in Economics or intend to take Theory Track courses at NYU New York are advised to complete the specialization in Theory.


**Requirements for the Specialization in Finance**
3 courses, distributed as follows:
1. Foundations of Financial Markets
2. Finance Electives

**Requirements for the Specialization in Theory**
The specialization in Theory is open to Economics majors and requires 3 substitutions for courses in the major:
1. Advanced Microeconomics in place of Intermediate Microeconomics
2. Advanced Macroeconomics in place of Intermediate Macroeconomics

**Concentration in Economics**
The concentration in Economics is open to all NYUAD students. Students who elect to pursue the concentration are required to take four Economics courses: *Principles of Microeconomics; Principles of Macroeconomics*; 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 Concentration in Economics**
4 courses, distributed as follows:
1. Principles of Microeconomics
2. Principles of Macroeconomics
3. Electives
**ECONOMICS COURSES**

**REQUIRED FOR MAJORS**

These nine courses are required for Economics majors and are open to non-majors. Economics majors may take either Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for the Social Sciences (SOCSC-AD 113). Beginning with the class of 2017, all Economics majors are required to take Mathematics for Social Scientists I and II (SOCSC-AD 101 and SOCSC-AD 201). Previous cohorts may take Calculus with Applications (MATH-AD 111) instead.

**ECON-AD 101**

Principles of Microeconomics
Offered every fall and spring
Fall 2013
Prof. Nyarko; Prof. Paik
Spring 2014
Prof. Rosendorff
Crosslisted with Business and Organizational Studies, Leadership and Social Entrepreneurship, SRPP

This course offers students an introduction to how economists look at the world and approach problems. It focuses on individual economic decision-makers (households, businesses, 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.

**ECON-AD 102**

Principles of Macroeconomics
Offered every fall and spring
Fall 2013
Profs. HaeRe and Chu
Spring 2014
Prof. Saint-Paul; Prof. Leahy; Profs. HaeRe and Chu
Crosslisted with SRPP

Prerequisites: Principles of Microeconomics (ECON-AD 101), Principles of Macroeconomics (ECON-AD 102)

Examining both macro and micro aspects of the globalization of world economies, this course begins with the fundamentals of trade: comparative advantage, gains from trade, the price of factors of production, and the implications of labor and capital mobility. The second part of the course covers the role of money and finance in global economic activity. Topics include: the roles of the exchange rate; current and capital accounts as key variables in international economic relations; purchasing power parity and interest rate parity; the international effects of macro policy and government exchange rate policies; the role of oil exports in the world economy; and the role of international economic organizations such as the International Monetary Fund and the World Trade Organization.
financial intermediation and its regulation. Students pursuing a specialization in theory must take Advanced Macroeconomics (ECON-AD 306), instead of Intermediate Macroeconomics.

ECON-AD 105 Intermediate Macroeconomics
Offered every fall and spring
Fall 2013
Prof. Mihm
Spring 2014
Prof. Stacchetti
Prerequisites: Principles of Microeconomics (ECON-AD 101), Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101). This course introduces the major concepts and tools of modern macroeconomic analysis. We study the manner in which consumers, producers and resource owners, acting through markets, determine the prices and output of goods and the allocation of productive resources. Consumers and producers are viewed as agents with well-defined objectives, choosing optimally under constraints on their resources. The price mechanism is viewed as an institution that disseminates information to decision-makers—firms and consumers—and coordinates their behavior. We will study circumstances under which markets promote an efficient allocation of resources, as well as sources of market failure where the price mechanism can lead to inefficient outcomes. Students pursuing a specialization in theory must take Advanced Macroeconomics (ECON-AD 305), instead of Intermediate Macroeconomics. Students pursuing a specialization in theory must take Advanced Macroeconomics (ECON-AD 305), instead of Intermediate Macroeconomics.

ECON-AD 210 Introduction to Econometrics
Offered every fall and spring
Fall 2013
Prof. Noury
Spring 2014
Prof. Noury
Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for the Social Sciences (SOCSC-AD 113)
Recommended Prerequisites: Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)
Crosslisted with Political Science, SRPP
Application of statistics and economic theory to problems of formulating and estimating models of economic behavior. Matrix algebra is developed as the main tool of analysis in regression. Acquaints students with basic estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroskedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation models and the concept of identification is provided.

MATH-AD 111
Calculus with Applications
Offered every fall and spring
Fall 2013
Mathematics faculty
Spring 2014
Prof. Berestycki
Discussion section included
Crosslisted with Mathematics

SOCSC-AD 101
Mathematics for Social Scientists I
Offered every fall and spring
Fall 2013
Prof. Baal
Spring 2014
Prof. Hernandez
See Social Science Foundations

SOCSC-AD 105
Statistics for the Social and Behavioral Sciences
Offered every fall and spring
Fall 2013
Prof. Ezgi
Spring 2014
Prof. Ezgi; Prof. Jensen
See Social Science Foundations

SOCSC-AD 110
Statistics and Probability for the Social Sciences
Offered every year
Fall 2013
Prof. Ramey
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)
See Social Science Foundations

ECON-AD 212J
Energy, Development, and International Politics
January Term 2014 (Abu Dhabi)
Prof. B/orders and Kimball
Crosslisted with Political Science
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 the colonial urban planning policies drawing out their implications for Ghana’s economic development and its urbanization. A number of site visits to other cities are included.

ECON-AD 300 Development Economics
Offered every year
Fall 2013
Prof. Blakeslee
Prerequisites: Intermediate Macroeconomics (ECON-AD 104)
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 the colonial urban planning policies drawing out their implications for Ghana’s economic development and its urbanization. A number of site visits to other cities are included.

ECON-AD 106J
Understanding the Financial Crisis
Offered occasionally
Crosslisted with Political Science, SRPP
This course examines the root causes of the financial crisis and the ensuing economic recession. We place the crisis in historical context of the Great Depression and of the emerging market financial crises such as those that occurred in Latin American and East Asia. We contrast the European and American experiences. The course allows students to develop an analytical framework to understand the interactions of the housing market, the credit system, and the labor market. The policy responses are analyzed within the context of the political-economic environment.

ECON-AD 211
Macroeconomic Policies and Growth
Offered every year
Spring 1 2014 (7 weeks)
Prof. Bibbie
This course has no prerequisites, but familiarity with basic Calculus (MATH-AD 110) and Principles of Microeconomics (ECON-AD 101) is recommended.

ECON-AD 213J
Economic Development and Urbanization in Africa
January Term 2014 (Accra)
Prof. Buckley
Crosslisted with Urbanization
The course focuses on the interactions between the urbanization and economic development processes in sub-Saharan Africa. Similarities and differences between the patterns that have occurred in many of the sub-Saharan economies and those of other countries and in other times are highlighted. The course is designed to broaden the range of factors involved: history, politics, demographics, urban planning, climate change, and economics. Accra is a particularly interesting location for this course as Ghana was the first sub-Saharan country to become independent following World War II, and it later faced the role of former colonial development economists. Nobel Prize winner Arthur Lewis, who gave considerable attention to the role of cities in the development process. The course also considers the important roles played by slavery, the structural adjustment programs, and the colonial urban planning policies drawing out their implications for Ghana’s economic development and its urbanization. A number of site visits to other cities are included.

ELECTIVES

ECON-AD 106J
Understanding the Financial Crisis
Offered occasionally
Crosslisted with Political Science, SRPP
This course examines the root causes of the financial crisis and the ensuing economic recession. We place the crisis in historical context of the Great Depression and of the emerging market financial crises such as those that occurred in Latin American and East Asia. We contrast the European and American experiences. The course allows students to develop an analytical framework to understand the interactions of the housing market, the credit system, and the labor market. The policy responses are analyzed within the context of the political-economic environment.

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Macroeconomic Policies and Growth
Offered every year
Spring 1 2014 (7 weeks)
Prof. Bibbie
This course has no prerequisites, but familiarity with basic Calculus (MATH-AD 110) and Principles of Microeconomics (ECON-AD 101) is recommended.

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Economic Development and Urbanization in Africa
January Term 2014 (Accra)
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ECON-AD 300 Development Economics
Offered every year
Fall 2013
Prof. Blakeslee
Prerequisites: Intermediate Macroeconomics (ECON-AD 104)
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 the colonial urban planning policies drawing out their implications for Ghana’s economic development and its urbanization. A number of site visits to other cities are included.

ECON-AD 300 Development Economics
Offered every year
Fall 2013
Prof. Blakeslee
Prerequisites: Intermediate Macroeconomics (ECON-AD 104)
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 the colonial urban planning policies drawing out their implications for Ghana’s economic development and its urbanization. A number of site visits to other cities are included.
This course covers the international aspects of contemporary economic development and poverty reduction in developing countries, including the various dimensions of globalization (trade, migration, capital movements, knowledge transfer, global public goods), the potential conflicts of interest between developing and developed countries, the need for global governance, and the role of international organizations.

**ECON-AD 301 Development and Public Policy**
Offered every year  
Spring 2014 (7 weeks)  
Prof. Bourguignon  
Prerequisites: Principles of Microeconomics (ECON-AD 101), Principles of Macroeconomics (ECON-AD 102)  
This course covers the international aspects of contemporary economic development and poverty reduction in developing countries, including the various dimensions of globalization (trade, migration, capital movements, knowledge transfer, global public goods), the potential conflicts of interest between developing and developed countries, the need for global governance, and the role of international organizations.

**ECON-AD 302 Foundations of Financial Markets**
Offered every year  
Fall 2013  
Prof. Malik  
Prerequisites: Principles of Microeconomics (ECON-AD 101), Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for the Social Sciences (SOCSC-AD 115)  
This course offers a rigorous examination of the basic concepts and tools of modern finance. Students are introduced to cash flow analysis and present value, as well as basic concepts of return and risk, in order to understand how financial markets work and how financial instruments are valued. These instruments, including equities, fixed income securities, options, and other derivatives, become vehicles for exploring various financial markets and their utilization by managers in different kinds of financial institutions to enhance return and manage risk.

**ECON-AD 304 Behavioral Economics**
Offered every other year  
Spring 2014  
Prof. Nikiforakis  
Prerequisites: Intermediate Microeconomics (ECON-AD 105), Introduction to Econometrics (ECON-AD 210)  
This course introduces students to the field of behavioral economics or economic psychology. This is a field which seeks to insert non-standard assumptions about human preferences or beliefs into economic models. These assumptions are often motivated by historical, biological, and psychological evidence. Throughout the course, we emphasize the interaction between theoretical predictions and empirical data. We explore various ways in which the predictions of the theory can be tested. The course is organized around four topics: social preferences, intertemporal discounting, prospect theory, and heuristics and biases. The course requires a command of basic microeconomic theory and calculus. Some familiarity with econometric analysis of microeconomic data is also welcome.

**ECON-AD 320 Environmental Economics and Energy Policy**
Offered every other year  
Prerequisites: Intermediate Microeconomics (ECON-AD 105)  
Crosslisted with 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.

**ECON-AD 322 Public Economics**
Offered every other year  
Prerequisites: Intermediate Microeconomics (ECON-AD 105)  
This course is about the economic activities of governments. It deals with revenue-raising and spending, in a global context. The course considers market failures; the evaluation of public expenditures; and the incidence, efficiency, and effects of various taxes. The primary purpose is to use economic tools (mainly microeconomics) to study the impact of government policy on the distribution of resources. Topics include: welfare economics; public goods and externalities; public choice; important issues of government expenditure, taxation, and activity (e.g., international public goods and institutions, tax competition and co-ordination, education, social security and health care); fiscal federalism (including European integration); and mechanisms of political influence (e.g., elections and lobbying).

**ECON-AD 323 Urban Economics**
Offered every other year  
Prerequisites: Principles of Microeconomics (ECON-AD 101), Principles of Macroeconomics (ECON-AD 102)  
Crosslisted with Urbanization  
This course introduces students to the spatial aspects of economics, particularly the economic forces that shape the development of cities and regions. It examines the micro and macroeconomics underlying the structure of cities, why cities exist and why some grow more quickly than others. It also explores the economics of the location decision of individuals, and firms and resulting land-use patterns. Specific problems of urban/regional economics such as poverty, crime, and congestion are covered along with related policies.

**ECON-AD 325 Euro-American Financial System in Crisis**
January Term 2014 (Berlin)  
Prof. Smith  
Crosslisted with Business and Organizational Studies  
Modern European and American finance has evolved into a highly liberalized, interconnected, and globalized system that depends on markets and banks as intermediaries between users and suppliers of capital. The system has recently suffered two extraordinary shocks—the collapse of the mortgage finance market and the “vicious downward cycle” caused by linkages between bank and sovereign creditworthiness. These shocks, which have thrown the Euro-American economies into a protracted Great Recession, threaten the euro and the European Union, and represent great challenges to U.S. and European governments, financial institutions and their regulators. The German government, based in Berlin is a key decision maker in the efforts to stabilize the euro, the weaker Eurozone member countries and the European banking system, and the European Central Bank, another key player, is not far away in Frankfurt. This course provides a broad ranging exploration of these issues for students with only general knowledge of finance and economics.

**POLSC-AD 112 Introduction to Game Theory**
Offered every year  
Fall 2013  
Prof. Chacón  
Prerequisites: Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)  
Crosslisted with Mathematics, Political Science, SRPP  
POLSC-AD 113 Advanced Game Theory  
Offered occasionally  
Prerequisites: Introduction to Game Theory (POLSC-AD 112)  
Discussion section included  
Crosslisted with Political Science, SRPP  
POLSC-AD 134 Political Economy of Development  
Offered occasionally  
Fall 2013  
Prof. Noury  
Crosslisted with Political Science, SRPP  
SOCSC-AD 115 Varieties of Capitalism  
Offered every other year  
See Social Science Foundations
SOCSC-AD 116
Foundations of Modern Social Thought
Fall 2013
Dean Szelenyi and Prof. Michael
Spring 2014
Dean Szelenyi and Prof. Michael
Discussion section included
Crosslisted with Political Science, SRPP

SOCSC-AD 112
Logic of Social Inquiry
Offered every fall and spring
Fall 2013
Prof. Li
Spring 2014
Prof. Brückner
Recommended Prerequisites: Foundations of Modern Social Thought (SOCSC-AD 116)
See Social Science Foundations
SRPP-AD 115 J
Social Networks
Offered every year
January Term 2014 (Abu Dhabi)
Prof. Bearman
Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Political Science, SRPP

SRPP-AD 120
Survey Research
Offered every year
Spring 2014
Prof. Li
Prerequisites: Statistics for the Social and Behavioral Science (SOCSC-AD 110), Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Political Science, SRPP

THEORY SPECIALIZATION
Available for the class of 2016
SOCSC-AD 113
Statistics and Probability for the Social Sciences
Offered every year
Fall 2013
Prof. Ramey
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)
See Social Science Foundations

ECON-AD 305
Advanced Microeconomics
Offered every year
Spring 2014
Economics faculty
Prerequisites: Principles of Microeconomics (ECON-AD 101), Mathematics for Social Scientists II (SOCSC-AD 201), Statistics and Probability for the Social Sciences (SOCSC-AD 113). It is possible, but not recommended to take SOCSC-AD 113 as a co-requisite.
This course may be used as a substitute for Intermediate Microeconomics (ECON-AD 105) and Social Inquiry (SOCSC-AD 112).
This course explores the process of national and global financial intermediation and its key elements involving commercial banking, investment banking, asset management, and insurance.
Individual classes deal with such topics as project finance, debt and equity new issues, mergers and acquisitions, financial derivatives, and institutional funds management. Based on an understanding of the industry, additional classes focus on financial regulation and strategies of financial firms. The course is relatively non-technical and is intended to provide an overview of the global financial sector.

ECON-AD 306
Advanced Macroeconomics
Offered every year starting 2014-15
Prerequisites: Principles of Microeconomics (ECON-AD 101), Principles of Macroeconomics (ECON-AD 102), Mathematics for Social Scientists II (SOCSC-AD 201), Statistics and Probability for the Social Sciences (SOCSC-AD 113), Advanced Microeconomics (ECON-AD 305). It is possible but not recommended to take ECON-AD 305 and SOCSC-AD 301 as co-requisites.
This course provides a formal study of aggregate, dynamic, stochastic, economic analysis, with attention paid first to the determination of the level of income, employment, and inflation.
This course may be used as a substitute for Advanced Macroeconomics (ECON-AD 104).
This course provides a formal study of aggregate, dynamic, stochastic, economic analysis, with attention paid first to the determination of the level of income, employment, and inflation.
Next, the theories and the policies associated with inflation and hyperinflations, entitlement reforms, and the formation of optimal monetary and fiscal policies are examined. This course involves more formal analysis than that used in Intermediate Macroeconomics. Students pursuing a specialization in theory must take Advanced Macroeconomics, instead of Intermediate Macroeconomics (ECON-AD 105).

FINANCE SPECIALIZATION
ECON-AD 352 and 352 J
Global Banking and Financial Markets
Offered every other year
Spring 2014
Prof. Chu
Crosslisted with Business and Organizational Studies
The dynamics of the global banking and financial sector are central to economic performance and growth, and from time to time, financial markets and institutions are the scene of great turbulence.
This course explores the process of national and global financial intermediation and its key elements involving commercial banking, investment banking, asset management, and insurance.
Individual classes deal with such topics as project finance, debt and equity new issues, mergers and acquisitions, financial derivatives, and institutional funds management. Based on an understanding of the industry, additional classes focus on financial regulation and strategies of financial firms. The course is relatively non-technical and is intended to provide an overview of the global financial sector.

ECON-AD 310
Special Topics in Finance
Offered occasionally
Prerequisites: Foundations of Financial Markets (ECON-AD 302)
This course is designed for advanced students in the Finance specialization and will be taught by leading scholars from around the world who are in residence in Abu Dhabi. The content is oriented toward the particular scholar’s expertise. Possible topics include: the analysis of market risk and credit risk management, the valuation of derivative and fixed income securities, the analysis of investment strategies, the structure of financial intermediaries, and the regulation of institutions and markets.

ECON-AD 321
Introduction to Accounting
Offered every year
Fall 2013
Prof. Chu
Spring 2014 (7 weeks)
Prof. Dontoh
Prerequisites: Foundations of Financial Markets (ECON-AD 302)
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.

CAPSTONE COURSES
ECON-AD 400-401
Senior Capstone Research Project
Offered every year
Profs. Malik, Mihm, Chu
The two-semester seminar is designed to provide a capstone experience. Students work closely with faculty and fellow students to learn how to apply economic reasoning to human problems. Students work on short policy papers and present them to classmates for review; they also produce longer senior theses.
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 philosophy underlying the courses has several distinctive features. First, the major has a strong analytical focus, with two required courses that introduce students to statistics and models of political behavior and institutions. These courses provide an introduction to the kinds of tools used by social scientists to conduct a deep analysis of these questions and to test the analysis using quantitative data. Second, the major offers many substantive courses, wherein these analytical tools are applied to important policy questions of considerable current interest. Third, the courses in the major include discussions of classic texts that illuminate both the intellectual history and the broader dimensions of these policy questions. Finally, the major offers several courses jointly with programs in Economics, Psychology, and Philosophy, providing students with exciting interdisciplinary opportunities.

Majors in Political Science take two required courses (Statistics for the Social and Behavioral Sciences and Introduction to Political Thinking), two introductory electives, two methods electives, and two electives from the following areas: Political Theory and Institutions; Comparative Politics; and International Politics. 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.

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.

Requirements for the Concentration in Political Science
4 courses, distributed as follows:
1. Introduction to Political Thinking
2. Electives
# Political Science Courses

## Requirements for the Major

10 courses, distributed as follows:

- 2 Required Courses: Statistics for the Social and Behavioral Sciences; Intro to Political Thinking
- 2 Methods Electives
- 2 Area Electives
- 2 Capstone Project

## Introductory Electives

Majors choose two of the following courses.

- **SOCSC-AD 110** Statistics for the Social and Behavioral Sciences
  - Offered every fall and spring
  - Fall 2013: Prof. Ezioni
  - Spring 2014: Prof. Ezioni, Prof. Jensen
  - See Social Science Foundations
  - Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)
  - Offered every year

- **SOCSC-AD 113** Statistics and Probability for the Social Sciences
  - Offered every fall and spring
  - Fall 2013: Prof. Ramey
  - Spring 2014: Prof. Chacon
  - Recommended Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110), Introduction to Political Thinking (POLSC-AD 130)
  - 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.

- **POLSC-AD 130** Introduction to Comparative Politics
  - Offered every fall and spring
  - Fall 2013: Prof. Gilligan
  - Recommended Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110), Introduction to Political Thinking (POLSC-AD 130)
  - 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. This course will be accepted as prerequisite for senior seminars in International Politics at NYUNY.

**AREA ELECTIVES: METHODS**

**POLSC-AD 112 Introduction to Game Theory**
- Offered every year
- Fall 2013
- Prof. Chacon
- Prerequisites: Calculus with Applications (MATH-AD 110) or Mathematics for Social Scientists I (SOCSC-AD 101)
- Crosslisted with Economics, Mathematics, SRPP
- 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 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 the 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.
- POLSC-AD 116 Experimental Research in the Social Sciences
  - Offered occasionally
  - Spring 2014
  - Prof. Dickson
  - In recent years, scholars and policy practitioners have begun to use experimental methods, imported from the natural sciences, as a new means of evaluating public policies and learning about political processes more generally. This course offers an accessible introduction to the principles of social scientific experimentation and its uses, with a particular emphasis on issues related to economic and political development, including the use of randomized control trials to evaluate the effectiveness of aid programs, methods of improving citizen representation and local governance in development contexts, and issues of intergroup relations and conflict resolution.
- POLSC-AD 209 Data Analysis
  - Offered every year
  - Fall 2013
  - Prof. Li
  - Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for Social Scientists (SOCSC-AD 113)
  - Crosslisted with SRPP
  - Social scientists and policy analysts rely heavily on research drawing on observational data. Students learn to manage and analyze such data and to deploy statistical techniques that are common in these applications, with an emphasis on how to translate social science theory into empirical research. Topics include review of basic regression analysis, building multivariate analytical models, and regression analysis with limited dependent variables. The course emphasizes practical training in these skills as well as evaluation, replication, and critical analysis of research conducted in the social science literature. The course assumes knowledge of the material covered in Statistics for Social and Behavioral Sciences and is designed as alternative for students in the social sciences who are not taking Introduction to Econometrics.

**ECON-AD 106J Understanding the Financial Crisis**
- Offered occasionally
- Crosslisted with Economics, SRPP

**ECON-AD 210 Introduction to Econometrics**
- Offered every fall and spring
- Fall 2013
- Prof. Noury
- Spring 2014
- Prof. Noury
- Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for the Social Sciences (SOCSC-AD 113).
- Recommended Prerequisites: Calculus with Applications (MATH-AD 110) or Mathematics for Social Scientists I (SOCSC-AD 110)
- Crosslisted with Economics, SRPP

**POLSC-AD 115J Social Networks**
- Offered every year
- January Term 2014 (Abu Dhabi)
- Prof. Bearman
- Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)
- Crosslisted with Economics, SRPP
- The course addresses social network relations and their consequences. It introduces the use of network analysis as a tool for studying social influence, cooperation, and competition. The course is divided into two parts. Part 1 studies non-cooperative game theory: Nash equilibrium and its applications; and 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 the 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.

**POLSC-AD 116 Experimental Research in the Social Sciences**
- Offered occasionally
- Spring 2014
- Prof. Dickson
- In recent years, scholars and policy practitioners have begun to use experimental methods, imported from the natural sciences, as a new means of evaluating public policies and learning about political processes more generally. This course offers an accessible introduction to the principles of social scientific experimentation and its uses, with a particular emphasis on issues related to economic and political development, including the use of randomized control trials to evaluate the effectiveness of aid programs, methods of improving citizen representation and local governance in development contexts, and issues of intergroup relations and conflict resolution.

**POLSC-AD 209 Data Analysis**
- Offered every year
- Fall 2013
- Prof. Li
- Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for Social Scientists (SOCSC-AD 113)
- Crosslisted with SRPP
- Social scientists and policy analysts rely heavily on research drawing on observational data. Students learn to manage and analyze such data and to deploy statistical techniques that are common in these applications, with an emphasis on how to translate social science theory into empirical research. Topics include review of basic regression analysis, building multivariate analytical models, and regression analysis with limited dependent variables. The course emphasizes practical training in these skills as well as evaluation, replication, and critical analysis of research conducted in the social science literature. The course assumes knowledge of the material covered in Statistics for Social and Behavioral Sciences and is designed as alternative for students in the social sciences who are not taking Introduction to Econometrics.

**ECON-AD 106J Understanding the Financial Crisis**
- Offered occasionally
- Crosslisted with Economics, SRPP

**ECON-AD 210 Introduction to Econometrics**
- Offered every fall and spring
- Fall 2013
- Prof. Noury
- Spring 2014
- Prof. Noury
- Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for the Social Sciences (SOCSC-AD 113).
- Recommended Prerequisites: Calculus with Applications (MATH-AD 110) or Mathematics for Social Scientists I (SOCSC-AD 110)
- Crosslisted with Economics, SRPP

**SRPP-AD 115J Social Networks**
- Offered every year
- January Term 2014 (Abu Dhabi)
- Prof. Bearman
- Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)
- Crosslisted with Economics, SRPP

**SOCSC-AD 101 Mathematics for Social Scientists I**
- Offered every fall and spring
- Fall 2013
- Prof. Baul
- Spring 2014
- Prof. Hernandez
- See Social Science Foundations

**SOCSC-AD 112 Logic of Social Inquiry**
- Offered every fall and spring
- Fall 2013
- Prof. Li
- Spring 2014
- Prof. Brückner
- Recommended Prerequisites: Foundations of Modern Social Thought (SOCSC-AD 116)
- See Social Science Foundations

**SRPP-AD 120 Survey Research**
- Offered every year
- Spring 2014
- Prof. Li
- Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for Social Scientists (SOCSC-AD 113), Logic of Social Inquiry (SOCSC-AD 112)
- Crosslisted with Economics, SRPP

**POLSC-AD 115 Political Psychology**
- Offered every other year
- Spring 2014
- Prof. Dickson
- Crosslisted with Psychology

This course addresses key theoretical and empirically tested 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 psychological analysis of collective political behavior, including issues of social identity, intergroup relations, and group interaction, as well as individual political attitude formation and decision-making. Social and psychological antecedents and consequences of political orientation and ideological opinions are also addressed.

**POLSC-AD 131 Elections and Voting**
- Offered every other year
- Spring 2014
- Prof. Morton

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

**POLSC-AD 132 Courts**
- Offered every other year

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

**POLSC-AD 134**

**Political Economy of Development**

Offered occasionally

Fall 2013

Prof. Noury

Crosslisted with Economics, SRPP

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

**POLSC-AD 135**

**Politics and Finance**

Offered every other year

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

**POLSC-AD 136**

**Political Economy of Cities**

Offered occasionally

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 crime, 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.

**POLSC-AD 138**

**Bureaucracies**

Offered occasionally

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

**POLSC-AD 139**

**Civic Culture and Democracy**

Offered occasionally

Political culture is one of the central research themes in contemporary political science. Eckstein considers political culture approach as "one of the two still viable general approaches to political theory and explanation...the other still being political rational choice theory." This course examines major approaches to political culture and their relationship to democratic development. We discuss questions of how to define political culture, how political culture can be studied, and how it relates to democratic politics and political performance. The pros and cons of the political culture approach will be discussed in the concluding session.

**POLSC-AD 140**

**Introduction to Machiavelli**

January Term 2014 (Florence)

Prof. Holmes

Crosslisted with Philosophy

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

**POLSC-AD 141X**

**Ibn Khaldun and Political Theory**

Offered Occasionally

Written by the first Arab Islamic historian to have been translated into English, Ibn Khaldun and usually dated around 1377, the *Muqaddimah* is often described as the founding text of the philosophy of history and the history of civilizations. Its themes include the secular and religious sources of social solidarity, why individual identify with their group and subordinate their interests to its norms, why they accept the authority of their political leaders, the tensions between nomadic and sedentary or desert and urban societies, organizational and tactical factors in military success, the division of labor and the economic transition from subsistence to surplus, demographic expansion and collapse, luxury and the decay of tribal solidarity in urban conglomeration, and the social conditions of scientific and artistic flourishing. The course includes a close reading of six chapters of the *Muqaddimah* (on political theory, the theory of Bedouin society, the theory of political authority, the theory of urban society, the theory of economic development, and the sociology of science) and draws upon Western political and social theorists, such as Adam Smith and Emile Durkheim, for clarification and perspective.
Arab Middle East has been largely impervious to variation across these countries? These are some widespread academic and journalistic perceptions across South Asia? To what extent do these institutions of the United States and the effects of those institutions on policy outcomes. The course also places these institutions in the context of those of other wealthy democracies, as a means of illustrating several of the unique features of American political institutions. Topics covered in the course include separation of powers, federalism, and single-member district electoral rules.

POLSC-AD 151X Power and Politics in America
Offered every year Fall 2013
Prof. Ramey
Recommended Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110), Introduction to Political Thinking (POLSC-AD 130)
This course has as a central focus the political institutions of the United States and the effects of those institutions on policy outcomes. The course also places these institutions in the context of those of other wealthy democracies, as a means of illustrating several of the unique features of American political institutions. Topics covered in the course include separation of powers, federalism, and single-member district electoral rules.

POLSC-AD 157JX Bridging the Divide Between the Arab World and the West
Offered occasionally Crosslisted with Arab Crossroads Studies, SRPP
The course provides students with an opportunity to engage in a multifaceted examination of Arab perceptions of the U.S. 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.

POLSC-AD 159X Public Policy Challenges in the Middle East
Offered every other year Spring 2014
Prof. Waterbury
Crosslisted with Arab Crossroads Studies
Public policy is a major facet of the political economy of states and societies. It comprises the instruments by which public authorities shape incentives to push and prod their societies and economies in desired directions. This course has two main objectives: to introduce students to major policy issues that face virtually all political systems and to understand them through the prism of Arab politics and society. Successful political systems are those that adjust best and most quickly to unexpected reactions to specific incentives. In the Arab Middle East political authorities in several regimes have relied on implicit social contracts to hold their populations politically inactive. Since the winter of 2011 social contract incentives have broken down, and no Arab regime has successfully coped with the break down. This course considers the subsequent public-policy challenges.

ACS-AD 231JX Oil, Energy, and the Middle East
Offered every other year
Crosslisted with Arab Crossroads Studies, Economics, the Environment

ACS-AD 232X Society and Politics of Saudi Arabia
Offered every other year
Prof. Menaret
Crosslisted with Arab Crossroads Studies

ECON-AD 212J Energy, Development, and International Politics
January Term 2014 (Abu Dhabi)
Profs. Berdahl and Kimball
Crosslisted with Economics

SOCSC-AD 115 Varieties of Capitalism
Offered every other year
See Social Science Foundations

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

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

POLSC-AD 173 International Political Economy
Offered every other year
Spring 2014
Prof. Rosendorff
Prerequisites: Introduction to International Politics (POLSC-AD 170)
This course serves as an introduction to the workings of the contemporary international political-economic system and introduces students

POLSC-AD 175JX Comparative Politics of the Middle East
Offered every other year Spring 2014
Prof. Waterbury
Recommended Prerequisites: Introduction to Comparative Politics (POLSC-AD 150)
Crosslisted with Arab Crossroads Studies
A focus on the “Arab Middle East” presupposes that the politics of South Asia? What explains the high levels of violence in some South Asian countries and patterns of variation across these countries? These are some of the questions that this course addresses, with a primary focus on India and a secondary focus on Pakistan, Bangladesh, Sri Lanka, Nepal, Burma, and Bhutan. Although students learn a vast number of facts about 2000 years and politics of the region, the primary purpose of the course is to identify overarching patterns that characterize the politics of these regions—and to teach students to think analytically and comparatively about these patterns.

POLSC-AD 154 Topics in Comparative Politics
Offered occasionally
The topics will vary from year to year.

POLSC-AD 155J Politics in Modern Europe
Offered occasionally
Recommended Prerequisites: Introduction to Comparative Politics (POLSC-AD 150)
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.

POLSC-AD 156 Comparative Politics of South Asia
Offered occasionally
Recommended Prerequisites: Introduction to Comparative Politics (POLSC-AD 150)
How did the borders of South Asian countries come to be formed? What explains the variation in the types of regimes—democratic and authoritarian—across South Asia? To what extent do these countries vary in the structure of their states as well as regimes? How does ethnicity diversify affect the politics of South Asian countries? What is the pattern of economic growth across these countries, and their human development record and why? What explains the high levels of violence in some South Asian countries and patterns of variation across these countries? These are some of the questions that this course addresses, with a primary focus on India and a secondary focus on Pakistan, Bangladesh, Sri Lanka, Nepal, Burma, and Bhutan. Although students learn a vast number of facts about 2000 years and politics of the region, the primary purpose of the course is to identify overarching patterns that characterize the politics of these regions—and to teach students to think analytically and comparatively about these patterns.
to some of the main analytical frameworks that political economists use to understand this system. The course seeks to familiarize students with analytical tools that help them gain a better understanding of the current problems and opportunities facing actors in today’s international political economy.

POLSC-AD 175
Topics in International Politics
Offered occasionally
The topics will vary from year to year.

POLSC-AD 176J
Nation-Building
Offered occasionally
January Term 2014 (Washington, D.C.)
Profs. Jones and Traub
Nation-Building explores the range of strategies which strong states use in order to build the capacity of weak ones. This is a matter, not of morality, but of national security. Thanks to globalization, the poisons which brew inside weak or failing states can now infect neighbors, or countries halfway across the globe; the terrorist attacks of 9/11 reinforced this lesson with terrible force. But is it really possible for outsiders to help build solid economic and political structures in fragile states? Is “democracy promotion” a contradiction in terms? Experience in places like Afghanistan or Haiti is hardly encouraging. The class asks what can be done, and by whom, and in what kind of setting. We visit UN officials in New York and government officials in Washington, as well as experts in both places.

POLSC-AD 177
Civil War and International Intervention
Offered occasionally
Fall 2013
Prof. Gilligan
Prerequisites: Introduction to International Politics (POLSC-AD 170) and Introduction to Econometrics (ECON-AD 210) or Data Analysis (POLSC-AD 209)
Civil war continues to be one of the most vexing problems in comparative and international politics. Why do civil wars break out? Aside from the obvious physical destruction caused by civil conflict what are the effects of civil conflict on society? How can the international community help end civil conflicts? We address these questions in this course. The course is broken into two parts starting with the causes of civil conflict, then moving on to what, if anything, the international community can do to ameliorate this problem.

POLSC-AD 178J
Understanding Insurgency and Counterinsurgency
Offered occasionally
January Term 2014 (Abu Dhabi)
Prof. Gilligan
Insurgencies continue to be a major threat to peace in developing countries. How do insurgencies arise? Why do people join insurgent movements? What strategies do insurgent movements pursue? What can states do to address insurgent movements most effectively? This course addresses these questions. It begins with a review of the scholarly literature on insurgency. Students then travel to Kathmandu, Nepal to meet with participants in Nepal’s 10-year civil war from 1996 to 2006 and learn their perspectives on these questions obtained from their experiences.

POLSC-AD 179J
Economic Development and Political Conflict
Offered occasionally
January Term 2014 (Buenos Aires)
Prof. Satyanath
Crosslisted with Economics, Political Science
The question of what explains why some countries achieve and retain developed status while others fail to do so has long intrigued scholars of economics and political science. We first study the major theories of economic development, for instance on the roles of free markets and of foreign aid in affecting development. We then study the role of political conflict in generating development outcomes that diverge from those that are predicted by purely economic theories. Finally, we study how economic development affects the nature of political conflict in a country. All three sections of the course include extensive examples from Argentina’s complex history of political and economic conflict. The course includes a field trip to a region that embodies Argentina’s major political and economic divisions.

POLSC-AD 180
Political Economy of International Trade
Offered occasionally
Fall 2013
Prof. Rogawski
This course covers five major topics in international political economy: international trade and trade policy (tariffs, quotas, trade agreements); international migration and remittances; offshoring and outsourcing; international finance (exchange rates, cross-border investment, central bank policy); crises of the international economy: the 1930s, 2007-2009, and the current crises of the Euro and of European sovereign debt.

POLSC-AD 181
Ethnicity and Violence
Spring 2014
Prof. Paik
A seminar devoted to investigating (1) where ethnic division comes from (2) how ethnicity relates to politics, and (3) why politics often turn violent. This course covers seminal papers and readings that have helped academics and policymakers understand the root causes of ethnic conflict and other specific forms of violence including civil war, insurgency, revolution, and terrorism.

EDUC-AD 115J
International Peacebuilding and the Role of Education
January Term 2014 (Abu Dhabi)
Prof. Burde
Crosslisted with Education, SRPP

CAPSTONE COURSES

POLSC-AD 400-401
Senior Capstone Research Project
Offered every fall and spring
Prof. Ramey
Students develop a research question, construct a research design that allows them to test potential answers to that question, collect relevant data, analyze the results, and write a senior thesis.
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. Majors in Social research and Public Policy take five required courses (Statistics for the Social and Behavioral Sciences; Foundations of Modern Social Thought; Logic of Social Inquiry; Survey Research; and Ethnographic Field Research); three foundational electives; and two general electives. During the senior year students 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; Logic of Social Inquiry; 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. Logic of Social Inquiry
3. Electives

**SOCIAL RESEARCH AND PUBLIC POLICY (SRPP) SAMPLE SCHEDULE**

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<th>YEAR 1</th>
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**REQUIREMENTS FOR THE MAJOR**

13 courses, distributed as follows:

- 5 Required courses: Statistics for the Social and Behavioral Sciences; Foundations of Modern Social Thought; Logic of Social Inquiry; Survey Research; Ethnographic Field Research
- 3 Foundational Electives
- 3 Electives
- 2 Capstone Project
This course introduces students to survey research. Offered every fall and spring

Crosslisted with Economics, Political Science

Values and beliefs, and interviewing techniques. It 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.

**METHODS ELECTIVES**

**ECON-AD 210 Introduction to Econometrics**
Offered every fall and spring
Fall 2013 Prof. Noury
Spring 2014 Prof. Noury
Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for the Social Sciences (SOCSC-AD 113) and Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)

**POLSC-AD 209 Data Analysis**
Offered every year
Fall 2013 Prof. Li
Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for Social Scientists (SOCSC-AD 113)
Crosslisted with Political Science

**POLSC-AD 125 Ethnographic Field Research**
Offered every year
Fall 2013 Prof. O’Brien
Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)
This course may substitute a Methods Elective.
Crosslisted with Anthropology, Arab Crossroads Studies

**SOCSC-AD 110 Social Issues in the Middle East**
Offered every other year
Fall 2013 Prof. Chacon
Spring 2014 Prof. Bearman
Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Economics, Political Science

**SOCSC-AD 111 Social Policy**
Offered every other year
Spring 2014 Prof. Manza
Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Political Science

The selected social problems are examined in their historical and cultural contexts, including 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, interorganizational networks, and the network structure of the internet. Course readings are an engaging blend of popular social science texts, journal articles, and scientific papers.

**FOUNDATIONAL ELECTIVES**

**SRPP-AD 110 The World System**
Offered every other year
Crosslisted with History

Since the 17th century there have been a series of different hegemonic powers within a transnational capitalist economy. This course surveys 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 the related political history of European colonialism, nationalism, postcolonial societies, the Cold War, and the emerging multipolar 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 U.A.E.

**SRPP-AD 111 Social Psychology**
Offered every other year
Spring 2014 Prof. O’Brien
Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Political Science

The aim of this course is to study human conditions, social arrangements, and social processes which are sites of social, political, cultural, and moral contestations in contemporary societies. They are perceived as ‘social problems’ and divide public opinion about the appropriate ways to protect society from their deleterious effects. Lectures first focus on sociological perspectives on social problems and examine the role of social structure and social processes in their production and reproduction. Subsequent lectures focus on exploring selected social problems such as: suicide, suicide terrorism, euthanasia, aging, genocide, incest, genomics, and religious fundamentalism. The selected social problems are examined in a global perspective, focusing on contemporary industrialized societies.
SRPP-AD 112X
Islam and Society
Offered every year
Spring 2014
Prof. O’Brien
Crosslisted with Arab Crossroads Studies

In this seminar, students come to understand the diverse and dynamic roles that religious and cultural Islam can play in contemporary societies, especially those in the “Middle East” and North Africa. After critically examining what might be meant by Islam and Muslims in the first place, students will use social scientific case studies to investigate how Islam does (or does not) come to matter in various sectors of society, including government and the state, the legal system, politics and social movements, gender relations, sexuality, education, the economy, popular culture, and everyday life. By the end of this course, students will be able to critically analyze the ways that religious and cultural Islam can impact society and social life. Each student is expected to complete a final research project exploring the core questions posed by the course.

SRPP-AD 117
Religion and Society
Offered every other year

In this seminar, students explore the diverse and dynamic manifestations of religion in social life—as a personal and collective experience, an individual and group identity, and a code for moral behavior—and examine how these social uses of religion impact various spheres of society. After considering classic social theories of religion, we will look at substantive cases from the United States, Egypt, Iran, China, and Venezuela to investigate how and why religious meanings and identities come to matter (or not) in arenas of gender equality, political mobilization, nation-state structures, everyday intergroup interactions, and the law and punishment. Overall, this course aims to provide students with the theoretical frameworks and substantive background necessary to analyze the workings of religion and religious identity in modern societies.

SRPP-AD 121J
Race and Ethnicity
Offered every other year
January Term 2014 (Abu Dhabi)
Prof. Morning
This course explores the concepts of race and ethnicity both in international comparative perspective, and with a special focus on their meaning and manifestations in the U.A.E. Race and ethnicity are both ways of classifying human groups that arise under certain historical circumstances, with race in particular emerging in the contexts of imperialism and slavery. Students consider how migration, state policies, and economic organization shape the classification and characterization of racial and ethnic groups, and select national case studies to research independently. In both the classroom and a series of encounters scheduled with members of diverse ethnic groups in the U.A.E., students will also learn and apply social scientific methods like ethnography and content analysis in order to gauge stratification, prejudice and discrimination in diverse areas of social life.

SRPP-AD 126
Immigration
Offered every other year
Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)

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

SRPP-AD 127
Wealth and Inequality
Offered every year
Spring 2014
Prof. Manza
Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)

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

SRPP-AD 131
Gender and Society
Offered every other year

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

SRPP-AD 135
Modern Wealth and State
Offered every other year
Introduction to the foundations and development of the modern welfare state, with an emphasis on Western democracies. The course provides students with the conceptual tools to understand welfare states and the twin pressures they have faced in recent times: population change and globalization. Life courses of individuals and households, for example, pathways in and out of poverty, provide a useful framework for thinking about welfare states and what they do or do not do. In addition, much can be learned from a comparative perspective. Topics include poverty, inequality, fertility, health care, education, retirement, and immigration.

SRPP-AD 136
State Formation: The Case of the U.A.E.
Offered every other year

Spring 2014
Prof. Derugian
Commonly (and wrongly) people take for granted what the “underclass” and it offers a balanced evaluation of the “underclass.”

SRPP-AD 141
Urban Poverty and Social Policy
Offered every third year

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.

SRPP-AD 210
Practicum in Social Research: Sexuality, Religion, and Gender Politics in the United States and the Near East
Offered every other year

Fall 2013
Prof. Friedland

The relationship between gender, family, sexuality and religion has become a major site of political struggle both in the United States and the Islamic world. Using pilot survey data collected through social network sites in the United States, Egypt and Turkey, this research practicum analyzes the ways in which religious beliefs condition young people’s sexual, gender and familial attitudes and behaviors. Students compare how gender, sexuality and family have been politicized by religious movements.

CORES-AD 16
Family and Kinship
Offered every other year
Crosslisted with Anthropology, the Core: Structures of Thought and Society
SRPP-AD 113 Globalization and Education
Offered occasionally
Crosslisted with Education
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. Case studies from Asia, Africa, Latin America, the Middle East, and North America provide concrete examples of how global forces are changing the content and context of education internationally.

SRPP-AD 116 Revolutions and Social Change
Offered every other year
Revolutions mean purposive and contentious efforts to re-engineer whole societies according to the visions of justice and progress. 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.

SRPP-AD 122 Entrepreneurship
Offered occasionally
Whether as heroes or agents of creative destruction, entrepreneurs and their innovations have had a transformative influence on modern economic growth and the wealth of nations. The first part of the seminar introduces the classical and contemporary writings on the rise of entrepreneurial capitalism in the West and the global diffusion of modern entrepreneurial spirit and firm. Classical approaches pioneered the study of modern entrepreneurship in its rational orientation to profit-making through innovative activity. Contemporary approaches shift the emphasis away from analysis of individual attributes and agency to focus on examining the role of social networks, organizational forms, and institutional environment in facilitating entrepreneurial activity. In the part of the seminar, we focus on research on entrepreneurship using secondary sources and data available through the internet.

SRPP-AD 123 Science and Society
Offered occasionally
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.

SRPP-AD 124 Relationships, Sex, and Love
Offered every other year
Spring 2014 (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.

SRPP-AD 130 Law, Society, and Public Policy
Offered occasionally
Crosslisted with Law
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.

SRPP-AD 132 Political History Through Films
Offered occasionally
Crosslisted with Film and New Media
The juxtaposition of classical political films (Germinal, October, Nasser in 1956, Battle for Algiers, Z, Man of Marble, Last Emperor, Land and Freedom) and social science theories (Hobsbawm, Anderson, Mann, Wallerstein) gives visualized depth to exploring the political, and economic trajectory of the modern world-system. Topics include: nation- and state-formation; democracy and authoritarianism; fascism; nationalism; communism; developmentalism; world wars; the generational ‘gap’ of 1968; the end of traditional societies; and globalization.

SRPP-AD 151 Introduction to Global Health
Offered occasionally
Fall 2013
Prof. Yessim
Spring 2014
Prof. Caton
Crosslisted with the Environment
Despite the significant progress made towards achieving globally set targets for health in some countries, others—particularly in sub-Saharan Africa—are falling behind. This course introduces students to the main concepts of the public health field and the critical links between global health and social and economic development. Lectures explore major themes in global health, including the social determinants of health, the global distribution of disease burden and risk factors, key measures to address the disease burden in cost-effective ways, and the role of health systems and diverse global actors in responding to the health needs of populations worldwide. The course is global in coverage, but with a focus on low- and middle-income countries and on the health of the poor.
EDUC-AD 114J
Education and Diversity: Historical and Comparative Perspectives
Offered occasionally
Crosslisted with Arab Crossroads Studies, Education

EDUC-AD 115J
International Peacebuilding and the Role of Education
Offered occasionally
January Term 2014 (Abu Dhabi)
Prof. Burde
Crosslisted with Education, Political Science, SRPP

LAW-AD 114J
Punishment in Law, Politics and Society
Offered occasionally
January Term 2014 (New York)
Prof. Barkow
Crosslisted with Political Science, Law

MDURB-AD 116J
Metropolis: Culture and Politics in the 21st-Century City
January Term 2014 (Buenos Aires)
Prof. Klinenberg
Crosslisted with the Core: Structures of Thought and Society, Urbanization

MDURB-AD 122J
Cities and Consumption
January Term 2014 (Buenos Aires)
Prof. Zaloom
Crosslisted with Economics, Urbanization

POLSC-AD 130
Introduction to Political Thinking
Offered every semester
Fall 2013
Prof. Jensen
Spring 2014
Prof. Jensen
Discussion section included
Crosslisted with Political Science

POLSC-AD 132J
Political Economy of Institutions
Offered occasionally
Fall 2013
Prof. Rogowski
Crosslisted with Political Science

POLSC-AD 133
Political Economy of Development
Offered every other year
Fall 2013
Prof. Noury
Crosslisted with Economics, Political Science

POLSC-AD 157JX
Bridging the Divide between the Arab World and the West
Offered occasionally
Crosslisted with Political Science, Arab Crossroad Studies

POLSC-AD 158
Comparative Legislatures
Offered occasionally
Prerequisites: Introduction to Political Thinking (POLSC-AD 130)
Crosslisted with Political Science

PSYCH-AD 150
Social Psychology
Offered every other year
Spring 2014
Psychology faculty
Prerequisite: Introduction to Psychology (PSYCH-AD 101)
Crosslisted with Psychology

SOCSC-AD 115
Varieties of Capitalism
Offered every other year
See Social Science Foundations

CAPSTONE
SRPP-AD 400-401
Senior Capstone Research Project
Offered every year
Profs. Brückner, O’Brien
During this yearlong course, students develop a research question; design and analyze quantitative or qualitative data sets relevant to public policy; and write a 40–60 page senior essay.

B.A.-M.P.A. Program
NYU Abu Dhabi and NYU’s Robert F. Wagner Graduate School of Public Service offer a dual-degree program to enable students to earn the Bachelor of Arts and Master of Public Administration degrees in less than the time it would take to complete the programs separately. NYUAD students can accelerate their progress by earning up to 28 course credits toward the Wagner M.P.A. as part of their undergraduate studies. These 28 credits typically comprise five courses, as detailed below, and up to two courses chosen from the student’s anticipated area of concentration.

While completing the B.A. degree at NYUAD, students in the dual degree program may complete 280 hours of approved field experience, per Wagner’s Professional Experience Requirement. The field experience will be available to students in Abu Dhabi or in New York during the summers (or in January term) of their junior and senior years and during their fifth year of study in NYC. Admission to the dual-degree program is open to students who have completed 64 credits toward the B.A. degree, with a GPA of 3.0 or higher. Applicants must also complete a regular Wagner M.P.A. application during the junior year at NYUAD. After matriculating in the Wagner School, students are expected to acquire at least one more year (280 hours, per Wagner’s Professional Experience Requirement) of full-time professional experience relevant to their anticipated field of study for the Master of Public Administration degree.

In order to fulfill the Professional Experience Requirement, students in the B.A.–M.P.A. will have full access to the services offered by Wagner’s Office of Career Services, including individual advisement sessions, a wide variety of career-related events and programming, and Wagner’s extensive Career Directory, an on-line database of internship, fellowship, and job postings, as well as a database of employers in government, nonprofits, health care organizations, urban planning agencies, international programs, academic institutions, and private companies with a public sector focus. Additionally, students are encouraged to utilize the assortment of services offered through NYU’s Wasserman Center for Career Development.
NYUAD undergraduates enrolled in the dual-degree program will be expected to complete all of the existing requirements for the B.A. degree, including the 140 course credit degree requirement. To be considered for the dual-degree program, students are required to have a minimum GPA of 3.0, which they must maintain throughout their undergraduate career. NYUAD students must also earn a grade of B or better in each of their Wagner courses in order for the credits to be transferred to the M.P.A.

Dual-degree students must also complete Wagner prerequisites for the one-year Capstone course before enrolling in that course at Wagner. Typically this means students take any remaining requirements at Wagner during the summer prior to their full academic year of Wagner courses.

**Typical Timeline for Completing the Dual-Degree Program (full-time enrollment):**

- **Years 1–4**  
  Completion of NYUAD B.A. (128 credits, which include up to 28 Wagner credits)

- **Year 5 (Summer)**  
  Completing Wagner prerequisites for Capstone (if necessary)

- **Year 5**  
  Completion of Wagner M.P.A.

**B.A.-M.P.A. COURSE EQUIVALENTS**

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<th>Wagner core course</th>
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<tr>
<td>Microeconomics (CORE-GP:1018)</td>
<td>Principles of Microeconomics (ECON-AD 101) or Principles of Macroeconomics (ECON-AD 102)</td>
</tr>
<tr>
<td>Financial Management (CORE-GP:1021)</td>
<td>Corporate Finance (ECON-AD 303)</td>
</tr>
<tr>
<td>Introduction to Public Policy (CORE-GP:1022 I)</td>
<td>Power and Politics in America (POLSC-AD 156) or Introduction to Public Policy (offered in Spring 2014) (SRPP-AD 150)</td>
</tr>
</tbody>
</table>

Subject to approval from Wagner additional credits may be earned towards M.P.A. electives by completing the following NYUAD courses:

- Public Economics (ECON-AD 322)
- Introduction to Econometrics (ECON-AD 210)
- Social Policy (SRPP-AD 111)
- Social Entrepreneurship and Innovation (LEAD-AD 110)
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, with areas of specialization in some majors.

In most of these majors, students begin their studies in an innovative three-semester sequence called Foundations of Science that covers the topics taught in traditional introductory courses but combines those separate disciplines into an integrated whole, with units in biology, chemistry, and physics threaded together to reinforce and build on one another.

The science majors culminate their undergraduate experience in a senior Capstone Project, in which individuals or multidisciplinary teams of students use their skills to identify and solve a problem in science. Research teams also have the opportunity to participate in the cutting-edge research projects led by scientists of international distinction.

For students interested in study away, the sample schedules for the Science majors provide for one semester (year 3, fall) during which courses within the major are not required, allowing students to choose any site in the NYU Global Network University (GNU), regardless of its 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 a second semester at any other GNU site. When planning for study away, students should note that science courses, particularly those in New York, are in high demand. In order to best assure a successful registration for courses, it is recommended that students work closely with their mentors and complete the course intent well in advance.
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 fields 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, 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 is stressed, while close contact among students and faculty is a major feature of the program. The interdisciplinary approach and experimental work foster a more comprehensive understanding of science.

Majors in Biology, Chemistry, and Physics 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.

*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.

**REQUIREMENTS FOR THE CONCENTRATION IN THE NATURAL SCIENCES**

4 courses, distributed as follows:

1. Foundations of Science 1: Energy and Matter
2. Foundations of Science 2: Forces and Interactions
3. Foundations of Science 3: Systems in Flux
4. Foundations of Science 4: Form and Function
SCIEN-AD 101-102
Foundations of Science 1: Energy and Matter
Offered every year
Fall 1 2013 (7 weeks)
Science faculty
Pre- or Corequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
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, and scientific presentation, including technical writing. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIEN-AD 103-104
Foundations of Science 2: Forces and Interactions
Offered every year
Fall 2 2013 (7 weeks)
Science faculty
Pre- or Corequisites: FS 1 (SCIEN-AD 101-102)
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 data and analysis with a continued emphasis on technical presentation. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIEN-AD 105-106, 109
Foundations of Science 3: Systems in Flux
Offered every year
Spring 1 2014 (7 weeks)
Science faculty
Pre- or Corequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
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.

SCIEN-AD 107-108, 110
Foundations of Science 4: Form and Function
Offered every year
Spring 2 2014 (7 weeks)
Science faculty
Pre- or Corequisites: FS 3 (SCIEN-AD 105-106, 109)
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 focus on design experiments related to crystals and crystallography, and to examine chemical forms at the macroscopic and microscopic levels. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIEN-AD 111-112
Foundations of Science 5: Propagating Change
Offered every year
Fall 1 2013 (7 weeks)
Science faculty
Pre- or Corequisites: FS 4 (SCIEN-AD 107-108, 110)
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 are examined. Change during the growth of cells is explored at the molecular level as well. Laboratory exercises fuse physics, chemistry, and biology as students engage in projects related to recombinant DNA technology, gene cloning, and protein synthesis and characterization.

SCIEN-AD 113-114
Foundations of Science 6: Oscillations and Uncertainties
Offered every year
Fall 2 2013 (7 weeks)
Science faculty
Pre- or Corequisites: FS 5 (SCIEN-AD 111-112)
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 and within the NYU Global Network.

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 Biology majors only)
The Biology major offers a specialization in Brain and Cognitive Science (BCS), which emphasizes the function of the nervous system and places a special emphasis on the biological and psychological processes of how organisms gain and access knowledge.

BCS investigates some of the deepest mysteries facing science in the 21st century. These concern the higher functions of the central nervous system: perception, memory, attention, learning, language, emotion, personality, social interaction, decision-making, motor control, and consciousness. All psychiatric disorders, neurological diseases, and developmental disorders (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.

Students who elect to complete the major in Biology with the BCS specialization replace three of the four electives in biology with the following required courses: Cellular and Molecular Neuroscience, Behavioral and Integrative Neuroscience, and one course from among those labeled as BCS electives. The BCS specialization also requires completion of Introduction to Psychology and Cognition offered by the NYUAD Psychology program.

Biology majors who seek to complete the BCS specialization are highly encouraged to complete Organic Chemistry 2, Introduction to Probability and Statistics, and Introduction to Psychology, depending on their career goals or plans for graduate and professional school.
REQUIREMENTS FOR THE BIOLOGY MAJOR WITH A SPECIALIZATION IN BRAIN AND COGNITIVE SCIENCE
17 courses, distributed as follows:

- 6 Foundations of Science 1-6
- 8 Required courses: Calculus with Applications; Multivariable Calculus; Organic Chemistry 1; Organismal Biology; Cellular and Molecular Neuroscience; Behavioral and Integrative Neuroscience; Introduction to Psychology; Cognition
- 1 BCS Laboratory Elective
- 2 Capstone Research Project

**BIOLOGY**

**SAMPLE SCHEDULE**

16 courses, distributed as follows:

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

### YEAR 1

**Fall Semester**

- **CORE**
- **FOUNDATIONS OF SCIENCE 1**
- **FOUNDATIONS OF SCIENCE 2**
- **CALCULUS**

**Spring Semester**

- **CORE**
- **FOUNDATIONS OF SCIENCE 3**
- **FOUNDATIONS OF SCIENCE 4**
- **MULTIVARIABLE CALCULUS**

### YEAR 2

**Fall Semester**

- **CORE**
- **FOUNDATIONS OF SCIENCE 5**
- **FOUNDATIONS OF SCIENCE 6**
- **ORGANIC CHEMISTRY 1**

**Spring Semester**

- **CORE**
- **ORGANISMAL BIOLOGY**
- **GENERAL ELECTIVE**

### YEAR 3

**Fall Semester**

- **CORE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**

**Spring Semester**

- **CORE**
- **BIOLGY ELECTIVE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**

### YEAR 4

**Fall Semester**

- **BIOLGY ELECTIVE**
- **BIOLGY ELECTIVE**
- **GENERAL ELECTIVE**
- **CAPSTONE SEMINAR**

**Spring Semester**

- **BIOLGY ELECTIVE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **CAPSTONE PROJECT**
BIOL-AD 140
Behavioral and Integrative Neuroscience
Offered every year
Spring 2014
Biology faculty
Prerequisites: Organismal Biology (BIOL-AD 101)
This course that addresses the physiological and anatomical bases of behavior, will emphasize mammalian sensory, motor, regulatory, and motivational mechanisms involved in the control of behavior, and higher mental processes such as those involved in language and memory.

BIOL-AD 212
Developmental Biology
Offered occasionally
Prerequisites: Organismal Biology (BIOL-AD 101)
Multicellular organisms undergo a series of complex temporal and spatial changes in gene expression following fertilization, which results in the highly organized, coordinated cell divisions needed for growth and development. This course introduces students to the principles and experimental strategies of developmental biology. It covers the cellular and molecular basis for patterning in the embryo; the determination of cell fate; cell differentiation; the genes controlling these events; how the genes are identified and studied; and the cell proteins that effect shape, movement, and signaling among cells.

BIOL-AD 213
Evolution
Offered occasionally
Prerequisites: Organismal Biology (BIOL-AD 101)
Evolution encompasses the patterns and mechanisms that explain the diversity of organisms we observe today and during the millions of years of the geological record. Evidence, gathered from the fossil record and from molecular evolution, demonstrates the common ancestry of all living things, including humans, and the mechanisms, such as natural selection, that are required and sufficient to explain this pattern of ancestry, diversification, adaptation, speciation, and biogeographic distribution. The course also uses computer and mathematical modeling to explore the fundamentals of population genetics, molecular evolution, phylogenetic systematics, and the evolution of developmental systems.

BIOL-AD 214
Genetics
Offered every year starting 2014–15
Prerequisites: FS 1-6 (SCIEN-AD 101-114)
Why do offspring often exhibit physical features of their parents? Why do combinations of certain features in offspring translate into specific characteristics that either enhance or diminish the organism’s fitness? Answers to questions such as these fall partly within the discipline of genetics, which is the study of heredity. Principles from the Foundations of Science curriculum provide a framework for learning about classical genetics, chromosome structure and mutation, gene function and regulation, and aspects of molecular and developmental genetics. Recent studies in human genetics and their applications, particularly to health-related issues, are also investigated.

BIOL-AD 216
Systems Biology
Offered every other year
Prerequisites: Organismal Biology (BIOL-AD 101), Genomics and Bioinformatics (BIOL-AD 215)
Organismal complexity is reflected in part by the way the individual biochemical pathways, organless and cells function together to permit environmental adaptation. This course covers the computational techniques used to analyze, analyze, interpret, and integrate the diverse data of complex networks, from the proteins developed from genomics, proteomics, and metabolomics and to understand how they work together forming a system with definable phenotypes. Global approaches as well as mathematical and statistical modeling to data collection and analyses are performed.

BIOL-AD 217
Cell and Molecular Neuroscience
Offered every year starting 2014–15
Prerequisites: FS 1-6 (SCIEN-AD 101-114), Organismal Biology (BIOL-AD 101)
Recommended: Organic Chemistry I (CHEM-AD 101)
A lecture course that addresses the physiological and anatomical bases of behavior, will emphasize mammalian sensory, motor, regulatory, and motivational mechanisms involved in the control of behavior, and higher mental processes such as those involved in language and memory.

BIOL-AD 230
Biophysics
Offered occasionally
Spring 2014
Prof. Magzoub
Prerequisites: FS 1-6 (SCIEN-AD 101-114), Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
Crosslisted with Physics
Biophysics uses the laws of physics and their associated mathematical principles to gain an understanding of living systems, primarily by examining forces and interactions among molecules found in cells. This course begins with a thorough review of cells, with a special emphasis on eukaryotes and their different compartments, and is followed by an investigation of the structures and functions of biological macromolecules, including proteins, nucleic acids, carbohydrates and lipids. Students gain a deep understanding of information flow in cells via detailed biophysical analysis of replication and gene expression. Ultimately, the principles of biophysics are applied to disease states with an eye toward rational design of therapeutics.

BIOL-AD 241
Disorders of the Nervous System
Offered occasionally
Prerequisites: FS 1-6 (SCIEN-AD 101-114), Organismal Biology (BIOL-AD 101)
This course explores how the nervous system develops in normal animals and how genetic and epigenetic factors can disrupt these processes. Lectures on normal developmental mechanisms interleave with those on disorders to provide a solid foundation for our discussions of abnormal development and its effects on individual outcome. Topics include differentiation, axon outgrowth, synapse formation, specificity of connections, and plasticity are covered. The lectures on dysfunction include autism, dyslexia, mental retardation, specific language impairment, hearing loss, blindness, ADHD, demyelinating, and neurodegenerative disorders, and axon regeneration. The major goals of the course are to understand the extent to which current treatments 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.

BIOL-AD 320
Special Topics in Biology
Offered occasionally
Prerequisites: Permission of instructor
This course covers current topics and approaches in the life sciences. Topics can include systems biology, bioinformatics, new laboratory and computer approaches in the life sciences, and current problems. Emphasis is placed on reading and evaluating primary literature and examining how the topic is addressed in the popular press.

BIOL-AD 298-299
Directed Study in Biology
Offered by application
Prerequisites: Organismal Biology (BIOL-AD 101), one biology elective, one biology lab elective, and permission of instructor
This course is intended for students who are highly motivated and seek the opportunity to work in
field or laboratory research with a faculty sponsor from the NYUAD Program in Biology. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member. Forms for Directed Study in Biology are available from the Office of the Dean of Science.

CHEM-AD 102
Organic Chemistry 2
Offered every year
Spring 2014
Prof. Tabibzadeh
Prerequisites: Organic Chemistry 1 (CHEM-AD 101)
Laboratory included
Crosslisted with Chemistry

CHEM-AD 301
Biochemistry 1
Offered every year
Fall 2013
Prof. Rabeh
Prerequisites: Organic Chemistry 1 and 2 (CHEM-AD 101-102)
Crosslisted with Chemistry

CHEM-AD 302
Biochemistry 2
Offered every year
Spring 2014
Chemistry faculty
Prerequisites: Biochemistry 1 (CHEM-AD 301)
Crosslisted with Chemistry

BIOL-AD 211
Applied Molecular Biology DNA Techniques
Offered every year
Fall 2015
Prof. Salehi-Ashtiani
Prerequisites: FS 1-6 (SCIEN-AD 101-114)
Laboratory included
Crosslisted with Chemistry
Molecular biology has revolutionized biological research during the past few decades and has formed the basis for all high-throughput and genomics technologies. This course combines lecture, class discussions, and lab experiments to explore applications of molecular biology in modern biological research, particularly high-throughput biology and genomics. The course engages students in a guided research project to learn basics and advanced high-throughput molecular biology techniques, as well as scientific writing and data reporting. In particular, students carry out high-throughput cloning and sequencing of a set of several hundred DNAs that encode transcription/translation factors from the green alga Chlamydomonas reinhardtii. The results are analyzed to assess cloning success, accuracy of gene annotation and gene expression under specific growth conditions.

BIOL-AD 215
Genomics and Bioinformatics
Offered every year
Spring 2014
Prerequisites: FS 1-6 (SCIEN-AD 101-114)
Laboratory included
Fueled by recent advances in technical approaches to data collection and analysis, the biological sciences have entered a new era in which vast amounts of genome-scale sequence and functional data are becoming available for a large number of species. These data are allowing scientists to explore biological function on an unprecedented scale. Familiarity with the fields of genomics and bioinformatics, which impact society on all levels, is vital for the next generation of scientists. This survey course introduces students to a broad range of topics in the fields of genomics and bioinformatics through lectures and hands-on exercises that emphasize the fundamental principles of chemistry, computer science, mathematics, and physics to understand organismal diversity through analyses of genomes.

BIOL-AD 240
Computational Neuroscience
Offered occasionally
Prerequisites: Behavioral and Integrative Neuroscience (BIOL-AD 140), Calculus with Applications (MATH-AD 111), Multivariable Calculus (MATH-AD 112)
Laboratory included
A lecture and laboratory course addressing the application of computational techniques to the understanding of neural processing. Topics include cable theory and computation by single neurons, learning in artificial neural networks, small networks for the control of motor behavior, and neural processing of visual information. For each topic area there is an introduction to the scientific principles, a review of research, and a sequence of computer laboratories designed to familiarize the student with computational research methods used in that area.

ADDITIONAL COURSES FOR BRAIN AND COGNITIVE SCIENCE
These courses do not count as Biology Electives, but are required for the completion of the Brain and Cognitive Science specialization.

PSYCH-AD 101
Introduction to Psychology
Offered every year
Prof. Henry
Fall 2013
Crosslisted with Psychology
PSYCH-AD 110
Cognition
Offered every year
Fall 2013
Prof. Almeida
Prerequisites: Introduction to Psychology (PSYCH-AD 101)
Crosslisted with Psychology

CAPSTONE EXPERIENCE
SCIEN-AD 390
Capstone Seminar Series (1 semester)
Fall 2013
Science faculty
Spring 2014
Science faculty
The capstone seminar series provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD scientists and mathematicians. Through exposure to NYUAD faculty research students will identify potential areas of interest for their own capstone research, and over the course of the semester develop and put into writing an in-depth biology capstone proposal. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Research Project in the fall semester of their senior year. Beginning in 2014-15 all science majors are expected to take this course in the junior year; it will be offered every spring.

SCIEN-AD 400-401
Capstone Research Project (1 semester)
Offered every fall
Fall 2013
Science faculty
Focuses on the art of scientific problem-solving through theoretical analysis and/or experimental and technical design. The capstone research 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 including students from the humanities and social sciences, design and execute a project under the guidance of a faculty mentor. The projects end with student presentations.

COURSES FOR NON-SCIENCE MAJORS
BIOL-AD 52J
Brains in Action
Offered every other year
Every animal on the planet is a master of its universe. Bats fly with great precision in total darkness. Honeybees find their way home using a path they have never seen before. Baby songbirds retain the memory of hearing their father’s song for several months before they actually are able to sing that song themselves. All these animals rely on specific mechanisms in their brains to endow them with these remarkable abilities. Understanding these mechanisms can provide deep insights into how all brains, including our own, are shaped by evolution to be fantastic problem solving machines. In this course we will explore the unique worlds of several animals, highlighting first the specific environmental problems that a particular animal must solve, second the remarkable mechanisms that the brains of these animals implement imaginative solutions to these problems. This course does not presume a strong background in biology, but two things help: an appreciation of the beauty of the animals around us and a genuine curiosity about how in the world they are able to do what they do.
The focus of the Chemistry program is the study of the world of molecules, how they are created from atoms, how their structures affect their chemical and physical properties, and how they unite or assemble to form the matter that makes up the physical world. Knowledge of chemistry is fundamental to an in-depth understanding of the structural properties and biochemical reactions that define all living systems. 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 utility of alternative and renewable energies, the discovery of new drugs, and the creation of new materials by learning 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 organic, physical or biological chemistry, biochemistry, and materials science. The major offers elective courses that exploit the interdisciplinary areas of analytical chemistry and computational chemistry, biochemistry, and materials science. 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 Chemistry 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. Biochemistry also studies the world of molecules, how they are created from atoms, how their structures affect their chemical and physical properties, and how they unite or assemble to form the 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.

The specialization in Biochemistry requires students to take Biochemistry 1 and 2 instead of completing two chemistry electives in addition to completing Experimental Biochemistry instead of Physical Chemistry Laboratory. Chemistry majors, including those who specialize in Biochemistry, are highly encouraged to complete Linear Algebra if they hope to pursue graduate or professional studies in science.

REQUIREMENTS FOR THE SPECIALIZATION IN BIOCHEMISTRY (FOR CHEMISTRY MAJORS ONLY)
18 courses, distributed as follows:

6  Foundations of Science 1–6
10 Required courses: Calculus with Applications; Multivariable Calculus; Organic Chemistry 1 and 2; Inorganic Chemistry; Physical Chemistry: Thermodynamics and Kinetics; Physical Chemistry: Spectroscopy and Quantum Mechanics; Experimental Biochemistry; Biochemistry 1 and 2
1  Capstone Seminar
1  Capstone Research
CHEMISTRY
SAMPLE SCHEDULE

YEAR 1
Fall Semester

CORE
CALCULUS
FOUNDATIONS OF SCIENCE 1
FOUNDATIONS OF SCIENCE 2

Spring Semester

CORE
MULTIVARIABLE CALCULUS
FOUNDATIONS OF SCIENCE 3
FOUNDATIONS OF SCIENCE 4

January Term

CORE

YEAR 2
Fall Semester

CORE
FOUNDATIONS OF SCIENCE 5
FOUNDATIONS OF SCIENCE 6
ORGANIC CHEMISTRY 1

Spring Semester

CORE
ORGANIC CHEMISTRY 2

January Term

CORE

YEAR 3
Fall Semester

CORE
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE

Spring Semester

CORE
INORGANIC CHEMISTRY
PHYSICAL CHEMISTRY LABORATORY

GENERAL ELECTIVE

YEAR 4
Fall Semester

CHEMISTRY ELECTIVE
PHYSICAL CHEMISTRY: THERMO & KINETICS
GENERAL ELECTIVE
CAPSTONE SEMINAR

Spring Semester

CHEMISTRY ELECTIVE
PHYSICAL CHEMISTRY: QM & SPECT.
GENERAL ELECTIVE
CAPSTONE PROJECT

January Term

CHEMISTRY COURSES

REQUIRED FOR MAJORS

SCIEN-AD 101-114
Foundations of Science 1-6
CHEM-AD 101
Organic Chemistry 1
Offered every year
Fall 2013
Prof. Trabolsi
Prerequisites: FS 1-4 (SCIEN-AD 101-110)
Laboratory included
Crosslisted with Biology
Organic Chemistry 1 is an undergraduate introductory organic chemistry course that uses an interactive, problems-based approach to study the structure and bonding of organic materials, conformational analysis, stereochemistry and spectroscopy, topics that partly trace their roots to the development of quantum theory. The topics covered include basic reaction mechanisms, such as substitution and elimination, and the reactions of aliphatic and aromatic hydrocarbons, alcohols, ethers, carbonyl compounds, and carboxylic acids. The course incorporates modern analytical methods that are the cornerstone of contemporary organic chemistry.

CHEM-AD 102
Organic Chemistry 2
Offered every year
Spring 2014
Prof. Trabolsi
Prerequisites: Organic Chemistry 1 (CHEM-AD 101)
Laboratory included
Crosslisted with Biology
This course is the second semester of a comprehensive and rigorous survey of aliphatic and aromatic organic chemistry, with particular emphasis on reactions from both a synthetic as well as a mechanistic viewpoint. The topics include: conjugated systems, aromatic compounds, including phenols and aroyl halides as well as a thorough discussion of delocalized chemical bonding; aldehydes and ketones; amines; carboxylic acids and their derivatives; lipids such as fatty acids and triglycerides; and carbohydrates. The course 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 chemistry, with added emphasis on their application to biology and biological chemistry.

CHEM-AD 103
Physical Chemistry: Thermodynamics and Kinetics
Offered every year
Fall 2013
Prof. Naumov
Prerequisites: FS 1-6 (SCIEN-AD 101-114), Multivariable Calculus (MATH-AD 112)
This course covers two of the most fundamental classical approaches in physical chemistry: equilibrium thermodynamics and chemical kinetics. The definition and the interpretation of some of the most fundamental physical concepts which are used in common “chemistry language” such as internal energy, transition state, chemical potential, reaction rate, phase transition or catalyst, are described in detail. This course uses an extensive mathematical apparatus. It aims at providing chemistry and chemistry-related majors with firm theoretical and practical knowledge that is necessary to resolve typical chemical problems (for instance, in organic chemistry or biochemistry) by focusing on the deeper understanding of their physical foundation and meaning.

CHEM-AD 104
Physical Chemistry: Quantum Mechanics and Spectroscopy
Offered every year
Spring 2014
Prof. Naumov
Prerequisites: FS 1-6 (SCIEN-AD 101-114), Multivariable Calculus (MATH-AD 112)
Most of the material in this course is devoted to quantum mechanics, a theory that currently plays a central role in structural chemistry, theoretical chemistry, and spectroscopy. The course provides detailed insight into the modern approaches employed to explain the structure and spectra of atoms and molecules. After completion of this course, students are able to understand the origin and meaning of some contemporary key chemical concepts, including wave function, atomic and molecular orbital, energy level, hybridization, atomic and molecular spectrum, and electron spin. They are also able to interpret various spectra— electronic (ultraviolet/visible), rotational, infrared, and nuclear magnetic resonance—and to correlate these to the structure of atoms and molecules.

CHEM-AD 203
Physical Chemistry Laboratory
Offered every year
Fall 2013
Chemistry faculty
Prerequisites: Physical Chemistry: Thermodynamics and Kinetics (CHEM-AD 103) or Physical Chemistry: Quantum Mechanics and Spectroscopy
The course introduces the principles and practices of modern experimental methods that are widely used in contemporary analytical, organic, physical, and biological chemistry laboratories. The laboratory component includes experiments from thermodynamics, kinetics, quantum mechanics, and spectroscopy. Students become familiar with instrumental methods such as calorimetry, electrochemistry, ultraviolet/visible spectrophotometry, fluorescence spectroscopy, infrared spectroscopy, and nuclear magnetic resonance spectroscopy. Students learn about interfacing computers and instruments for data collection and analysis, and use chemical modeling software to predict properties of molecules.

CHEM-AD 311
Inorganic Chemistry
Offered every year starting 2014-15
Prerequisites: Organic Chemistry 1 and 2 (CHEM-AD 101-102), Physical Chemistry: Thermodynamics and Kinetics (CHEM-AD 103), Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-AD 104)
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.

MATH-AD 111
Calculus with Applications
Offered every fall and spring
Fall 2013 Mathematics faculty
Spring 2014 Prof. Berestycki
Discussion section included
Crosslisted with Mathematics
This course may be replaced with Calculus (MATH-AD 110)

MATH-AD 112
Multivariable Calculus
Offered every fall and spring
Fall 2013 Mathematics faculty
Spring 2014 Mathematics faculty
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
Discussion section included
Crosslisted with Mathematics

ADDITIONAL REQUIREMENTS FOR THE BIOCHEMISTRY SPECIALIZATION

CHEM-AD 301
Biochemistry 1
Offered every year
Fall 2013
Prof. Rabeh
Prerequisites: Organic Chemistry 1 and 2 (CHEM-AD 101-102), Crosslisted with Biology
Biochemistry investigates the chemical structures, reactions and processes that occur in living systems. Indeed, the very principles of chemistry, biology, physics, and math converge in the field of biochemistry, and biochemical concepts provide a focal point for many disciplines, including biology, healthcare, the pharmaceutical industry, environmental studies and ecology, and our understanding of evolution. This course opens the study of biochemistry, which continues in Biochemistry 2, with a rigorous investigation of biological macromolecules, including the structure and function of proteins, nucleic acids, carbohydrates, and lipids. This then leads to the investigation of enzyme structure, including their mechanism of action and their regulation, moving toward a deep understanding of information flow in cells via detailed biochemical studies of replication, transcription, and translation.

CHEM-AD 302
Biochemistry 2
Offered every year
Spring 2014 Chemistry faculty
Prerequisites: Biochemistry 1 (CHEM-AD 301), Crosslisted with Biology
Building on the lessons of Biochemistry 1, this course emphasizes analysis of basic metabolic pathways, including glycolysis, electron transport, and oxidative phosphorylation, as well as mechanisms of metabolic regulation and integration.

CHEM-AD 304
Experimental Biochemistry
Offered every year starting 2014-15
Prerequisites: Biochemistry 1 (CHEM-AD 301), Laboratory included
This course provides a rigorous introduction to the molecular analysis of biomolecules. Selected experiments and instruction in analytical techniques used in biochemical research, including chromatography, spectrophotometry, and electrophoresis; isolation and characterization of selected biomolecules; kinetic analysis of enzymatic activity; and analysis of protein-protein and protein-DNA interactions that direct basic biochemical pathways.

ELECTIVES

BIOL-AD 211
Applied Molecular Biology DNA Techniques
Offered every year
Fall 2013
Prof. Salehi-Ashkiani
Prerequisites: FS 1-6 (SCIEN-AD 101-114)
Laboratory included
Crosslisted with Biology

CHEM-AD 313
Bioorganic Chemistry
Offered every other year
Prerequisites: Organic Chemistry 1 and 2 (CHEM-AD 101-102)
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.

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

CHEM-AD 298-299
Directed Study in Chemistry
Offered by application
Prerequisites: Organic Chemistry 1 and 2 (CHEM-AD 101-102), Physical Chemistry: Thermodynamics and Kinetics (CHEM-AD 103), Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-AD 104), and permission of the instructor
This course is intended for students who are highly motivated and seek the opportunity to work in a field or laboratory research with a faculty sponsor from the NYU program in Chemistry. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member. Forms for Directed Study in Chemistry are available from the Office of the Dean of Science.

PHYS-AD 312
Advanced Quantum Mechanics
Offered every other year
Spring 2014 Physics faculty
Prerequisites: Quantum Mechanics (PHYS-AD 302), Crosslisted with Physics

CAPSTONE EXPERIENCE

SCIEN-AD 390
Capstone Seminar Series (1 semester)
Fall 2013 Science faculty
Spring 2014 Science faculty

The capstone seminar series provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD scientists and mathematicians. Through exposure to NYUAD faculty research students will identify potential areas of interest for their own capstone research, and over the course of the semester develop and put into writing an in-depth biology capstone proposal. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Research Project in the fall semester of their senior year. Beginning in 2014-15 all science majors are expected to take this course in the junior year; it will be offered every spring.

SCIEN-AD 400-401
Capstone Research Project (1 semester)
Offered every fall
Fall 2013 Science faculty

Focuses on the art of scientific problem-solving through theoretical analysis and/or experimental and technical design. The capstone research 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 including 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.
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. To broaden the knowledge base of computer science majors and demonstrate the relevance of computer technology to other disciplines, Computer Science majors must complete a concentration (or major) in one of the following areas: Applied Mathematics; Economics; or Natural Science. (For a description of these concentrations, see pp. 191, 129, 165 respectively.) 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. Advanced undergraduate students can work on research projects with faculty members engaged in projects of mutual interest.

Concentration in Computer Science
The concentration in Computer Science provides a focused learning experience that emphasizes programming methods and skills, structure techniques, computer organization, programming projects, and design and analysis of algorithms. The Concentration requires completion of four courses, Introduction to Computer Science, Data Structures, Computer Systems Organization, and Algorithms.

Requirements for the Concentration in Computer Science
4 courses, distributed as follows:
1. Introduction to Computer Science
2. Data Structures
3. Computer Systems Organization
4. Algorithms

Concentration in Web Applications and Programming
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.

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
COMPUTER SCIENCE  
SAMPLE SCHEDULE  

YEAR 1  

Fall Semester  
CORE  
DISCRETE MATHEMATICS  
INTRO COMP SCIENCE  
CALCULUS OR CALCULUS WITH APPL.  
January Term  
GENERAL ELECTIVE  

Spring Semester  
CORE  
CORE  
ALGORITHMS  
DATA STRUCTURES  

YEAR 2  

Fall Semester  
CORE  
CONCENTRATION 1  
CONCENTRATION 2  
COMPUTER SYSTEMS ORGANIZATION  
January Term  
GENERAL ELECTIVE  

Spring Semester  
CORE  
GENERAL ELECTIVE  
GENERAL ELECTIVE  
GENERAL ELECTIVE  

YEAR 3  

Fall Semester  
CORE  
COMPUTER SCIENCE ELECTIVE  
COMPUTER SCIENCE ELECTIVE  
GENERAL ELECTIVE  
January Term  
GENERAL ELECTIVE  

Spring Semester  
CORE  
CONCENTRATION 3  
CONCENTRATION 4  
SOFTWARE ENGINEERING  

YEAR 4  

Fall Semester  
CORE  
OPERATING SYSTEMS  
GENERAL ELECTIVE  
CAPSTONE SEMINAR  
January Term  
GENERAL ELECTIVE  

Spring Semester  
NETWORKS AND SYSTEMS  
GENERAL ELECTIVE  
GENERAL ELECTIVE  
CAPSTONE PROJECT  

REQUIREMENTS FOR THE MAJOR  
17 courses, distributed as follows:  
9 Required Courses: Intro to CS; Calculus; Discrete Mathematics; Data Structures; Computer Systems Organization; Algorithms; Operating Systems; Network & Distributed Systems;  
4 Electives  
2 Concentration (or major)  
2 Capstone Project  

COMPUTER SCIENCE COURSES  

REQUIRED FOR MAJORS  

CS-AD 101  
Introduction to Computer Science  
Offered every year  
Fall 2013  
Prof. Paik  
Spring 2014  
Prof. Odeh  

Crosslisted with Engineering  
Computer Science is an innovative and exciting field that focuses on producing efficient solutions (Algorithms) and solving problems in any field. This course introduces students to the foundations of computer science. Students learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs using a high-level programming language. The course covers core programming concepts including: basic computation; data structure; control structure; iterative structures; file I/O and exception handling; recursion, sorting, searching, and functions. Students also learn the elements of Object Oriented Programming (OOP), such as objects, classes, inheritance, abstraction, polymorphism, and interface. OOP is a programming paradigm used to solve complex systems. Students produce programs focusing on scientific concepts, graphics, games, and web CGI implementation. Students design, test, and develop innovative software applications such as games, interactive websites, and other projects related to different fields. 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.  

CS-AD 103  
Data Structures  
Offered every year  
Spring 2014  
Prof. Toussaint  

Prerequisites: Discrete Mathematics (MATH-AD 131)  
Co-requisite: Data Structures (CS-AD 103)  

Algorithms lie at the heart of computer science. An algorithm is an effective procedure, expressed as a finite list of precisely defined instructions, for solving problems that arise in applications in any domain of knowledge. All computer programs are translations of algorithms into some programming language. Often the most difficult parts of designing an algorithm are to make sure that when it is programmed in a computer, it runs as fast as possible and does what it was designed to do. This course gives an introduction to the design and analysis of algorithms for solving problems that arise in a variety of applications such as robotics, artificial intelligence, music, bioinformatics, sorting and searching data, arithmetic, algebra, and geometry.  

CS-AD 104  
Computer Systems Organization  
Offered every year  
Fall 2013  
Prof. Chen  

Prerequisites: Data Structures (CS-AD 103), Algorithms (CS-AD 105)  
The course focuses on understanding lower-level (closer to hardware) issues in computer design and programming. The course starts with the C programming language, down to assembly and machine-level code, to basic operating system, and architectural concepts. Students learn to read assembly code and reverse-engineer programs in binary. Topics covered include: the C programming language, data representation, machine-level code, memory organization and management, performance evaluation and optimization, and concurrency.  

CS-AD 105  
Algorithms  
Offered every year  
Spring 2014  
Prof. Toussaint  

Prerequisites: Discrete Mathematics (MATH-AD 131)  

Algorithms lie at the heart of computer science. An algorithm is an effective procedure, expressed as a finite list of precisely defined instructions, for solving problems that arise in applications in any domain of knowledge. All computer programs are translations of algorithms into some programming language. Often the most difficult parts of designing an algorithm are to make sure that when it is programmed in a computer, it runs as fast as possible and does what it was designed to do. This course gives an introduction to the design and analysis of algorithms for solving problems that arise in a variety of applications such as robotics, artificial intelligence, music, bioinformatics, sorting and searching data, arithmetic, algebra, and geometry.
As the need for web and mobile applications increases, a digital computer consists of hardware and software that users employ to solve problems in a wide variety of applications. The operating system in a computer is a collection of software that functions as the chief manager that oversees the interactions between the user, the applications, the software, and the hardware, and is responsible for scheduling the many tasks involved, in an efficient and user-friendly manner. This course covers high-level design of key operating system concepts such as process scheduling and synchronization; concurrency, deadlocks and their prevention; memory management, including (demand) paging and segmentation; and I/O and file systems. Students learn about the design and implementation of the operating systems that run on your personal computers and smartphones. This is a hands-on course where students implement (in C, C++, Java, or C#) operating system components like those found in Windows, UNIX/Linux, and Android.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Offered</th>
<th>Prerequisites</th>
<th>Crosslisted with Mathematics</th>
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</thead>
<tbody>
<tr>
<td>CS-AD 106</td>
<td>Operating Systems</td>
<td>Every year</td>
<td>Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)</td>
<td></td>
</tr>
<tr>
<td>CS-AD 217</td>
<td>Networks and Distributed Systems</td>
<td>Every year</td>
<td>Operating Systems (CS-AD 106)</td>
<td></td>
</tr>
<tr>
<td>CS-AD 210</td>
<td>Unix Tools</td>
<td>Occasionally</td>
<td>Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)</td>
<td></td>
</tr>
<tr>
<td>CS-AD 212</td>
<td>Artificial Intelligence</td>
<td>Every other year</td>
<td>Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)</td>
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</tr>
</thead>
<tbody>
<tr>
<td>MATH-AD 110</td>
<td>Calculus</td>
<td>Every year</td>
<td>Computer Systems Organization</td>
<td></td>
</tr>
<tr>
<td>MATH-AD 111</td>
<td>Calculus with Applications</td>
<td>Every year</td>
<td>Computer Systems Organization</td>
<td></td>
</tr>
<tr>
<td>MATH-AD 131</td>
<td>Discrete Mathematics</td>
<td>Every year</td>
<td>Computer Systems Organization</td>
<td></td>
</tr>
<tr>
<td>CS-AD 211</td>
<td>Programming Languages</td>
<td>Every year</td>
<td>Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)</td>
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</tbody>
</table>

There are many cognitive tasks such as recognizing letters and people’s faces, that people do easily and almost unconsciously, but that have proven extremely difficult to program on a computer. Artificial intelligence is concerned with developing algorithms, computer programs, and computer systems that can carry out these tasks. Topics to be covered include heuristic search; problem solving; automated reasoning; reasoning with uncertainty; machine learning; perceptions and neural networks; Bayesian networks; hidden Markov models; and applications of these tools to areas such as image processing, computer vision, natural language understanding, music information retrieval, computer games, and robotics.
CS-AD 213  
Computer Architecture  
Offered occasionally  
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)  
A digital computer consists of many different hardware parts such as the central processing unit (CPU), random access memory (RAM), read-only memory (ROM), input/output (I/O) systems, multiprocessors, hard drives, and a variety of special function printed circuit boards. Computer architecture is concerned primarily with all these hardware components that make up a computer, as well as the structure and specification of the relations between all these components.

CS-AD 214  
Introduction to Databases  
Offered occasionally  
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)  
Information technology is ubiquitous in our modern society. We all use this technology routinely to obtain information about almost anything in our daily lives. A database is a site that stores information or data in an organized way, together with supporting data structures and database languages that permit users to effect operations such as visualizing data, searching data, deleting old data, and inserting new data, in a secure way. In this course students learn the basic techniques for designing and managing databases useful in a variety of applications ranging from websites and banking systems, to video games.

CS-AD 215  
Compilers  
Offered occasionally  
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)  
At the lowest level of data manipulation and computation in a computer, information is stored as binary sequences of ones and zeros. In order to make a computer execute any function, a program is required that manipulates these binary sequences. Such programs are written in a language called machine code or assembly language. Programming a computer in machine code is very cumbersome for human beings. However, humans are comfortable programming in high-level computer languages that resemble natural languages. A compiler is a computer program that translates (transforms) a program written in a high-level language to one in machine code. In this course students learn how to design state of the art compilers.

CS-AD 216  
Introduction to Computer Graphics  
Offered occasionally  
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)  
Human beings communicate with computers using text, sound, and a variety of other modalities. Computer graphics deals with almost everything other than text and sound, and is therefore dominated by visual aspects of computing. It is concerned with the design of algorithms, programs, graphics languages, graphics data structures, display devices, and systems for creating realistic images, and processing visual inputs such as photographs, drawings, movies, animations, or simulations.

CS-AD 218  
Theory of Computation  
Offered occasionally  
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105), Introduction to Probability and Statistics (MATH-AD 150)  
Can a digital computer solve any computation problem in principle? If it can, how long might it take to arrive at a solution? Indeed, what is meant by digital computation? These are the central questions that drive the theory of computation to shed light on the nature of computation. In this theoretical computer science course, a digital computer is considered as a precise mathematical model of computation. Such models are analyzed in terms of what they can and cannot do, and the computational complexity of the algorithms they use for solving a variety of important and fundamental problems.

CS-AD 219  
Special Topics in Computer Science  
Offered occasionally  
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.

CS-AD 298-299  
Directed Study in Computer Science  
Offered by application  
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105), permission of the instructor  
This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in computer science. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member. Forms for Directed Study in Computer Science are available from the Office of the Dean of Science.

CAPSTONE EXPERIENCE (2 SEMESTERS)  
SCIEN-AD 390  
Capstone Seminar Series (1 semester)  
Fall 2013  
Science faculty  
Spring 2014  
Science faculty  
The capstone seminar series provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD scientists and mathematicians. Through exposure to NYUAD faculty research students identify potential areas of interest for their own capstone research, and over the course of the semester develop and put into writing an in-depth biology capstone proposal. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Research Project in the fall semester of their senior year. Beginning in 2014–15 all science majors are expected to take this course in the junior year; it will be offered every spring.

SCIEN-AD 400-401  
Capstone Research Project (1 semester)  
Fall 2013  
Fall 2013  
Science faculty  
Focused on the art of scientific problem-solving through theoretical analysis and/or experimental and technical design. The capstone research 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 including 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  
COREI-AD 12  
The Language of Computers: Introduction to Programming Using Python  
Offered occasionally  
Labaratory included  
Crosslisted with the Core: Experimental Discovery in the Natural World  
CS-AD 111  
Web Development and Programming  
Offered occasionally  
Prerequisites: The Language of Computers: Introduction to Programming (COREI-AD 12)  
The web is one of the most powerful inventions of the 20th century. Students examine the latest Web technologies to develop powerful, interactive and well-designed web projects using HTML5, CSS, UNIX LINUX, JavaScript, PHP, Ruby, and others. Since the technology of the Web is constantly changing, new tools and techniques are introduced as they evolve. This course is intended for students who are not majoring in computer science.

CS-AD 113  
Database Design and Web Implementation  
Offered occasionally  
Prerequisites: The Language of Computers: Introduction to Programming (COREI-AD 12)  
A database is one of the crucial components of accessing any information on the internet today. It allows everyone with internet access to search and look-up online information related to any field on a daily basis. This course introduces students to the principles and applications of database design. Students learn to use a relational database system, Web implementations of database designs, and write programs to query databases using SQL. Students explore principles of database design and apply those principles to computer systems in general and in their respective fields of interest. This course is intended for students who are not majoring in computer science.
Mathematics provides the logical and analytical tools for tackling many of the important problems of our time. By its very nature, mathematics provides the means to break many problems into manageable pieces that can be analyzed and solved. In fact, mathematical approaches have been central to solving problems and modeling phenomena in a wide array of disciplines. Probability and statistical analysis are fundamental for mapping and analyzing the human genome. Advanced mathematical theories provide the keys to analyzing the risk of rare events, a basic problem of the financial markets. In physics, geometry finds applications to particle physics, to string theory, and to cosmology. In neuroscience, exciting new research into the structure and functioning of the brain relies heavily on the insights provided by mathematical modeling. These are but a few of the contemporary problems relying on mathematical analysis. Mathematical thinking is grounded in rigor and abstraction, but draws its vitality from questions arising in the natural world as well as applications to industry and technology.

Mathematics majors acquire solid foundations in differential and integral calculus, as well as basic concepts of algebra and modern geometry. Students are introduced to classical subjects such as complex and real analysis, abstract algebra, number theory, and topology. Students interested in applications of mathematics to social and physical sciences may pursue courses in numerical methods, theoretical mechanics, probability, dynamical systems, and differential equations.

Mathematics majors at NYUAD attain a breadth of knowledge within the field, pursue their own interests in math electives, explore the role of mathematics as an applied discipline, and undertake a capstone project. The major offers a rigorous and broad foundation in mathematics through seven required courses: Calculus; Linear Algebra; Multivariable Calculus; Ordinary Differential Equations; Real Analysis 1; Introduction to Probability and Statistics; Abstract Algebra 1.

Students select three electives. To attain greater depth in analysis or algebra, students choose Real Analysis 2, Abstract Algebra 2 or Vector Analysis. The second elective must be a course in applied mathematics, such as Discrete Mathematics, Numerical Methods, Cryptography, Introduction to Mathematical Modeling or Introduction to Game Theory. The third elective may be any other course in mathematics.

Mathematics majors must also complete a concentration (or major) in one of the following areas, which use mathematics or mathematical modeling: Computer Science, Economics or the Natural Sciences. (For a description of these concentrations, see pp. 182-183, 129, and 165 respectively.) Requiring mathematics majors to complete a concentration provides them with a basic knowledge of how math is applied to a specific discipline and is intended to foster the requisite capstone projects in which math majors work closely with students from other areas to solve problems and answer questions.

**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.

**REQUIREMENTS FOR THE CONCENTRATION IN APPLIED MATH**

4 courses, distributed as follows:

1. Calculus with Applications; Multivariable Calculus
2. Courses drawn from the following: Linear Algebra; Ordinary Differential Equations; Introduction to Probability and Statistics
Mathematics Courses

Requirements for the Major
16 courses, distributed as follows:

7 Required Courses
4 Concentration (or major):
    Computer Science;
    Economics; or the Natural Sciences
3 Electives
2 Capstone Project

Year 1

Fall Semester
- CORE
- CORE
- GENERAL ELECTIVE
- CALCULUS

Spring Semester
- CORE
- CORE
- LINEAR ALGEBRA
- MULTIVARIABLE CALCULUS

Year 2

Fall Semester
- CORE
- CONCENTRATION 1
- MATH ELECTIVE
- ORDINARY DIFFERENTIAL EQUATIONS

Spring Semester
- CORE
- REAL ANALYSIS 1
- CONCENTRATION 2
- CONCENTRATION 3

Year 3

Fall Semester
- CORE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE

Spring Semester
- CORE
- INTRO TO PROBABILITY & STATISTICS
- MATH ELECTIVE
- GENERAL ELECTIVE

Year 4

Fall Semester
- ABSTRACT ALGEBRA 1
- CONCENTRATION 4
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CAPSTONE SEMINAR

Spring Semester
- MATH ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CAPSTONE PROJECT

Mathematics Courses

Math-AD 110
Calculus
Offered every year
Fall 2013
Prof. Camia
Discussion section included
This course presents the foundations of calculus by examining functions and their derivatives and integrals, with an emphasis on proofs and theorems and an introduction to basic mathematical analysis. While the derivative measures the instantaneous rate of change of a function, the definite integral measures the total accumulation of a function over an interval. 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. With permission of the program in mathematics, Calculus with Applications may substitute for Calculus.

Math-AD 112
Multivariable Calculus
Offered every fall and spring
Fall 2013
Prof. Pycke
Spring 2014
Prof. Bouarroudj
Prerequisites: Calculus (Math-AD 110) or Calculus with Applications (Math-AD 111)
In many applications of mathematics a response of some systems is nearly a linear function of the input. These linear systems, which arise in elasticity, in electrical engineering, and in economics, for example, involve linear equations in many unknowns. The associated matrix algebra is a rich and beautiful field of mathematics. It is also central to the analysis of linear ordinary and partial differential equations. The material in this course includes systems of linear equations, Gaussian elimination, matrices, determinants, Cramer’s rule, vectors, vector spaces, basis and dimension, linear transformations, eigenvalues, eigenvectors, and quadratic forms.

Math-AD 121
Ordinary Differential Equations
Offered every fall and spring
Fall 2013
Prof. Bouarroudj
Mathematics faculty
Spring 2014
Prof. Pauluis
Mathematics faculty
Prerequisites: Multivariable Calculus (Math-AD 112)
Corequisites: Linear Algebra (Math-AD 116)
Ordinary differential equations arise in virtually all fields of applied mathematics. Newton’s equations of motion, the rate equations of chemical reactions, the currents flowing in electric circuits, all can be expressed as ordinary differential equations. The solutions of these equations usually evolve a combination of analytic and numerical methods. The course studies first- and second-order equations, solutions using infinite series, Laplace transforms, linear systems, numerical methods.

Math-AD 150
Introduction to Probability and Statistics
Offered every year
Spring 2014
Prof. Le Jan
Prerequisites: Multivariable Calculus (Math-AD 112)
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: mathematics 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 and the finite element method.

MATH-AD 215
Number Theory
Offered occasionally
Prerequisites: Multivariable Calculus (MATH-AD 112
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.

MATH-AD 216
Partial Differential Equations
Offered every year
Spring 2014
Mathematics faculty
Prerequisites: Ordinary Differential Equations (MATH-AD 121)
Crosslisted with Physics

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 applications 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.

MATH-AD 214
Numerical Methods
Offered occasionally
Prerequisites: Multivariable Calculus (MATH-AD 112
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 and the finite element method.

MATH-AD 215
Number Theory
Offered occasionally
Prerequisites: Multivariable Calculus (MATH-AD 112
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MATH-AD 216
Partial Differential Equations
Offered every year
Spring 2014
Mathematics faculty
Prerequisites: Ordinary Differential Equations (MATH-AD 121)
Crosslisted with Physics

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 applications 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.

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MATH-AD 215
Number Theory
Offered occasionally
Prerequisites: Multivariable Calculus (MATH-AD 112
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MATH-AD 216
Partial Differential Equations
Offered every year
Spring 2014
Mathematics faculty
Prerequisites: Ordinary Differential Equations (MATH-AD 121)
Crosslisted with Physics

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 applications 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.
Mathematical Functions is decided by discussion with mentors and the results of a mathematics placement examination.

MATH-AD 111
Calculus with Applications
Offered every fall and spring
Fall 2013
Mathematics faculty
Spring 2014
Prof. Berestycki
Discussion section included
May not be taken if Calculus is completed
This course presents the foundations of calculus by examining functions and their derivatives and integrals with a special emphasis placed on the utilitarian nature of the subject material. Applications to natural science, engineering, and the social sciences, particularly economics, are emphasized. Since the derivative measures the instantaneous rate of change of a function and the definite integral measures the total accumulation of a function over an interval, these two ideas form the basis for nearly all mathematical formulas in science, engineering, economics, and other fields. This course also provides instruction in how to model situations in order to solve problems. Applications include graphing, and maximizing and minimizing functions. In addition to two weekly lectures, students attend a weekly discussion section focused on applications of calculus in science, engineering, or social science, depending on their primary interest. Placement into Calculus with Applications is decided by discussion with mentors and the results of a mathematics placement examination.

CAPSTONE EXPERIENCE

SCIENCE-AD 390
Capstone Seminar Series (1 semester)
Fall 2013
Science faculty
Spring 2014
Science faculty
The capstone seminar series provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD scientists and mathematicians. Through exposure to NYUAD faculty research students identify potential areas of interest for their own capstone research, and over the course of the semester develop and put into writing an in-depth biology capstone proposal. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Research Project in the fall semester of their senior year. Beginning in 2014-15 all science majors are expected to take this course in the junior year; it will be offered every spring.

SCIENCE-AD 400-401
Capstone Research Project (1 semester)
Offered every fall
Fall 2013
Science faculty
Focuses on the art of scientific problem-solving through theoretical analysis and/or experimental and technical design. The capstone research 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 including 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. Basic physics research has led to myriad technological advances. 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. Those trained in physics are found in many occupations, such as various fields of engineering, computer technology, health, environmental and earth sciences, communications, and science writing. They participate in activities ranging from the writing of realistic computer games to the modeling of financial activities, as well as the more traditional activities of physicists. A higher degree opens the possibility of creative research in industry, or teaching and research in colleges and universities. Outstanding and highly motivated students are offered special opportunities for independent study, summer laboratory research, internships, and other enhancements.

In addition to six required courses in physics, the major requires four mathematical courses and one physics elective. 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>SCIEN-AD 101-114</td>
<td>Foundations of Science 1-6</td>
<td>Offered every year</td>
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<tr>
<td>PHYS-AD 100</td>
<td>Electromagnetism and Special Relativity</td>
<td>Offered every year</td>
<td>Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)</td>
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<td></td>
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<td>Spring 2014</td>
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<td>Physics faculty</td>
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<td></td>
<td></td>
<td>Prerequisites: FS 1-2 (SCIEN-AD 101-104), Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)</td>
<td>2 credits</td>
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<td>This course is intended to give students a deeper understanding of electricity and magnetism at the introductory level, a bridge between FS 3/4 and the intermediate level course Electricity and Magnetism. The topics include derivations of divergence, gradient and curl, Stoke's Theorem, the Vector Potential, and the connection between electricity, magnetism, and Special Relativity.</td>
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<tr>
<td>PHYS-AD 300</td>
<td>Mechanics</td>
<td>Offered every year</td>
<td>Calculus (MATH-AD 110) or equivalent, Multivariable Calculus (MATH-AD 112), or permission of the instructor</td>
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<td>Spring 2014</td>
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<td>Physics faculty</td>
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<td>Prerequisites: FS 1-2 (SCIEN-AD 101-114) or equivalent; Ordinary Differential Equations (MATH-AD 121) or Linear Algebra (MATH-AD 116) or permission of the instructor</td>
<td>Crosslisted with Math.</td>
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<td>Crosslisted with Math.</td>
<td>Intermediate-level course on the principles and applications of dynamics. Topics include the Lagrangian and Hamiltonian formulations of mechanics, conservation laws, central force motion, rotational kinematics and dynamics, normal modes and small oscillations, and chaos theory.</td>
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<tr>
<td>PHYS-AD 301</td>
<td>Electricity and Magnetism</td>
<td>Offered every year</td>
<td>Calculus (MATH-AD 110) or equivalent; Ordinary Differential Equations (MATH-AD 121) or permission of the instructor</td>
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<td>Physics faculty</td>
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<td>Prerequisites: FS 1-2 (SCIEN-AD 101-114) or equivalent, Multivariable Calculus (MATH-AD 112), or permission of the instructor</td>
<td>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.</td>
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<tr>
<td>PHYS-AD 302</td>
<td>Quantum Mechanics</td>
<td>Offered every year</td>
<td>Calculus with Applications (MATH-AD 111) or permission of the instructor</td>
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<td>Fall 2013</td>
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<td></td>
<td>Prof. Kleban</td>
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<td>Prerequisites: FS 1-6 (SCIEN-AD 101-114) or equivalent, Linear Algebra (MATH-AD 116), or permission of the instructor</td>
<td>Quantum mechanics is both a fundamental departure from the classical understanding of the universe and one of the foundational theories on which modern physics is based. 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, perturbation theory, and scattering.</td>
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<tr>
<td>PHYS-AD 303</td>
<td>Advanced Physics Laboratory</td>
<td>Offered every year</td>
<td>Calculus with Applications (MATH-AD 111) or permission of the instructor</td>
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<td>Physics faculty</td>
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<td>Prerequisites: FS 1-6 (SCIEN-AD 101-114) or an equivalent course, or permission of the instructor</td>
<td>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.</td>
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<tr>
<td>PHYS-AD 305</td>
<td>Statistical Mechanics and Thermodynamics</td>
<td>Offered every year</td>
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<td>Fall 2013</td>
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<td></td>
<td>Prof. Roberts</td>
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<td>Prerequisites: Quantum Mechanics (PHYS-AD 302) or permission of instructor</td>
<td>Topics include relation of entropy to probability and energy to temperature, the laws of thermodynamics, Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics, equations of state for simple gases and chemical and magnetic systems, and elementary theory of phase transitions.</td>
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<tr>
<td>PHYS-AD 310</td>
<td>Calculus with Applications</td>
<td>Offered every fall and spring</td>
<td>Calculus with Applications (MATH-AD 111) or permission of the instructor</td>
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<td>Mathematics faculty</td>
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<td>Prerequisites: FS 1-6 (SCIEN-AD 101-114) or equivalent course, or permission of the instructor</td>
<td>Crosslisted with Mathematics</td>
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<td>Crosslisted with Mathematics</td>
<td>This course may be taken in place of the Calculus requirement if Calculus has not been completed</td>
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<tr>
<td>MATH-AD 112</td>
<td>Multivariable Calculus</td>
<td>Offered every fall and spring</td>
<td>Calculus with Applications (MATH-AD 111) or permission of the instructor</td>
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<td>Fall 2013</td>
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<td></td>
<td>Prof. Berestycki</td>
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<td>Discussion section included</td>
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<tr>
<td>MATH-AD 116</td>
<td>Linear Algebra</td>
<td>Offered every fall and spring</td>
<td>Calculus with Applications (MATH-AD 111) or permission of the instructor</td>
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<td>Prof. Bouarroudj</td>
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<td>Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)</td>
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<tr>
<td>MATH-AD 121</td>
<td>Ordinary Differential Equations</td>
<td>Offered every fall and spring</td>
<td>Calculus with Applications (MATH-AD 111) or permission of the instructor</td>
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<tr>
<td>MATH-AD 304</td>
<td>Advanced Physics Laboratory</td>
<td>Offered every year</td>
<td>Calculus with Applications (MATH-AD 111) or permission of the instructor</td>
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<td>Fall 2013</td>
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<td></td>
<td>Physics faculty</td>
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<td>Prerequisites: FS 1-6 (SCIEN-AD 101-114) or equivalent course, or permission of the instructor</td>
<td>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.</td>
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<td>MATH-AD 305</td>
<td>Statistical Mechanics and Thermodynamics</td>
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<td>Prof. Roberts</td>
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<td>Prerequisites: Quantum Mechanics (PHYS-AD 302) or permission of instructor</td>
<td>Topics include relation of entropy to probability and energy to temperature, the laws of thermodynamics, Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics, equations of state for simple gases and chemical and magnetic systems, and elementary theory of phase transitions.</td>
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<td>MATH-AD 310</td>
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<td>MATH-AD 311</td>
<td>Multivariable Calculus</td>
<td>Offered every fall and spring</td>
<td>Calculus with Applications (MATH-AD 111) or permission of the instructor</td>
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<td>Fall 2013</td>
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<td>Prof. Berestycki</td>
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<td>MATH-AD 312</td>
<td>Advanced Quantum Mechanics</td>
<td>Offered every year</td>
<td>Calculus with Applications (MATH-AD 111) or permission of the instructor</td>
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<td>Fall 2013</td>
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<td></td>
<td>Physics faculty</td>
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<td></td>
<td>Prerequisites: Quantum Mechanics (PHYS-AD 302) or an equivalent course</td>
<td>Crosslisted with Chemistry</td>
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<td></td>
<td>Crosslisted with Chemistry</td>
<td>In this course, the quantum mechanical framework is applied to physical systems. Topics include spin and statistics, coupling of angular momenta, scattering theory, and applications to atomic, molecular, nuclear, and elementary particle physics.</td>
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</table>

### ELECTIVES

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<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>PHYS-AD 312</td>
<td>Advanced Quantum Mechanics</td>
<td>Offered every year</td>
<td>Calculus with Applications (MATH-AD 111) or permission of the instructor</td>
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<tr>
<td></td>
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<td>Spring 2014</td>
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<td>Physics faculty</td>
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<td>Prerequisites: Quantum Mechanics (PHYS-AD 302) or an equivalent course</td>
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<td>Crosslisted with Chemistry</td>
<td>In this course, the quantum mechanical framework is applied to physical systems. Topics include spin and statistics, coupling of angular momenta, scattering theory, and applications to atomic, molecular, nuclear, and elementary particle physics.</td>
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<tr>
<td>PHYS-AD 313</td>
<td>Computational Physics</td>
<td>Offered every year</td>
<td>Calculus with Applications (MATH-AD 111) or permission of the instructor</td>
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<td>Fall 2013</td>
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<td>Physics faculty</td>
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<td></td>
<td>Prerequisites: FS 1-6 (SCIEN-AD 101-114), Ordinary Differential Equations (MATH-AD 121), or permission of instructor</td>
<td>Introduction to computational physics, with an emphasis on fields of current research interest where numerical techniques provide unique physical insight. Topics are chosen from various branches of physics, including numerical solution of ordinary and partial differential equations, eigenvalue problems, Monte Carlo methods in statistical mechanics, field theory, dynamical systems, and chaos.</td>
</tr>
<tr>
<td>PHYS-AD 314</td>
<td>Astrophysics</td>
<td>Offered every year</td>
<td>Calculus with Applications (MATH-AD 111) or permission of the instructor</td>
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<td>Co-requisites: Statistical Mechanics and Thermodynamics (PHYS-AD 305) or permission of instructor</td>
<td>Introduction to modern astrophysical problems with an emphasis on the physical concepts involved: radio, optical, and X-ray astronomy; stellar structure and evolution; white dwarfs, pulsars, and black holes; and galaxies, quasars, and cosmology.</td>
</tr>
<tr>
<td>PHYS-AD 315</td>
<td>Particle Physics</td>
<td>Offered every year</td>
<td>Calculus with Applications (MATH-AD 111) or permission of the instructor</td>
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<td>Spring 2014 (7 weeks)</td>
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<td></td>
<td></td>
<td>Physics faculty</td>
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<td>Prerequisites: Quantum Mechanics (PHYS-AD 302) or permission of instructor</td>
<td>This course introduces the most important advances in elementary particle physics. Topics include the discovery of elementary particles in cosmic rays, antimatter, symmetries found in nature, and the invention of the Quark model of elementary particles and its experimental verification. Latest results from current experiments are also discussed.</td>
</tr>
</tbody>
</table>
This course is intended for students who are highly intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.0 and a minimum major GPA of 3.0, and registration requires permission of the sponsoring faculty member. Forms for Directed Study in Physics are available from the Office of the Dean of Science.

**BIOI-AD 230**

**Biophysics**

Offered occasionally

Spring 2014

Prof. Magzoub

Prerequisites: FS 1-6 (SCIEN-AD 101-114), Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)

Crosslisted with Biology

**CHEM-AD 203**

**Physical Chemistry Laboratory**

Offered every year

Fall 2013

Chemistry faculty

Prerequisites: Physical Chemistry: Thermodynamics and Kinetics (CHEM-AD 103) or Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-AD 104)

Crosslisted with Chemistry

**ENGR-AD 222**

**Electronics**

Offered every year starting 2014-15

Computer, Electrical (required), Mechanical

Prerequisites: Circuits Fundamentals (ENGR-AD 119)

Lecture and laboratory included (4 credits)

Crosslisted with Engineering

**MATH-AD 150**

**Introduction to Probability and Statistics**

Offered every year

Spring 2014

Prof. Le Jan

Prerequisites: Multivariable Calculus (MATH-AD 112)

Crosslisted with Mathematics

**MATH-AD 211**

**Dynamical Systems**

Offered every other year starting 2014-15

Prerequisites: Linear Algebra (MATH-AD 116) and Ordinary Differential Equations (MATH-AD 121)

Crosslisted with Mathematics

**MATH-AD 216**

**Partial Differential Equations**

Offered every year

Spring 2014

Mathematics faculty

Prerequisites: Ordinary Differential Equations (MATH-AD 121)

Crosslisted with Mathematics

**CAPSTONE EXPERIENCE**

**SCIEN-AD 390**

**Capstone Seminar Series (1 semester)**

Fall 2013

Science faculty

Spring 2014

Science faculty

The capstone seminar series provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD scientists and mathematicians. Through exposure to NYUAD faculty research students identify potential areas of interest for their own capstone research, and over the course of the semester develop and put into writing an in-depth biology capstone proposal. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Research Project in the fall semester of their senior year. *Beginning in 2014-15 all science majors are expected to take this course in the junior year; it will be offered every spring.*

**SCIEN-AD 400-401**

**Capstone Research Project (1 semester)**

Offered every fall

Fall 2013

Science faculty

Focuses on the art of scientific problem-solving through theoretical analysis and/or experimental and technical design. The capstone research 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 including students from the humanities and social sciences, design and execute a project under the guidance of a faculty mentor. The projects end with student presentations.
Psychology studies the mind and behavior. The major in Psychology introduces students to the main concepts, theoretical perspectives, empirical findings, and historical trends in the field. Students gain the ability to think scientifically, creatively, and critically about human behavior and mental processes; to acquire the basic skills for conducting research in these areas; and to develop a general understanding of psychology as both a natural science and a social science. Students grapple with overarching themes and persistent questions in psychology, such as the interaction of heredity and environment, variability and continuity of behavior and mental processes within and across species, free will versus determinism, the relation between mind and body, and applicability of general theories and measures to specific societal and cultural contexts.

Topics of inquiry include: cognition; sensation and perception; language and memory; child development; 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 twelve courses. These include four required courses; four elective courses; two advanced electives; and a two-course capstone experience.

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

1. Introduction to Psychology
2. Electives or Advanced Electives in Psychology
3. Psychology: Introduction to Psychology
4. Psychology: Advanced Electives

REQUIREMENTS FOR THE MAJOR
12 courses, distributed as follows:

4 Required Courses: Psychology: Introduction to Psychology; Psychology: Statistics for the Social and Behavioral Sciences; Research Methods in Psychology; Introduction to Biopsychology
4 Electives
2 Advanced Electives
2 Capstone Project
PSYCHOLOGY COURSES

REQUIRED FOR MAJORS

PSYCH-AD 101 Introduction to Psychology
Offered every year
Fall 2013
Prof. Henry
Crosslisted with Biology

Introduction to the fundamental principles of psychology, emphasizing both the unity and diversity of a field that spans major theoretical and research areas, including biological bases of human behavior, learning, development, motivation, as well as social and abnormal behavior. Opportunities to apply knowledge gained in lectures and readings are available through computer-based demonstrations, in-class exercises, and required field experiences.

PSYCH-AD 102 Research Methods in Psychology
Offered every year
Spring 2014
Prof. Quadflieg
Laboratory included

This course offers an overview of diverse research designs involving quantitative and qualitative methods. It is an introduction to essential elements of psychological research, including the formulation of questions and hypotheses, identification of variables and operational definitions, participant sampling, data collection, and basic analytical techniques. Students get to know the main elements and logic of psychological research and develop a conceptual and critical understanding of rigorous analysis.

SOCSC-AD 110 Statistics for the Social and Behavioral Sciences
Offered every fall and spring
Fall 2013
Prof. Ezgi
Spring 2014
Prof. Ezgi, Prof. Jensen
See Social Science Foundations

ELECTIVES

PSYCH-AD 110 Cognition
Offered every year
Spring 2014
Prof. Almeida
Prerequisites: Introduction to Psychology
(PSYCH-AD 101)
Crosslisted with Biology

Cognitive psychology is the scientific study of the human mind and human thinking. This course is aimed at providing the student with a better understanding on how we humans perceive and think about ourselves and about the world. This is relevant beyond academic interest in the mind because our perception and thought processes are fraught with biases that nonetheless routinely inform human actions. Knowing about these biases and understanding their effects is crucial in a world in which human societies are becoming increasingly more interconnected. The course covers different aspects of perception, attention, memory, language, concepts, reasoning, problem solving, expertise, creativity, and decision-making. The course emphasizes how psychologists use experiments to learn about the structure of the human mind, including how the mind works and how human thinking, with all its successes and pitfalls, occurs.

PSYCH-AD 111 Developmental Psychology
Offered every other year
Spring 2014
Prof. Sreenivasan

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.

PSYCH-AD 112 Perception
Offered occasionally
Prerequisites: Introduction to Psychology
(PSYCH-AD 101)

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

PSYCH-AD 150 Social Psychology
Offered every year
Spring 2014
Psychology faculty
Prerequisites: Introduction to Psychology
(PSYCH-AD 101)
Crosslisted with SRPP

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.

PSYCH-AD 151 Personality
Offered occasionally
Prerequisite: Introduction to Psychology
(PSYCH-AD 101)

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.

PSYCH-AD 153J Culture, Context, and Psychology
Offered occasionally
January Term 2014 (Abu Dhabi)
Prof. Way
Prerequisites: Introduction to Psychology
(PSYCH-AD 101)

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

PSYCH-AD 316 Emotion, Motivation, and Volition
Offered every other year
Prerequisites: Introduction to Psychology
(PSYCH-AD 101)

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.

ADVANCED ELECTIVES

PSYCH-AD 190 Special Topics
Offered occasionally
Prerequisites: Permission of the instructor

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 at NYUAD and the affiliated faculty from NYUNY.
PSYCH-AD 298-299
Direct Study in Psychology
Offered by application
Pre-requisites: Introduction to Psychology (PSYCH-AD 101), Research Methods in Psychology (PSYCH-AD 102), Statistics for the Social Science (SOCSC-AD 110), Introduction to Biopsychology (PSYCH-AD 105), permission of the instructor
This course is intended for students who are highly motivated and seek the opportunity to work in a field or laboratory research with a faculty sponsor from the NYUAD Program in Psychology. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member. Forms for Directed Study in Psychology are available from the Office of the Dean of Science.

PSYCH-AD 310
Abnormal Psychology
Offered occasionally
Prerequisites: Introduction to Psychology (PSYCH-AD 101), Research Methods in Psychology (PSYCH-AD 102)
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.

PSYCH-AD 315
Language and Mind
Offered occasionally
Prerequisites: Introduction to Psychology (PSYCH-AD 101), Research Methods in Psychology (PSYCH-AD 102)
This course introduces students to the field of cognitive science through an examination of language behavior, one of the major domains of inquiry in the discipline. Begins with interactive discussions of how best to characterize and study the mind. These principles are then illustrated through an examination of research and theories related to language representation and use. The course draws from research in both formal linguistics and psycholinguistics.

PSYCH-AD 317
Prejudice and Stereotyping
Offered occasionally
Prerequisites: Introduction to Psychology (PSYCH-AD 101), Research Methods in Psychology (PSYCH-AD 102)
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 prejudiced 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.

PSYCH-AD 319
Psychology and Social Policy
Offered occasionally
Prerequisites: Introduction to Psychology (PSYCH-AD 101), Research Methods in Psychology (PSYCH-AD 102)
Offered by application
PSYCH-AD 310
Abnormal Psychology
Offered occasionally
PSYCH-AD 314
Industrial and Organizational Psychology
Offered occasionally
Prerequisites: Introduction to Psychology (PSYCH-AD 101), Research Methods in Psychology (PSYCH-AD 102)
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.

PSYCH-AD 320
Lab in Cognitive Neuroscience: MEG
Offered occasionally
Fall 2013 (7 weeks)
Prof. Pylkkanen
Prerequisites: Introduction to Probability and Statistics (MATH-AD 150), Statistics for the Social and Behavioral Sciences (SOCSC-AD 110), or Statistics and Probability for the Social Sciences (SOCSC-AD 113)
A hands-on introduction to magnetoencephalography (MEG) as a cognitive neuroscience technique, with a focus on the neural basis of language. MEG measures the magnetic fields generated by neural activity and offers the best combination of temporal and spatial accuracy of extant non-invasive cognitive neuroscience techniques. As part of the Neuroscience of Language Lab (NeLab), NYUAD houses a state-of-the-art MEG facility, which will be the primary site for this course. Students execute an MEG project including experimental design, data collection, analysis and write-up of results.

POLSC-AD 115
Political Psychology
Offered every other year
Spring 2014
Prof. Dickson
Crosslisted with Political Science

CAPSTONE EXPERIENCE
SCIEN-AD 390
Capstone Seminar Series (1 semester)
Fall 2013
Science faculty
Spring 2014

SCIEN-AD 400-401
Capstone Research Project (1 semester)
Offered every fall
Fall 2013
Science faculty
Focuses on the art of scientific problem-solving through theoretical analysis and/or experimental and technical design. The capstone research 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 including 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
PSYCH-AD 100
Introduction to Linguistics
Offered occasionally
Prof. Harves
Spring 2014
This course offers an introduction to linguistics, the scientific study of language. The focus of linguistics within the cognitive sciences is to understand how it is that humans are able to speak and understand natural language, how they acquire this ability, and how they put it to use. The ability to speak and understand language is unique to humans and is universally represented within the species. It affords us, together with other faculties of the mind, the ability to achieve levels of abstract thinking as well as social organization, which is unprecedented in the animal kingdom. Language is therefore one of the most characteristic features that we have as a species, and its study is of central importance to understanding what it is to be human.

SCIEN-AD 209
CAPSTONE EXPERIENCE
SCIEN-AD 390
Capstone Seminar Series (1 semester)
Fall 2013
Science faculty
Spring 2014

SCIEN-AD 400-401
Capstone Research Project (1 semester)
Offered every fall
Fall 2013
Science faculty
Focuses on the art of scientific problem-solving through theoretical analysis and/or experimental and technical design. The capstone research 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 including 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.

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Engineering challenges of the 21st century are varied, complex, and cross-disciplinary. Ranging from the nano-scale to mega-projects, they are characterized by sustainability concerns, environmental and energy constraints, global sourcing, and humanitarian goals. In the face of global competition, dwindling natural resources, and the complexity of societal needs, the leaders of technological enterprises will be those who can innovate, are inventive and entrepreneurial, and understand how technology is integrated within society.

Engineering at NYUAD is designed to create technological leaders with a global perspective, a broad education, and the capacity to think creatively. The uniqueness of the program lies in the integration of invention, innovation, and entrepreneurship (i2e) into all phases of study. Through i2e students enjoy a learning environment conducive to creativity, which is at the heart of tomorrow’s technological innovations and enterprises.

NYUAD offers five degree programs: General Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering. Graduates receive a Bachelor of Science degree. The engineering programs provide a sound preparation for careers in research, academia, industry, or government.

A distinguished and diverse faculty engages in state-of-the-art research, innovation, invention, and entrepreneurship. Their research is concentrated in three thematic areas: Information, Communication, and Electronic Systems; Urban Systems; and Biomedical and Health Systems. 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.

The Engineering program draws upon courses across an array of disciplines. The liberal arts core provides the intellectual breadth, a “license to learn,” preparing students to thrive in a multicultural globalized world and equipped to learn and adapt quickly in areas that evolve with ever-increasing swiftness. Students gain a firm grounding across various science and engineering fields that underscore the technical component of an engineering education, but they also draw upon courses across the curriculum to develop an understanding of cultural, political, economic, environmental, and public safety considerations that are integral to engineering solutions. In their engineering courses, students are involved in the design process and the progression of technological inventions from concept through product development and market introduction.

Engineering majors take Foundations of Science 1-4, a four-course sequence, in their first year followed by Engineering Foundations, a series of eight half-courses and one full course (equivalent to five full courses). Engineering Foundations explores fundamental engineering topics, including mechanics, conservation laws, fluid mechanics, materials science, digital
logic, instrumentation, and electrical circuits, and exposes students to transdisciplinary technological fields that combine several traditional areas of engineering, complementing the in-depth knowledge acquired in an area of specialization.

Students take six to seven upper-level engineering courses in one of the five degree programs: General Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering. Engineering courses may be crosslisted in more than one engineering discipline, and while some courses are required for individual programs, others may serve as allowable electives (as specified in the engineering course descriptions in subsequent pages).

Many of the elective courses are connected to one or more of NYUAD’s engineering research areas: Information, Communication, and Electronic Systems, Urban Systems, and Biomedical and Health Systems. Students, in consultation with their academic mentor, are encouraged to cluster their engineering electives in one of the three research areas. Students in General Engineering are also strongly encouraged to specialize in one of these areas. (Please note that only students in the class of 2014, upon approval, may cluster their engineering electives in one of the following traditional areas: Computer Engineering; Electrical Engineering; Civil Engineering; Mechanical Engineering; and Chemical and Biological Engineering.)

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 and participate in internship and incubator activities, gaining hands-on experience working side by side with faculty and companies. Interested students should discuss these options with their faculty mentor and seek approval from the Dean of Engineering.

Students declaring a major in Engineering are assigned a faculty mentor from the program. Students meet with that professor to design a program of study, determine course selections, and discuss career goals. Students should check with the Engineering Division office for detailed course pathways for each disciplinary major and for select specializations in the General Engineering, as well as suggested course sequences for studying away.

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### GENERAL ENGINEERING

**SAMPLE SCHEDULE**

The schedule of engineering students in the class of 2015 will slightly differ from the diagram. Please contact the Dean of Engineering for further information.

#### YEAR 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>January Term</th>
<th>Spring Semester</th>
<th>May–June</th>
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<tbody>
<tr>
<td><strong>CORE</strong></td>
<td><strong>FOUNDATIONS OF SCIENCE 1</strong></td>
<td><strong>FOUNDATIONS OF SCIENCE 2</strong></td>
<td><strong>CALCULUS</strong></td>
</tr>
</tbody>
</table>

#### YEAR 2

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>January Term</th>
<th>Spring Semester</th>
</tr>
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<tbody>
<tr>
<td><strong>CORE</strong></td>
<td><strong>INTRO TO COMPUTER SCIENCE</strong></td>
<td><strong>LINEAR ALGEBRA</strong></td>
</tr>
<tr>
<td><strong>EF: STATIC</strong></td>
<td><strong>EF: DIG LOGIC</strong></td>
<td><strong>EF: CONS LAWS</strong></td>
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#### YEAR 3

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<tr>
<th>Fall Semester</th>
<th>January Term</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td><strong>CORE</strong></td>
<td><strong>ENGINEERING ELECTIVE</strong></td>
<td><strong>ENGINEERING ELECTIVE</strong></td>
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<tr>
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<td><strong>ENGINEERING ELECTIVE</strong></td>
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#### YEAR 4

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<tr>
<th>Fall Semester</th>
<th>January Term</th>
<th>Spring Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td><strong>ENGINEERING ELECTIVE</strong></td>
<td><strong>ENGINEERING ELECTIVE</strong></td>
</tr>
</tbody>
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### REQUIREMENTS FOR THE MAJOR

22 courses, distributed as follows:

- 4 Foundations of Science 1–4
- 4 Mathematics courses
- 1 Introduction to Computer Science
- 5 Engineering Foundations
- 6 Engineering Electives
- 2 Capstone design project
Early Admission to Master's Degree Programs at NYU Poly
Undergraduate engineering students with strong academic records may apply for early admission to master's degree graduate programs at the Polytechnic Institute of New York University (NYU Poly). While NYU Poly offers a wide range of graduate engineering programs, the NYUAD early admission track is limited to specific degree programs and will depend on the student’s engineering major at NYUAD. Students apply for early admission at the end of the fall semester of junior year. Graduate Record Examination (GRE) scores, which are required for regular admission, are waived for NYUAD early admission applicants; however, GRE scores are required for NYU Poly scholarship evaluations.
Masters of Science (M.S.) degrees at NYU Poly typically require 30 credits for completion. To receive the M.S. degree, students must satisfy all of the requirements of both the Bachelors and Masters degrees, and there is no double-counting of courses. Students who spend the spring semester of junior year at NYU Poly may enroll in graduate courses; if these courses are not counted toward the B.S., they may be counted toward the M.S. degree. The minimum admissions requirements are: (i) a cumulative GPA of 3.4 or better; (ii) completion of at least 72 credits of undergraduate course work at the time of application (fall semester of junior year); and (iii) completion of the M.S. Early Admission Form, including signatures of approval from the undergraduate mentor and the NYUAD Dean of Engineering. To remain in the early admissions program once admitted, the student must maintain a cumulative GPA of 3.0 or better in all courses until graduation with a B.S. degree. A faculty member from NYU Poly will be appointed as the advisor to the student, and prior approval from the graduate advisor will be needed for every graduate-level course taken to ensure that the course will meet graduation requirements for the NYU Poly M.S. degree. For further information, please contact the NYUAD Dean of Engineering.

**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*. The Engineering concentration offers students an opportunity to bridge their background in science and mathematics with engineering principles. Such students complete 16 credits (eight half-courses, or six half-courses plus a full-course) of the 20-credit *Engineering Foundations* program. This concentration must be approved, in writing, by the student’s mentor and the Dean of Engineering.

**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*

**Co-Curricular Program**

All Engineering students are encouraged to participate in a co-curricular program distributed over the four-year curriculum, including field trips, seminars, workshops, and ethics discussions. Students examine the foundations of ethics, the broad scope and complexity of ethical claims, as well as ethical issues specific to engineering and technology and ethics in the profession. These co-curricular activities typically entail a commitment of a few hours each fortnight during the regular semesters.

**Study Away for Engineering Majors**

The Engineering program is relatively structured, and study away opportunities are possible only at sites where relevant engineering courses are available. Engineering students have the widest range of engineering courses if they choose New York as the study away site.

In academic years 2013–14 and 2014–15 it is anticipated that all junior Engineering majors will study away at New York for both semesters.

Beginning with the class of 2017, students have the option of one or two semesters away. If students want to study away for one semester only, the recommended period is spring semester of junior (third) year. Students who want to study away for two semesters should combine the fall semester of the sophomore (second) year with either semester of junior year. It is possible to study away for the sophomore fall semester at several NYU global sites, but semester study away during the junior year is only possible at New York. Students wanting to study away for two semesters may also be able to spend the entire junior year at New York, if approved by the Dean.

Students should discuss study away plans with their faculty mentors well in advance in order to develop a program of study that allows them to pursue their interests while progressing towards timely completion of degree requirements. A study away semester in New York may be combined with summer research opportunities at the New York campus.

**Capstone Design Project**

The goal of the Capstone Design Project is to provide students with a culminating major design experience that utilizes knowledge and skills acquired through the curriculum, and incorporates appropriate engineering standards and multiple realistic constraints.
The Capstone Design Project is collaborative and involves bodies of knowledge across various disciplines that comprise the NYUAD curriculum. The emphasis is on educating students to solve real-world problems in an environment resembling a technologically advanced global workplace. Capstone projects address broad engineering and technology topics that may also involve science, business, social sciences, and liberal arts. A team of students is assigned a real-world problem and asked to create an engineering-based solution after examining multiple aspects of the problem. The composition of the team is based on the nature of the problem and student interests and after students determine the different types of expertise that are needed to arrive at a realistic solution.

**INTERNSHIPS**

*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.A.E., U.S., or elsewhere. Internships are an important mechanism to gain specific skills and knowledge, make contacts and build confidence, as well as to explore career options prior to graduation. Depending on the student’s career objectives, an internship may involve working in a large corporation, small company, high-tech start-up, non-governmental organization, or alongside a faculty research mentor on cutting-edge research projects at one of NYU’s campuses. Through NYUAD’s internship program, students can also test their educational skills and classroom knowledge on various service learning projects in underdeveloped and developing countries. Internships are usually without academic credit and can vary in length from a summer to a semester or a year.

**ENGINEERING RESEARCH AREAS**

At NYUAD research crosses the boundaries of traditional engineering disciplines and encompasses broad interdisciplinary areas that embody key characteristics of our age. The faculty are involved in new and emerging technological fields, such as bioengineering, nanotechnology, microfabrication, smart materials, and cyber security. Their research is built around the three thematic research areas discussed below.

**Information, Communication, 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 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, are also considered in the set of offerings in the curriculum.

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

**Biomedical and Health Systems** concerns the science of health and wellness to unlock the mysteries of disease and genetic maladies and the engineering technology that is the bridge to deliver healthcare to people. The engineering aspects of this vast field of study include the interfacing of engineered systems with biological and anatomical systems, the measurement of physiological parameters, bio-sensing and detection of disease, disease agents, and impending failures, imaging, delivery of targeted therapeutics, and others. The use of computational techniques in organizing and interpreting the great volume of data being collected worldwide, including genetic information, and algorithms to predict disease markers and therapeutic molecules is a new and powerful technological advance in this field. Biomaterials, biocompatible and bioreversible materials, micro-biodevices, and use of wireless and computer technologies in patient care round out some of the areas that draw from several different engineering disciplines.
ENGINEERING COURSES

ENGR-AD 110–119 ENGINEERING FOUNDATIONS

Engineering Foundations is a series consisting of eight half courses (2 credits each) and one full course (4 credits). Although alternative scenarios are possible, the recommended sequence for Engineering majors is as follows: Design and Innovation and Engineering Materials in the January Term of the first year; Engineering Statics, Engineering Conservation Laws, Digital Logic, and Circuits Fundamentals in the second year; and Experimental Methods, Numerical Simulation and Computational Methods, Instrumentation, Sensors, and Actuators in the third year.

ENGR-AD 110J Design and Innovation
Offered every year
January Term 2014 (Abu Dhabi)
Prof. Jagannathan and Agamanolis
Lecture and laboratory included
2 credits
The course introduces students to the history and culture of design and development philosophies and practices, the modern principles of technology design, and concepts of innovation, sourcing, shaping, and evaluating ideas and inventions. The labs emphasize experiential learning and innovation, and require students to use existing innovations to create and build prototypes of new technology/design products, with real-life constraints. The course touches on social, cultural, economic, ethical, and other factors that shape engineering solutions and how to approach incorporating them in conjunction with problem solving and designing systems, components, or processes.

ENGR-AD 111 Engineering Statics
Offered every year
Spring 2014
Prof. Cook
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111), FS 1-4 (SCIEN-AD 101-110)
Lecture and laboratory included
2 credits
This course introduces student to the field of mechanics through study of static equilibrium in two dimensions. Knowledge and understanding of static equilibrium is essential for future study of dynamics, robotics, fluid mechanics, astrodynamics, and vibrations. The methods, techniques, theory, and application of equilibrium in the solution of engineering problems are presented for two-dimensional systems. Students have the opportunity for extensive practice in applying these principles. Topics covered include collinear forces, coincident forces, general two-dimensional equilibrium, moments and torques, the method of sections, the method of joints, analysis of frames and machines, and Coulomb friction.

ENGR-AD 112 Engineering Conservation Laws
Offered every year
Spring 2014
Prof. Khapli
Lecture and laboratory included (2 credits)
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111), FS 1-4 (SCIEN-AD 101-110)
2 credits
Conservation laws play a fundamental role in the analysis of engineering problems by providing a framework to derive relationships between various physical properties of closed and open systems and control volumes. This course aims to introduce the students to these laws namely—the conservation of mass, conservation of force and linear momentum, conservation of torque and angular momentum, conservation of energy, conservation of chemical species, and conservation of charge—that are derived in integral forms. Selected case studies are used to demonstrate the application of these laws for the simplification of complex engineering problems. In addition, this course also helps the students develop a deeper understanding of the concepts of work and heat.

ENGR-AD 113 Digital Logic
Offered every year
Spring 2014
Prof. Sinanoglu
Lecture and laboratory included
2 credits
This module provides a rigorous introduction to topics in digital logic design mostly focusing on combinational circuits but also touching upon basic concepts in sequential circuits. Introductory topics include: classification of digital systems, number systems and binary arithmetic, error detection and correction, and switching algebra. Combinational design analysis and synthesis topics include: logic function optimization, arithmetic units such as adders and subtractors, and control units such as decoders and multiplexers. A brief overview of sequential circuits by introducing basic memory elements such as flip-flops, and state diagrams concludes the module.

ENGR-AD 114 Experimental Methods
Offered every year
Spring 2014
Prof. Jagannathan
Lecture and laboratory included
2 credits
Experimental methods is presented as a process of investigation starting with an observation, leading to one or more hypotheses tested by experiments involving measurements, collection of results, analysis and conclusion. Students are first introduced to the historical significance of experimental discoveries, the importance of experimental design and measurement. Key examples are discussed. The importance of measurements, errors, uncertainty and its justification will be discussed in detail and students will learn how to estimate, use and report uncertainties. Techniques to compare, analyze and report different measurements are studied. Students are introduced to error propagation rules, random and systematic errors and standard deviation as the uncertainty in a single measurement.

ENGR-AD 116 Instrumentation, Sensors, Actuators
Offered every year
Spring 2014
Prof. El Saddik
Prerequisites: Circuits Fundamentals (ENGR-AD 119)
Lecture and laboratory included
4 credits
This course focuses on electrical circuits and components, passive and active filtering for signal conditioning, dynamic measurement system response characteristics, analog signal processing, digital representation, data acquisition, sensors, actuators and actuator characteristics. Studies of measurement systems via computer simulation also are discussed. The laboratory experiments draw upon examples from all disciplines of engineering such as data acquisition, operational amplifiers, temperature measurement, and motion and force measurements.

ENGR-AD 117 Simulation and Computational Methods
Offered every year
Fall 2013
Prof. Cook
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
Recommeded: Ordinary Differential Equations (MATH-AD 121), Introduction to Computer Science (CS-AD 101)
Lecture and laboratory included
2 credits
This course provides an introduction to the methods, techniques, theory, and application of numerical methods in the solution of engineering problems. Topics to be covered include the following: finding roots of equations, numerical differentiation and integration, time marching methods in solving ordinary differential equations, and optimization. MATLAB software is the primary computing environment.

ENGR-AD 118 Engineering Materials
Offered every year
For the Classes of 2014 and 2015
Fall 2 2013 (7 weeks)
Prof. Coelho
For the Classes of 2016 and 2017
May 25–June 5, 2014 (2 weeks)
Engineering faculty
Lecture and laboratory included
2 credits
Designed as a first course in materials, this course introduces students to engineering properties of materials, applying basic principles of the atomic and crystal structure of solids to the study of properties as well as to the selection and use of engineering materials. The course content includes examination of engineering materials such as metals, plastics, and composites with an emphasis on material selection. Through an immersive laboratory component, the course has an emphasis on experiential learning of the basic structure and properties of metallic, polymeric, semiconducting, ceramic, and composite materials.

ENGR-AD 119 Circuits Fundamentals
Offered every year
Spring 2014
Prof. El Saddik
Lecture and laboratory included
2 credits
This course provides an introduction to electrical circuits. The topics covered include DC circuits, passive DC circuit elements, Kirchoff’s laws, electric power calculations, analysis of DC circuits, nodal and loop analysis techniques, voltage and current division, Thieven’s and Norton’s theorems, and source free and forced responses of RL, RC and RLC circuits. The labs cover various electric circuit concepts such as demonstrating current and voltage division laws, Thieven’s and Norton’s equivalent circuit, and RL, RC, and RLC circuits analysis.
REQUIRED MATH COURSES
Please see the descriptions under Mathematics.

MATH-AD 111 Calculus with Applications
Offered every year
Fall 2013
Mathematics faculty
Spring 2014
Prof. Berestycki
Discussion section included
This course may be taken in place of the Calculus requirement if Calculus has not been completed.

MATH-AD 112 Multivariable Calculus
Offered every fall and spring
Fall 2013
Prof. Pycke
Spring 2014
Prof. Bouarroudj
Discussion section included

MATH-AD 116 Linear Algebra
Offered every fall and spring
Fall 2013
Mathematics faculty
Spring 2014
Prof. Paulus
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)

MATH-AD 121 Ordinary Differential Equations
Offered every fall and spring
Fall 2013
Prof. Bouarroudj
Spring 2014
Mathematics faculty

MATH-AD 131 Discrete Mathematics
Offered every fall
Fall 2013
Prof. Pycke
Pre- or Corequisites: Calculus (MATH-AD 110) or Calculus with Application (MATH-AD 111)
Note: Only Computer Engineering majors are required to take this course.

REQUIRED SCIENCE COURSES
Please see the descriptions under Science.

SCIEN-AD 101-110 Foundations of Science 1-4

CS-AD 101 Introduction to Computer Science
Offered every year
Fall 2013
Prof. Paik
Spring 2014
Prof. Odeh
Crosslisted with Computer Science

ENGR-AD 180-359 ENGINEERING REQUIRED COURSES AND ELECTIVES

ENGR-AD 180 Physiology for Engineers
Offered every year starting 2014-15
Biomedical and Health Systems Specialization in General (required)
Prerequisites: FS 1-4 (SCIEN-AD 101-110)
Lecture and laboratory included
4 credits
The course recognizes the vast diversity and adaptability of the organisms that are observed globally and evaluates the essential components of animal physiology, including their ability to adapt to the diverse global environments. The students will learn the organism’s structure/function relationships, the evolutionary and developmental processes associated with organism’s structure and the impact of the environment on their structure.

ENGR-AD 190 Analytical Methods
Offered every year
Computer, Civil, Electrical (required), Mechanical
Fall 2013
Prof. Sinanoglu
Prerequisites: Calculus (MATH-AD 110), Engineering Analysis I: Complex Variables (ENGR-AD 194)
Lecture and recitation included
2 credits

ENGR-AD 195 Engineering Analysis II: Discrete Math Fundamentals
Offered every year
Electrical (required)
Fall 2013
Prof. Sinanoglu
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
Lecture and recitation included
2 credits
This course covers discrete mathematics. Logic, truth tables, mathematical induction and other proof techniques are covered. Sets, relations and functions, recursive functions, basic algorithms, counting techniques, inclusion-exclusion principle and basic graph theory and trees are also covered.

ENGR-AD 201 Advanced Digital Logic
Offered every year
Computer (required), Electrical (required), Mechanical
Spring 2014
Prof. Sinanoglu
Prerequisites: Digital Logic (ENGR-AD 113)
Lecture and laboratory included
2 credits
This course follows Digital Logic and tops it up by covering sequential circuit design. In-depth discussions on memory elements such as various types of latches and flip-flops, finite state machine analysis and design, random access memories, FPGAs, and high-level hardware description language programming such as VHDL or Verilog. The course touches upon concepts such as formal verification and testing of logic designs.

ENGR-AD 202 Computer Systems Programming
Offered every year
Computer (required), Electrical
Spring 2014
Prof. Maniatakos
Lecture and laboratory included
2 credits
This course provides a perspective of software-hardware interface of computer systems, bridging the gap between higher level programming techniques and the actual hardware system implementation. A low-level programming language is used to illustrate the course topics, which may be C or a similar programming language. The topics covered include basic if statements, loops, functions, arrays, strings, multi-dimensional arrays, structures, pointers, and recursion.

ENGR-AD 203 Signals and Systems
Offered every year starting 2014-15
Computer, Electrical (required)
Prerequisites: Analytical Methods (ENGR-AD 190)
Lecture and laboratory included
2 credits
This course builds on Analytical Methods which covers the discrete-time signals and systems, and elaborates on the continuous-time signals, systems, and transforms. It covers analytical techniques for analyzing, characterizing and synthesizing engineering systems in the continuous time domain. The topics include: Continuous-time signals and systems, continuous-time convolution, the Laplace transform, Fourier analysis for continuous-time signals, and the Sampling theorem.
ENGR-AD 204
Data Structures and Algorithms
Offered every year starting 2014–15
Computer (required), Electrical
Prerequisites: Computer Systems Programming (ENGR-AD 202)
Co-requisites: Discrete Mathematics (MATH-AD 131)
Lecture and laboratory included
4 credits
This course presents an overview of fundamental Data Structures, which are commonplace in programming, as well as associated basic algorithms. Complexity analysis, linked lists, stacks, queues, trees, hashing, sorting, and basic graph algorithms are covered. Core topics such as Floyd’s algorithm, minimum spanning tree algorithms, and branch and bound techniques are also covered. Practical Lab Exercises complement the lectures. The students further specialize and consolidate their knowledge through lab projects to demonstrate the operation and applications of various data structures.

ENGR-AD 206
Computer Organization and Architecture
Offered every year starting 2014–15
Computer (required), Electrical
Prerequisites: Advanced Digital Logic (ENGR-AD 201)
Lecture and laboratory included
4 credits
This course introduces the principles of computer organization and basic architecture concepts. It discusses the basic structure of a digital computer and study in details formal descriptions, machine instruction sets design, formats and data representation, addressing structures, mechanization of Procedure calls, memory management, Arithmetic and Logical unit, virtual and cache memory organization, I/O processing and interrupts, fundamental of reliability aspects. The course also covers performance and distributed system models. The labs emphasize experiential learning of CAD concepts and applications using software tools. Students learn to create solid object models using extrusions, revolutions, and swept paths, and learn to modify parts using cutting, patterns, fillets, chamfers, and other techniques. Assemblies of multiple parts will be used to demonstrate the need for geometric tolerances, and students will spend a large portion of class in hands-on use of software tools. The labs emphasize experiential learning of CAD concepts and applications using software tools.

ENGR-AD 208
Computer Networks
Offered every year starting 2014–15
Computer (required), Electrical
Prerequisites: Data Structures and Algorithms (ENGR-AD 204)
Lecture and laboratory included
4 credits
This course introduces the basic concepts of computer and communication networks, including flow control, congestion control, end-to-end reliability, routing, framing, error-recovery, multiple access, and statistical multiplexing. There are in-depth presentation of the different networking layers, with emphasis on the Internet reference model. Protocols and architectures such as the TCP/IP, Ethernet, wireless networks etc. are described in order to illustrate important networking concepts. The course includes an introduction to quantitative analysis and modeling of networks. The labs cover basic concepts of computer networking and applications, and require students to use existing networking APIs to create and build computer network prototypes and real-life applications.

ENGR-AD 211
Operating Systems
Offered every year starting 2014–15
Computer (required), Electrical
Prerequisites: Data Structures and Algorithms (ENGR-AD 204), Computer Organization and Architecture (ENGR-AD 206)
Lecture and laboratory included
4 credits
This course discusses the operating systems that run computers. The course is designed to familiarize students with basic concepts of operating systems, user and program interfacing concepts. Topics include an overview of user interface, process structure, creation and context switching; system calls; process cooperation, memory management; virtual memory, I/O management; interrupt handling, file structures; directories, fault-tolerance. The course includes discussion of the role of the operative system in security systems and related ethical practice.

ENGR-AD 223
Database Systems
Offered every other year starting 2014–15
Computer
Prerequisites: Data Structures and Algorithms (ENGR-AD 204)
4 credits
The course covers modeling an application and relational database design, the relational model and relational data definition and data manipulation languages, design of relational databases and normalization theory, physical database design, query processing and optimization, transaction processing focusing on concurrency and recovery. The social and ethical responsibility of database architects and administrators are also discussed. Lab sessions emphasize experiential learning of database systems and applications and an insight into various database management systems and query languages.

ENGR-AD 214
Advanced Circuits
Offered every year
Computer, Electrical (required)
Spring 2014
Prof. Sinanoglu
Prerequisites: Circuits Fundamentals (ENGR-AD 119)
Lecture and laboratory included
2 credits
This course builds on Circuits Fundamentals. The topics covered include sinusoidal steady-state response, review of complex number analysis, complex voltage, current and the phasor concept; impedance, admittance; average, apparent and reactive power; polyphase circuits; node and mesh analysis for AC circuits; frequency response; operational amplifier circuits. The labs emphasize experiential learning of analyzing and designing advanced circuits.

ENGR-AD 216
Analog and Digital Communication Theory
Offered every year starting 2014–15
Electrical (required)
Prerequisites: Signals and Systems (ENGR-AD 202)
Lecture and laboratory included
4 credits
This course introduces the principles of various analog communication fundamentals. Topics covered include: amplitude modulation and demodulation; angle modulation and demodulation; noise performance of various receivers; and information theory with source coding theorem. The labs emphasize experiential learning of basic analog and digital communication theory concepts and applications, including experiments demonstrating analog and digital modulation techniques.

ENGR-AD 222
Electronics
Offered every year starting 2014–15
Computer, Electrical (required), Mechanical
Prerequisites: Circuits Fundamentals (ENGR-AD 119)
Lecture and laboratory included
4 credits
Crosslisted with Physics
This course focuses on fundamentals of electronics theory and design. The topics covered include semiconductor physics, diodes, limiters, clamps; Bipolar Junction Transistors; small-signal models, cut-off, saturation and active regions; common emitter, common base and common emitter follower amplifier configurations; Field-Effect Transistors (MOSFET and JFET); biasing; small-signal models; common-source and common gate amplifiers; and integrated circuit MOS amplifiers. The alternate-week laboratory experiments on BJT biasing, large signal operation and FET characteristics. The course studies design and analysis of small-signal bipolar junction transistor and field-effect transistor amplifiers; and, diode circuits. The labs provide experimental hand-on electronics theory and applications, with an emphasis on small signal analysis and amplifier design.

ENGR-AD 230
Computer-aided Design
Offered every year starting 2014–15
Civil, Mechanical
Lecture and laboratory included
2 credits
This course provides an introduction to computer-aided design using software tools. Students learn to create solid object models using extrusions, revolutions, and swept paths, and learn to modify parts using cutting, patterns, fillets, chamfers, and other techniques. Assemblies of multiple parts will be used to demonstrate the need for geometric tolerances, and students will spend a large portion of class in hands-on use of software tools. The labs emphasize experiential learning of CAD concepts and applications using software tools.

ENGR-AD 231
Fluid Mechanics
Offered every year
Mechanical (required), Civil (required)
Spring 2014
Prof. Khapli
Prerequisites: Engineering Conservation Laws (ENGR-AD 112), Engineering Dynamics (ENGR-AD 239)
Lecture and laboratory included
2 credits
This course introduces students to the basic principles and equations of fluid mechanics. This course covers properties and definitions of fluids, hydrostatics, Bernoulli’s Equation and the use of control volume analysis and conversation laws previously introduced in the curriculum. These concepts are applied to internal flows such as within pipes or ducts to open channel flows and to external flows over flat surfaces.
This course introduces students to vibrations of rigid bodies supported by an elastic component (i.e., simple spring-mass systems). The course covers simple harmonic motion in free, transient, and damped vibrations, and uses both analytical and numerical solution approaches. Damped vibration is considered, along with a brief introduction to systems of coupled masses. Practical applications of this material include vibration isolation, suspension systems, and active vibration control.

**ENGR-AD 233 Thermodynamics**  
Offered every year starting 2014–15  
Mechanical (Required)  
Prerequisites: Engineering Conservation Laws (ENGR-AD 112)  
Lecture and laboratory included  
2 credits  
This course introduces students to the basic concepts of Thermodynamics and their applications to Engineering problems. The following topics are covered in this course: properties of pure substances; concepts of work and heat; closed and open systems; the fundamental laws of thermodynamics; Carnot and Clausius statements of the 2nd law; entropy and entropy production; heat engines, refrigerators, heat pumps; efficiencies, coefficients of performance.

**ENGR-AD 235 Heat Transport**  
Offered every year starting 2014–15  
Mechanical (required)  
Prerequisites: Fluid Mechanics (ENGR-AD 231), Thermodynamics (ENGR-AD 233)  
Lecture and laboratory included  
2 credits  
This course introduces students to the three basic modes of heat transfer, develop the pertinent governing equations, and apply them to analyze and design heat transfer systems. Topics covered include: analysis of multidimensional geometries for the conduction mode; unsteady conduction; numerical methods of analysis; introduction to convection; internal and external convection; natural convection, boiling, and condensation; and principles of radiative heat transfer.

**ENGR-AD 237 Solid Mechanics**  
Offered every year  
Civil (required), Mechanical (required)  
Spring 2014  
Prof. Cook  
Prerequisites: Foundation of Science 1-4 (SCICEN-AD 101-110), Engineering Statics (ENGR-AD 111)  
Lecture and laboratory included  
2 credits  
Designed as a first course in the mechanics of materials, this course introduces students to the basic concepts of stress and strain in the normal and tangential directions, and the two dimensional transformations in various coordinate systems. Topics include stress-strain relationships for members subjected to axial forces, torsion, and bending moments.

**ENGR-AD 239**  
**Engineering Dynamics**  
Offered every year  
Mechanical (required), Civil (required)  
Spring 2014  
Prof. Cook  
Prerequisites: Engineering Statics (ENGR-AD 111), Ordinary Differential Equations (MATH-AD 121)  
Lecture and laboratory included  
2 credits  
This course introduces students to the principles of rigid dynamics. The course covers both kinematic (geometric aspects of motion) and kinetic (analysis of forces causing motion) approaches. The first section of the course focuses on particle dynamics, with rigid body dynamics covered in the second section. The applications of these methods to engineering problems are presented, and students have the opportunity for extensive practice in applying these principles. Specific topics include the following: rectilinear and curvilinear motion, equations of motion for a system of particles, work and energy for a system of particles, linear impulse and momentum for a system of particles, angular momentum, relative and absolute motion analysis, rigid body rotation, and general 2D rigid body motion.

**ENGR-AD 262 Human Computer Interaction and Tangible Interfaces**  
Offered every year starting 2014–15  
Computer, Electrical, Mechanical (Required)  
Prerequisites: Computer Systems Programming (ENGR-AD 202)  
Lecture and laboratory included (4 credits)  
The course introduces the basic concepts of human-computer interaction, evaluation methods, usability engineering, user-centered design and prototyping, interaction paradigms and models, tangible interfaces that provide physical interaction with digital information. The labs cover practices of user interfaces design and evaluation, and require students to use existing platforms to create and build human computer interaction applications.

**ENGR-AD 264 Engineering Game Theory**  
Offered every year starting 2014–15  
Computer, Electrical, Mechanical (Required)  
Prerequisites: Computer Systems Programming (ENGR-AD 202)  
Lecture and laboratory included  
4 credits  
This course is an introduction to the fundamentals of game theory and mechanism design with a specific emphasis on applications in engineering. Topics include non-cooperative game theory; strategic form games; Nash equilibrium and existence properties; market equilibrium and pricing; Auction and mechanism design; optimal auctions; revenue-equivalence theorem; choice viewpoint; cooperative game theory; network effects and games over networks.

**ENGR-AD 270 Urban Infrastructure Systems**  
Offered every year starting 2014–15  
Urban Systems Specialization in General Engineering (Required), Civil, Mechanical Lecture and laboratory included  
4 credits  
The course provides a basic descriptive overview of key urban infrastructure systems and technologies with reference to management, operation, and maintenance of these systems. These systems include infrastructure of water supply; solid and liquid waste treatment and disposal, mass transit, power, communication networks, and buildings, roads and bridges.

**ENGR-AD 271 Monitoring for Smart Cities**  
Offered every year starting 2014–15  
Urban Systems Specialization in General Engineering (Required), Civil, Mechanical Engineering Lecture and laboratory included  
4 credits  
This course covers approaches for instrumentation and monitoring for condition assessment of physical civil infrastructure and the natural environment in cities. These include sensors for monitoring strains, fracture, corrosion, and movements, environmental conditions including air and water quality and techniques for monitoring. The course includes lectures on hardware, signal conditioning, data analysis, data processing and archival methodologies.

**ENGR-AD 275 Geographic Information System**  
Offered every year starting 2014–15  
Urban Systems Specialization in General Engineering (required), Electrical, Civil, Mechanical Lecture and laboratory included  
4 credits  
The course introduces the concepts and principles of Geographic Information Systems (GIS), techniques. Covering state-of-the-art GIS methods and tools including: spatial and terrain analysis, geostatistical analysis, time series analysis, and development of GIS models. The projects provide experiential insight to geographic information system concepts, and require students to use existing tools to create and build prototypes of real-life applications.

**ENGR-AD 291 Probability and Statistics for Engineers**  
Offered every other year starting 2014–15  
Civil, Computer, Electrical, Mechanical (Required)  
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)  
Lecture and recitation included  
4 credits  
Introductory course to probability and statistics with an emphasis on how these topics are relevant in engineering disciplines. Topics in probability theory include sample spaces, and counting, random variables (discrete and continuous), probability distributions, cumulative density functions, rules and theorems of probability, expectation, and variance. Topics in statistics include hypothesis testing, error types, confidence intervals, correlation, and linear regression. The course emphasizes correct application of probability and statistics and highlights the limitations of each method presented.

**ENGR-AD 296 Project Management**  
Offered every year starting 2014–15  
Civil (required), Mechanical Lecturer and recitation included  
2 credits  
This course provides students with practical and best practice project management theory and concepts so that they may effectively contribute in and lead multicultural team projects framed for the new global economy. The practical component includes...
a team-based software development project that runs throughout the duration of the course.

ENGR-AD 303
Advanced Algorithms
Offered every other year starting 2014–15
Computer
Prerequisites: Data Structures and Algorithms (ENGR-AD 204)
Lecture and laboratory included
4 credits
This course covers techniques in advanced design and analysis of algorithms. Topics include: amortized analysis of algorithms; advanced data structures; binomial heaps; Fibonacci heaps; data structures for disjoint sets; analysis of union by rank with path compression; graph and randomized algorithms; and theory of NP completeness and approaches to finding (approximate) solutions to NP complete problems. Selected additional topics may vary.

ENGR-AD 305
Robotics
Offered every other year starting 2014–15
Electrical, Computer, Mechanical
Prerequisites: Linear Algebra (MATH-AD 116)
Lecture and laboratory included
4 credits
This course presents an overview of robotics, covering a selection of topics including controls, localization, motion planning, sensing, kinematics, and human-robot interaction, and related social-ethical issues. Practical lab and simulation exercises complement the lectures. The students further specialize and consolidate their knowledge through semester-long hands-on projects that involve the design, implementation, and testing of robotic systems and applications.

ENGR-AD 306
Intelligent Systems
Offered every year starting 2014–15
Electrical, Computer, Mechanical
Prerequisites: Introduction to Computer Science (CS-AD 101)
Lecture and laboratory included
4 credits
This course gives an introduction to Artificial Intelligence (AI). Students learn about intelligent agents that can make near-optimal decisions in a timely manner with incomplete information and limited computational resources. The course addresses search with single and multiple agents, Markov decision processes, reinforcement learning, and tracking. The course includes problem solving and search algorithms, reasoning and fuzzy and probabilistic methods, pattern recognition and neural networks, and genetic algorithms and a brief overview of natural language processing and computer vision. The course provides an engineering context to the mind, psychology, and neuroscience and delves into potential ethical and social consequences of adoption of intelligent systems.

ENGR-AD 307
Very Large Scale Integration Circuit Design
Offered every other year starting 2014–15
Computer, Electrical
Prerequisites: Advanced Digital Logic (ENGR-AD 201), Advanced Circuits (ENGR-AD 214)
Lecture and laboratory included
4 credits
This course presents an introduction to computer circuit design, covering a selection of topics including microcontroller architecture, assembler programming, interrupts, peripheral interfacing, embedded system design, higher-level languages on embedded systems, as well as a brief introduction to real-time operating systems. Practical Lab exercises complement the lectures. The students further specialize and consolidate their knowledge through semester-long hands-on projects.

ENGR-AD 315
Controls
Offered every year starting 2014–15
Mechanical, Computer, Civil, Electrical
Prerequisites: Instrumentation, Sensors, Actuators (ENGR-AD 116)
Lecture and laboratory included
4 credits
This course introduces the principles of dynamic system analysis, and feedback control design with extensive, hands-on computer simulation. Topics include: modeling and analysis of dynamic systems; description of interconnected systems via transfer functions and block/signal-flow diagrams; system response characterization as transient and steady-state responses and error considerations; stability of dynamical systems (Routh–Hurwitz and Nyquist criteria); graphical methods for dynamical system analysis and design (root locus and Bode plot); and computer-aided feedback control design for mechanical, aerospace, robotic, thermo-fluid, and vibratory systems.

ENGR-AD 318
Digital Signal Processing
Offered every year starting 2014–15
Computer, Electrical, Mechanical
Prerequisites: Signals and Systems (ENGR-AD 212)
Lecture and laboratory included
4 credits
This course introduces the principle concepts of discrete-time signals and systems, frequency analysis, sampling of continuous time signals, the z-transform, implementation of discrete time systems, the discrete Fourier transform, fast Fourier transform algorithms, filter design techniques. The labs cover experiential learning of digital signal processing concepts, and require students to use knowledge to create and build prototypes that demonstrate their understanding of the material covered in the lecture.

ENGR-AD 320
Multimedia Systems and Communication
Offered every year starting 2014–15
Computer, Electrical
Prerequisites: Computer Systems Programming (ENGR-AD 202)
Lecture and laboratory included
4 credits
This course introduces the basic concepts of multimedia enabling technologies, services, and applications. Topics covered in this course include image and video compression and standards, multimedia networking standards and protocols (such as RTP, RTSP, and IRTP), multimodality and synchronization, Multimedia Internet, Quality of Service and Quality of Experience, and Multimedia Security and digital watermarking. The labs cover practices of multimedia systems design, and require students to use existing platforms to create and build multimedia contents and applications.

ENGR-AD 322
Computer Graphics and Vision
Offered every year starting 2014–15
Computer, Electrical
Prerequisites: Analytical Methods (ENGR-AD 190), Computer Systems Programming (ENGR-AD 202)
Lecture and laboratory included
4 credits
This course introduces the basic concepts of computer graphics and vision. Topics covered in this course include 3D modeling and geometry, simulation, animation, and character animation, Graphics pipeline, Geometric transformations, lighting and light transfer, Illumination and color models, and computer vision theory including image transformation and filtering, color, vision feature extraction, and visual recognition. The labs cover practices of computer graphics and 3D modeling and authoring tools, and require students to use existing platforms to create and build 2D and 3D graphics models and applications.

ENGR-AD 331
Thermal Energy Systems
Offered every year starting 2014–15
Mechanical
Prerequisites: Heat Transport (ENGR-AD 235)
Lecture and recitation included
4 credits
This first course in power generation focuses on the analysis and design of energy-conversion systems. It introduces students to fossil, nuclear, nuclear,
and renewable-energy (including wind and solar) power plants with equal emphasis. Students gain a comprehensive and detailed understanding of the fundamentals of such systems and the issues related to their operation from economic, environmental, ethical, and safety points of view.

ENGR-AD 333 Machine Component Design
Offered every year starting 2014–15
Mechanical (required)
Prerequisites: Solid Mechanics (ENGR-AD 237)
Lecture and laboratory included
2 credits
This course introduces students to fundamentals of machine elements thus, enabling them to employ the knowledge gained to design machines for various practical applications. The course begins with a brief review of stress, deformation and failure, followed by friction and wear. Subsequently, loaded columns, pressurized cylinders and shafts are presented. Bearings, gears, screws, springs, brakes, clutches, and belts are discussed.

ENGR-AD 335 Structural Components Analysis
Offered every year starting 2014–15
Civil (required), Mechanical (required)
Prerequisites: Solid Mechanics (ENGR-AD 237)
Lecture and laboratory included
2 credits
The course introduces students to the fundamentals of structural components analysis thus enabling them to employ that knowledge for structural analysis and for design of structural members.

ENGR-AD 336 Structural Systems
Offered every year starting 2014–15
Civil (required), Mechanical (required)
Prerequisites: Structural Components Analysis (ENGR-AD 335)
Lecture and recitation included
2 credits
In-depth coverage of structural analysis techniques. Topics include: analysis of statically determinate beams, frames and trusses; deflection calculations using geometrical and energy methods; analysis of statically indeterminate structures using superposition; influence lines; slope deflection, moment distribution, and matrix analysis of structures.

ENGR-AD 337 Steel Structures Design
Offered every year starting 2014–15
Civil
Prerequisites: Structural Systems (ENGR-AD 336)
Lecture and recitation included
2 credits
This course examines structural design principles and techniques and codes of design and construction. A detailed treatment of material properties and design based on American Institute of Steel Construction (AISC) codes will be provided. Design of steel beams and columns, in addition to bolted and welded connections will be taught based on the Load Resistance Factor Design (LRFD). The course includes design projects in which students work in groups to simulate and solve specific problems using a 3D structural analysis and design software.

ENGR-AD 338 Concrete Structures Design
Offered every year starting 2014–15
Civil
Prerequisites: Structural Systems (ENGR-AD 336)
Lecture and laboratory included
2 credits
This course offers a detailed treatment of reinforced concrete design: Material properties, American Concrete Institute (ACI) load factors and design strength; shear and diagonal tension; design of reinforced concrete columns; two-way slabs; footings; shear walls; and torsion.

ENGR-AD 339 Environmental Engineering
Offered every year starting 2014–15
Civil (required), Mechanical (required)
Prerequisites: Fluid Mechanics (ENGR-AD 231)
Lecture and laboratory included
4 credits
This course introduces water and wastewater treatment; stream assimilation and public health: introduction to air pollution and solid waste management; and laboratory analysis of water and wastewater samples and treatment process tests. Students gain an understanding of the interrelatedness of environmental problems around the world and how different socioeconomic, technological, ethical, and other factors can impact both the environment and the approach to solving environmental problems. Factors and parameters affecting design of environmental systems are discussed and design in environmental engineering is introduced.

ENGR-AD 340 Water and Wastewater Systems Design
Offered every year starting 2014–15
Civil
Prerequisites: Environmental Engineering (ENGR-AD 339)
Lecture and recitation included
2 credits
This course introduces the students to the concepts of design related to solving problems in environmental engineering. It provides an exposure to real-world problems in water systems and wastewater treatment. Students work in small teams and experience the design process, including the definition of the design objectives and constraints, formulation of the design concept, synthesis, and analysis of design options, as well as the development and testing of the proposed solution.

ENGR-AD 341 Finite Element Modeling, and Analysis
Offered every year starting 2014–15
Mechanical, Civil
Prerequisites: Ordinary Differential Equations (MATH-AD 121), Fluid Mechanics (ENGR-AD 231), Solid Mechanics (ENGR-AD 237)
Lecture and laboratory included
4 credits
Students study the basic theory and equations involved in the finite element analysis (FEA) for simulating behavior of materials and structures. Topics include use of shape functions, numerical integration, assembly of finite elements into a structure, and solution of the resulting system of equations. The course emphasizes both theory and application of modeling for simulation. Students also learn to recognize modeling errors and inconsistencies that could lead to either inaccurate or invalid results.

ENGR-AD 342 Geotechnical Engineering
Offered every year starting 2014–15
Civil (required)
Prerequisites: Fluid Mechanics (ENGR-AD 231), Solid Mechanics (ENGR-AD 237)
Lecture and recitation included
4 credits
This course introduces soil mechanics and foundation engineering, including origin of soils; phase relationships; classification of soils; permeability; effective stress; seepage; consolidation; shear strength; slope stability; and bearing capacity. Design in geotechnical engineering is introduced and parameters effecting design are discussed.

ENGR-AD 343 Foundation Engineering Design
Offered every year starting 2014–15
Civil
Prerequisites: Geotechnical Engineering (ENGR-AD 342)
Lecture and recitation included
2 credits
This course introduces the development of foundation engineering, including soil exploration, soil sampling, interpretation of boring logs, bearing capacity of footings, settlement of structures, lateral earth pressure. Design of retaining walls, design of braced excavations and sheet pile walls; and design of deep foundations are covered.

ENGR-AD 344 Transportation and Traffic Engineering
Offered every year starting 2014–15
Civil (required)
Lecture and recitation included
4 credits
This course introduces the different modes of transportation and their characteristics with emphasis on road users, vehicles, highways and control devices and their impact on traffic operations. It also introduces the quantification of traffic stream characteristics and the design and use of traffic control devices, including a detailed treatment of traffic signal timing and design for both pre-timed and actuated signals. Coordination of signal systems on arterials and in networks is covered. A broad overview of highway traffic safety issues, policies, programs, and mitigation measures are included.

ENGR-AD 345 Design of Traffic Systems
Offered every year starting 2014–15
Civil
Lecture and recitation included
2 credits
This course provides an introduction to design of traffic systems with emphasis on highway design. Students are introduced to the basic design concepts of horizontal and vertical alignment, super elevation, and cross-section design. The course also covers fundamentals of intersection and interchange design, pavement design, design of parking facilities, as well as bikeway and walkway design.
ENGR-AD 346  
**Water Resources Engineering**  
Offered every year starting 2014–15  
Civil  
Prerequisites: Fluid Mechanics (ENGR-AD 231)  
Lecture and recitation included  
4 credits  
This course provides a detailed overview of water resources engineering, including both analysis and design elements. Topics covered: open-channel flow, pipe networks; reservoir balances; hydrologic techniques; surface water and ground-water supplies; water demand; and development of water resources for multiple purposes.  
ENGR-AD 349  
**Mechatronics**  
Offered every other year starting 2014–15  
Computer, Electrical, Mechanical  
Prerequisites: Instrumentation, Sensors, Actuators (ENGR-AD 116)  
Lecture and laboratory included  
4 credits  
The course introduces the principles of mechatronic system intended to provide the student with foundational concepts in mechatronics and practical familiarity with common elements making up mechatronic systems. Laboratory experiments are designed to give the student hands-on experience with components and measurement equipment used in the design of mechatronic products.  
ENGR-AD 368  
**Selected Topics in Computer Systems**  
Offered every year starting 2014–15  
Computer, Electrical  
Prerequisites: Specified when offered  
Lecture and laboratory included  
4 credits  
This course covers the principles, technologies, methods and applications of biosensors and bioinstrumentation beginning with an examination of the ethical, legal, cultural, religious, and social implications of nanotechnologies. The objective of this course is to link engineering principles to understanding of biosystems in sensors and bioelectronics. It provides the student with a detailed understanding of measurement science and applications of biosensors and bioelectronic devices. The fundamentals of measurement science are applied to optical, electrochemical, mass, and pressure signal transduction. Upon successful completion of this course, students are expected to be able to explain biosensing and transducing techniques, design, and construct biosensors instrumentation.  
ENGR-AD 382  
**Biomaging**  
Offered every year starting 2014–15  
Biomedical and Health Systems Specialization in General Engineering (required), Electrical, Mechanical  
Prerequisites: Signals and Systems (ENGR-AD 203)  
Lecture and laboratory included  
4 credits  
This course presents an introduction to image formation, processing, and related techniques, as they pertain to imaging of biological structures for medical and other applications. Ultrasound, Magnetic Resonance Imaging, X-Ray Tomography, and Nuclear Medicine are among the topics covered, together with a hands-on introduction to biomedical image processing and pattern recognition.  
ENGR-AD 389  
**Selected Topics in Biomedical and Health Systems**  
Offered every year starting 2014–15  
Computer, Electrical, Mechanical  
Prerequisites: Specified when offered  
Lecture and laboratory included  
4 credits  
This course explores advanced topics of special interest in biomedical and healthcare systems and applications and is designed to aid students in gaining extra knowledge in an area not covered in the program's mainstay courses. It may be repeated for credit. The course is open to junior and senior students. Academic mentor’s permission is required.  
**CAPSTONE**  
ENGR-AD 400–401  
**Senior Capstone Design Project (2 semesters)**  
Offered every year  
Engineering faculty  
Prerequisite: Senior Standing  
Lecture and laboratory included  
4 credits each semester  
The senior capstone design project focuses on the synthesis of technology with human needs and values. It provides an opportunity for teams to integrate technical, human, aesthetic, and business concerns with engineering design. While projects offered focus on development of a product or technology, the breadth of issues related to transforming them into every day private or business life is an integral component of the project. In the fall semester student teams develop a specification for the product being considered; generate multiple solution concepts with particular emphasis on cultural implications of the choices, identify an optimal concept and address any limitations it might have, and then select and develop a plan for addressing the problem and designing a solution. As determined by the specifics of the project, the team may also develop associated strategies for 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. Students practice critical skills in communication, team-building, management, and motivation. They prepare weekly memos that summarize the team's activities and address important developments associated with the project. Each student is required to keep a notebook, documenting his or her activities, designs, and considerations. In the middle of each semester, students present their ideas and concepts in a project review. The students complete their design, as well as build and test their prototypes, if applicable, in the spring semester. The senior year culminates in a comprehensive project report and design review by a committee of experienced engineers.
While the disciplines offer a basis for rigorous study, 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 multidisciplinary programs are one of the ways the curriculum supports work across disciplines and engages students to think about complex subjects from multiple perspectives. These programs include a major in Arab Crossroads Studies and concentrations in all five areas.

The multidisciplinary programs 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.
Arab Crossroads Studies takes advantage of Abu Dhabi’s geographical location in the Arabian Peninsula, at the crossroads of the three continents of the Eastern hemisphere: Africa, Asia, and Europe.

The historical, sociopolitical, and cultural interactions among these regions have opened engaging domains of 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 artistic, architectural and musical developments, the variety of spoken languages, and the diversity of people who now live in the Gulf region.

Abu Dhabi is located in one of the most important regions in the world. The Arabian Peninsula is home to Islam’s holiest sites, and contains at least sixty percent of the world’s proven fossil fuel reserves. Having experienced foreign domination and experiencing political upheaval, Arab nations are evolving extremely rapidly. Abu Dhabi is a natural setting for studying the complex cultural, political, and economic dynamics of the Arab and Islamic worlds. The Arab Crossroads Studies program provides a portal for the global NYU community to study and engage with the cultural and intellectual diversity of this complex region, one we might think of as a space of multiple encounters and transactions.

Arab Crossroads Studies majors are required to take a minimum of 14 courses offered by the program: four required courses (Emergence of the Modern Middle East; Anthropology and the Arab World; Introduction to Modern Arabic Literature and Society; and Problems and Methods in Arab Crossroads Studies); a minimum of four elective courses; and a two-semester capstone project. Additionally, Arab Crossroads Studies majors are required to take a minimum of four semesters of college Arabic or their equivalent, or demonstrate proficiency at this level. Only one course may double-count for the major in Arab Crossroad Studies and another major or concentration.

**Language:** To fulfill the requirements of the Arab Crossroads Studies major, students must demonstrate intermediate ability in Arabic. This means either (1) studying Arabic through at least the intermediate level (four semesters) at NYUAD or within the broader Global Network University, (2) demonstrating the completion of comparable course work elsewhere, or (3) demonstrating a corresponding level of proficiency through examination at NYU Abu Dhabi.

**Electives:** Students take a minimum of four elective courses, which are organized in the following areas: history and religion; society and politics; and arts and literature. The electives provide both breadth and depth to the study of the region; familiarize students with a variety of disciplinary concerns; and enable students to develop a specialization in one of three distributional areas in preparation for the capstone project. At least one of the electives must be grounded in the period before 1800, and one course only may be taken during January Term.

**History and Religion,** which includes a broad and solid grounding in the pre-modern and modern social, cultural, religious and economic landscapes of the region. These courses focus on primary source documents to introduce students to the rich and varied history of the region as well as to the doctrinal and social aspects of the religious traditions that have shaped it.

**Society and Politics,** which includes a detailed and nuanced examination of the contemporary landscape of the region. These courses draw on anthropology, ethnography, political science, and sociology to elucidate the complex cultural, social, and political developments taking place today.

**Arts and Literature,** which includes a careful study of the literary, artistic, and philosophical landscapes of the region. These courses explore the literatures, arts, and physical environments of the region within their broader historical and social contexts.
Upon completion of the major in Arab Crossroads Studies at NYUAD, students are expected to be able to:

- Identify the cultural, social, economic, political, philosophical, and religious forces that have shaped and continue to shape the intersection of the Arab and Islamic worlds;
- Demonstrate a familiarity with historical and contemporary cultural and philosophical approaches to the study of the Arab world and neighboring regions while being attentive to the multiple transnational connections, circuits, and crossroads that have shaped them;
- Understand the ways in which the field of Arab Crossroads Studies draws upon and contributes to other scholarly disciplines;
- Develop arguments in which they reassess and, where necessary, revise conventional scholarly and popular understandings of the region, while continually questioning and justifying their own methodological assumptions and practices;
- Conduct advanced research, including fieldwork, master the use of primary and secondary sources, library resources, and relevant new technologies as appropriate;
- Create strong scholarly arguments drawing on appropriate sources, literature, and evidence;
- Display competence in Modern Standard Arabic in reading, writing, and oral comprehension;
- Demonstrate expertise in a particular approach to Arab Crossroads Studies resulting in the production of a senior capstone project;
- Compete effectively for places at elite doctoral programs in the United States and around the world in Middle Eastern Studies, Islamic Studies, Anthropology, History, Arabic Literature, and Comparative Literature, and with additional coursework in the social sciences, in Sociology or Political Science.

**Concentration in Arab Crossroads Studies**

The goal of the concentration in Arab Crossroads Studies is to provide students with a strong foundation in the historical, social, and cultural realities of the region. Besides being personally and intellectually enriching, the concentration in Arab Crossroads Studies is a useful preparation for the many professions that benefit from a deeper knowledge of the Arab world and surrounding regions, including education, development, journalism, law, public service, diplomacy, politics, and business. Concentrators in Arab Crossroads Studies are required to take four courses: *Emergence of the Modern Middle East; Anthropology and the Arab World; Introduction to Modern Arabic Literature and Society;* and one non-language elective which must be approved in advance by the student’s mentor. Only one course may double-count for the concentration in Arab Crossroads Studies and another major or concentration.

**REQUIREMENTS FOR THE CONCENTRATION IN ARAB CROSSROADS STUDIES**

4 courses, distributed as follows:

1. Emergence of the Modern Middle East
2. Anthropology and the Arab World
3. Introduction to Modern Arabic Literature and Society
4. Non-language elective
### Year 1

**Fall Semester**
- **Core**: Arab
- **Core**: ACS Elective
- **Arabic**: Emergence of the Modern Middle East; Anthropology and the Arab World; Intro to Modern Arabic Literature and Society; and Problems and Methods in Arab

**Spring Semester**
- **Core**: Arab
- **General Elective**: January Term

### Year 2

**Fall Semester**
- **Core**: Modern Arabic Literature and Society
- **Core**: Emergence of the Modern Middle East
- **Arabic**: January Term

**Spring Semester**
- **General Elective**: January Term

### Year 3

**Fall Semester**
- **General Elective**: January Term

**Spring Semester**
- **Core**: Problems and Methods in ACS
- **Arabic**: ACS Elective

### Year 4

**Fall Semester**
- **Core**: ACS Elective
- **General Elective**: January Term

**Spring Semester**
- **Core**: ACS Elective
of Islamicate civilization in the pre-modern world, including inter-religious relations as well as political and economic trends.

ACS-AD 202
Paradise Lost: Muslims, Christians, and Jews in al-Andalus
Offered every other year
Prof. Stearns
Crosslisted with History

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.

ACS-AD 203X
Heritage, History, and Memory in the Modern Middle East
Offered every other year
Spring 2014
Prof. Peutz
Crosslisted with Anthropology; Museum and Cultural Heritage Studies

How do those who live in “the Middle East” relate to their past(s), and what discourses do they draw on to represent and authorize it today? How is the “past” recovered, commemorated, embodied, erased, marketed, and consumed in the modern Middle East? This course focuses on various thematics of history, heritage, and memory practices: national commemorations, contested sites (and times); the politics of archaeology, invented traditions, structural nostalgia, embodied and gendered memories; museums; and the construction (and destruction) of tangible, intangible, and “world” heritage.

ACS-AD 204J
Interwoven Pasts of Spain and Morocco
Prof. Stearns
Crosslisted with History

At the western end of the Mediterranean, the religious, political, and economic histories of North Africa and Iberia have always been intertwined. This was especially the case during the eight centuries from 711-1492 when various parts of the Iberian peninsula were ruled over by Muslims. In this course we look both at how what are today Morocco and Spain were connected in this period in both history and imagination, and at how the Spanish colonial presence in Morocco in the

20th century played a important role in the Spanish civil war. The course includes an extended trip through Morocco and Spain.

ACS-AD 205J
Arab Crossroads in China
January Term 2014 (Shanghai)
Prof. Ben-Golub
Crosslisted with History

In this course we immerse ourselves in the lives and culture of the Arab merchant communities that settled in China from the early days of Islam until the early modern period. We learn about Arab seafaring and trade in the Indian Ocean and the creation of the “Arabian Seas.” We read the narratives of Arab merchants, such as Suleiman the Merchant and Abu Hassan al-Sirafi who came to China from the Gulf in the 9th and the 10th centuries, and the great travelogue by Abu Abdallah ibn Battuta, who traveled to China all the way from North Africa in the 14th century. We study the history of the corresponding periods in Chinese history—the Tang, Song, and Yuan dynasties, and to complement the Arab travelogues, read the narrative of Ma Huan, the Chinese Muslim who sailed from China to Mecca and other cities in the region in the 15th century. The class visits Quanzhou, better known as Zaytoon, a city dominated by Arabs for several centuries, and other port cities in the Yangzi Delta and north in the Grand Canal on the way to Beijing.

HIST-AD 172
The Crusades
Offered every other year
Crosslisted with History

ELECTIVES: SOCIETY AND POLITICS

ACS-AD 231XJ
Oil and Energy in the Middle East
Offered every other year
Prof. Haykel
Crosslisted with Economics, the Environment, Political Science

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

ACS-AD 232X
Society and Politics of Saudi Arabia
Offered every other year
Prof. Menoret
Crosslisted with Political Science

This course is an introduction to the study of Saudi Arabia and can be taken as a gateway course to the Arab Crossroads concentration. Its aim is to present various aspects of Saudi society and politics, from tribes and tribalism to oil, state building, Islamic activism and women. Saudi history has shifted since the 18th century, when a remote polity was confronting the Ottoman Empire and powerful Bedouin tribes. Since the creation of the modern state in 1932 and the discovery of oil in 1937, the country has become an essential albeit poorly understood player on the international scene.

EDUC-AD 114JX
Education and Diversity: Historical and Comparative Perspectives
Offered occasionally
Crosslisted with SRPP, Education

LEAD-AD 115J
Critical Issues in Social Entrepreneurship: Innovations in the Middle East
Offered occasionally
Crosslisted with Economics, Business and Organizational Studies, Leadership and Social Entrepreneurship

POLSC-AD 152X
Comparative Politics of the Middle East
Offered every other year
Spring 2014
Prof. Waterbury
Crosslisted with Political Science

POLSC-AD 157JX
Bridging the Divide Between the Middle East and the West
Offered every other year
Spring 2014
Prof. Waterbury
Crosslisted with Political Science, SRPP

POLSC-AD 159X
Public Policy Challenges in the Middle East
Offered every other year
Spring 2014
Prof. Waterbury
Crosslisted with Political Science

SRPP-AD 125
Ethnographic Field Research
Offered every year
Fall 2013
Prof. O’Brien
Crosslisted with Anthropology, SRPP
Recommended prerequisites: Logic of Social Inquiry (SOGSC-AD 112)

ELECTIVES: ARTS AND LITERATURE

ACS-AD 112
Emirati Literature and Culture
Offered every other year
Spring 2014
Prof. Kennedy
Crosslisted with Literature

In this course, we discuss the salient features of Emirati culture and of the literature that expresses cultural life. Guest speakers who are experts on aspects of Emirati culture will participate in several class meetings.

ACS-AD 261J
Cities and Modern Arabic Literature
Offered occasionally
Crosslisted with Literature

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, Sunalia 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.

ACS-AD 263J
Modern Architecture in Abu Dhabi
January Term 2014 (Abu Dhabi)
Prof. Menoret
Crosslisted with Visual Arts

This course is an exploration of modern architecture in the city. Gulf countries have witnessed an unprecedented construction boom since the beginning of oil exploitation. New cities have been built and old cities have been renewed, often with the help of such world-class architects as Le Corbusier, Frank Lloyd Wright, Walter Gropius, and Constantin David Wirth. In Abu Dhabi, infrastructures, public buildings, and residential projects have been designed by Roger Tallibert, Benjamin Thompson, Norman Foster, and Zaha Hadid, to name but a few. Students contribute to writing the story of modern
architecture in the city. They visit and document remarkable buildings, explore local archives, and reconstitute the trajectories of architectural forms and patterns. The final project is an architectural guide designed for students, faculty, and the Abu Dhabi community.

COREP-AD 1W
A Thousand and One Nights
Fall 2013
Prof. Horta
Writing Intensive
Crosslisted with the Core: Pathways of World Literature

LTGW-AD 121
Arabic Literature in the Classical Period
Offered every third year
Spring 2014
Prof. Pomerantz
Crosslisted with Literature

MUSIC-AD 111
Regional Musics of the Middle East
Offered occasionally
Fall 2013
Prof. Webster-Kogan
Crosslisted with Music, Urbanization

THEAT-AD 134X
Theater in the Arab World
Offered every other year
Crosslisted with Theater

VISAR-AD 150
Islamic Art and Architecture
Offered every other year
Crosslisted with Visual Arts

VISAR-AD 151
Design and Ornament in Islamic Art
Offered occasionally
Crosslisted with Visual Arts

VISAR-AD 152
Orientalist Art
Offered occasionally
Crosslisted with Visual Arts

VISAR-AD 171X
Modern Art of the Arab World
Offered occasionally
Fall 2013
Prof. Mikdadi
Crosslisted with Visual Arts

ACS-AD 298-299
Directed Study
Offered by application
Prerequisite: Permission of the instructor
Under the supervision of a faculty member, students develop a research plan and complete a 25-page research paper, which is assessed based on the strength of research (both primary and secondary materials), the robustness and originality of the argument, and the quality of the student’s writing.

ACS-AD 400-401
Capstone
Offered every year
The culmination of the program is a two-semester capstone experience, which provides seniors with the opportunity to work closely with a faculty mentor and to conduct extensive research on a topic of their choice. Seniors take a capstone seminar in the first semester 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 with a faculty mentor to hone their research and produce successive drafts of a senior thesis. The capstone experience culminates in a public presentation of the senior thesis.

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 U.A.E. and the region. Students can learn more about fieldwork opportunities by consulting with the Ancient World faculty.
ANCIENT WORLD COURSES

Courses vary from year to year.

MDANC-AD 110
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.

MDANC-AD 111
Archaeological Fieldwork
Fieldwork 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 7-week module. Admission is competitive, and application is required in the previous spring.

MDANC-AD 112
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.

MDANC-AD 113
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).

AHC-AD 113
Before Globalization: Understanding Premodern World History
Crosslisted with Arts and Humanities Colloquia

COREI-AD 14
Innovation in the Ancient World
Crosslisted with the Core: Science, Society and History

HIST-AD 144
Topics in Asia-Pacific History: Ancient China
Crosslisted with History

HIST-AD 171
The Ancient Mediterranean World
Crosslisted with History

HIST-AD 176
Topics in Mediterranean History
Crosslisted with History

LTCW-AD 105
Classical Literature and Its Global Reception
Spring 2014
Prof. Hassan
Crosslisted with Literature

PHIL-AD 120
Ancient Mediterranean Philosophy
Crosslisted with Philosophy

PHIL-AD 122
Classical Chinese Philosophy
Crosslisted with Philosophy

PHIL-AD 123
Classical Indian Philosophy
Crosslisted with Philosophy

THEAT-AD 133
The Theater in Ancient Greece
Crosslisted with Theater

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

Courses vary from year to year.

ENVIRONMENTAL SCIENCE

MDENV-AD 110

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. The course addresses local and global issues such as desertification, carbon production by fossil fuels, and green technology as exemplified in Abu Dhabi's Masdar City, which is attempting to become the world's first carbonneutral, zero-waste city.

MDENV-AD 111

Global Climate Change

Spring 2 2014 (7 weeks)

Prof. Holland

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.

COREI-AD 16

Where the City Meets the Sea: Studies in Coastal Urban Environments

Spring 2014

Prof. Burt

Laboratory included

Crosslisted with the Core: Experimental Discovery in the Natural World

COREI-AD 11J

State and Fate of the Earth

January Term 2014 (Sydney)

Prof. Volk

Crosslisted with the Core: Science, Society and History

ENVIRONMENTAL POLICY

MDENV-AD 112

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.

MDENV-AD 113

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; and regulatory regimes.

ACS-AD 231JX

Oil, Energy, and the Middle East

Crosslisted with Arab Crossroads Studies, Economics, Political Science

COREI-AD 41J

Protecting the World’s Health: Triumphs and Challenges

January Term 2014 (Washington, D.C.)

Deans Healton and Sullivan-Marx

Crosslisted with the Core: Science, Society, History, SRPP

ENVIRONMENT, CULTURE AND SOCIETY

HIST-AD 111

Global Environmental History

Crosslisted with History

PHIL-AD 131

Environmental Ethics

Crosslisted with Philosophy, Urbanization

SRPP-AD 151

Introduction to Global Health

Fall 2013

Prof. Yesim

Crosslisted with SRPP
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**

Courses may vary from year to year.

**REQUIRED COURSES**

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<tr>
<th>Course Code</th>
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<tr>
<td>MDMED-AD 302</td>
<td>New Media Lab</td>
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Crosslisted with Film and New Media

An introductory course designed to provide students with hands-on experience using various technologies for web design and development, online audio, video and animation, mobile web, and physical computing. 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**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>MDMED-AD 110</td>
<td>Applications of Media</td>
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Spring 2014

Prof. Fitzgerald

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.

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<th>Course Code</th>
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<tr>
<td>MDMED-AD 111</td>
<td>Mobile Media</td>
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Crosslisted with Film and New Media

Mobile devices (phones and tablets) 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 new forms 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 media creation and consumption.

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<th>Course Code</th>
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<tr>
<td>MDMED-AD 112</td>
<td>Introduction to Physical Computing</td>
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Prerequisite: Applications of Media (MDMED-AD 110), 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. Students write very simple programs to sense physical switches and control LED lights. The course is designed for computer programming novices.

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<td>MDMED-AD 113</td>
<td>Networked Objects</td>
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This course explores the possibilities and challenges of designing alternate physical network interfaces. This class covers methods for making interfaces talk to each other.

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<th>Course Code</th>
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<tr>
<td>MDMED-AD 114J</td>
<td>Values in Information Technology and Digital Media</td>
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January Term 2014 (Abu Dhabi)

Prof. Nissenbaum

Computing, information technology, and digital media are integrated into all aspects of contemporary life including commerce, finance, education, politics, entertainment, communication, and social life. This course studies these technologies through the lens of social, political, and ethical values investigating whether and how technical systems promote or impede values to which we are committed. While we explore concepts and literatures, students form collaborative groups, select projects, and apply philosophical and social theories of technology to analyze and, possibly, design, prototype, and build systems. The course welcomes students with a variety of backgrounds and skills, though some prior understanding of and experience with digital technology and media, and computing or social, political, and ethical analysis is recommended.

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<th>Course Code</th>
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<tr>
<td>COREA-AD 17J</td>
<td>Nature of Code</td>
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Crosslisted with The Core: Art, Technology and Invention

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<th>Course Code</th>
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<tr>
<td>FILMM-AD 213</td>
<td>Social Software</td>
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Offered occasionally

Crosslisted with Film and New Media

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>FILMM-AD 230</td>
<td>Video for New Media</td>
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</table>

Offered every third year

Crosslisted with Film and New Media, Visual Arts
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.

At the start of the 20th century, only one person out of every ten lived in a city. Today, half the world population is urbanized. United Nations projections suggest that more than 70 percent will reside in cities by 2050, with the largest increases expected in the developing world.

The multidisciplinary concentration in Urbanization focuses on this process—the forces that drive it, the cities it creates, and their impacts on well-being and social interactions. Encompassing the social, economic, political, and physical dimensions of urbanization, the concentration provides students with a cross-disciplinary set of perspectives for understanding the urbanization process, across cultures, countries, and time.

The concentration is inherently global in nature, with a particular concern for the role of urbanization in the developing world, the multicultural nature of much of current urbanization, and the intersection of this process with the environment and associated issues.

Requirements for the Concentration
Students who elect to take this multidisciplinary concentration take four approved courses, with at least one course selected from the electives designed specifically for the Urbanization concentration. Students should develop their program in close consultation with their mentor.

URBANIZATION COURSES
Courses vary from year to year.

MDURB-AD 114J
Planning Abu Dhabi
Abu Dhabi, with its urban plan for the future, Plan Abu Dhabi 2030, has globally positioned itself as a progressive laboratory of urbanism. The course provides an immersion in the planning issues that Abu Dhabi confronts and that are central to the future of the 21st-century city. We read key texts in urban theory and design, and consider their applicability to the city’s specific context and morphology. The course includes field trips to key projects and feature guest speakers who are defining the future of the city. By the end of the course, students have in-depth knowledge of Abu Dhabi, its urban form, future goals, and challenges; think critically about successful city building with a comparative approach to experiences elsewhere.

MDURB-AD 115J
New York and Modernity
Crosslisted with Arts and Humanities Colloquia
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.

MDURB-AD 116J
Metropolis: Culture and Politics in the 21st-Century City
January Term 2014 (Buenos Aires)
Prof. Klinenberg
Crosslisted with Core: Structures of Thought and Society, SRPP
This course provides an overview of key issues in the culture and politics of urban life, with a focus on modern Buenos Aires. We engage class and contemporary urban questions such as: How does 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.

MDURB-AD 118
Middle Eastern Cities: Urbanization and Society
This course investigates urbanization in the Middle East from early Islam to the modern period. It examines medieval and premodern cities as centers of religious and political authority and crucibles of commercial and cultural exchange, and investigates the challenges of modernity and westernization on these cities and their current adaptation to globalism. The course emphasizes Baghdad, Cairo, Damascus, Isfahan, and Istanbul.

MDURB-AD 119
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.

MDURB-AD 121
Urban Life and Cities in a Global Context
This course introduces students to the life of cities, their creation and development over time, and the effect of cities on the lives of people. Drawing on diverse disciplines, such as sociology, history, geography, and political science, it explores the process of urbanization, focusing on major theories of urbanization, the urban way of life, and problems related to the urbanization process. It also places these urban processes within a transnational and global context.

MDURB-AD 122J
Cities and Consumption
January Term 2014 (Buenos Aires)
Prof. Zaloom
Crosslisted with Economics, SRPP
Consumption of objects, images, and places is central to the culture and economy of modern life. The class addresses three questions: Why do we want things? How do physical places organize our consumer desires? And how does place become an object of consumption? This class explores how the relationship between consumption and cities has developed by examining three key moments: world fairs and the invention of the department store in the late nineteenth century; the rise of malls in the mid-20th century and the contemporary period of digital commerce and the global commodity city. Readings include Thorstein Veblen’s Theory of the Leisure Class, Karl Marx’s essay on commodity
fetishism, Max Weber's essays on economy and society, Georg Simmel's *Metropolis and Mental Life*, and selections from Walter Benjamin's *Arcades Project*. We relate these texts to changing forms of consumption in different settings, from Argentina to China and the United States. Site visits in Buenos Aires help deepen our analysis of cities and consumption, and illuminate our surroundings.

**MDURB-AD 123J Nature of Urban Design: A New York Perspective on Resilience**

January Term 2014 (New York)

Prof. Washburn

This course is an introduction to the role of urban design in global sustainability. The first step is to understand how cities affect climate and how climate affects cities by examining New York as a model. New York is a coastal city faced with the simultaneous requirement to grow its population by a million people yet to improve the quality of its civic life when climate events threaten both its urban fabric and critical infrastructure. How New York uses urban design not just to survive but to thrive is the subject of this course, introducing the people, products, and processes of urban design. The city itself frequently serves as classroom, with students exploring and recording examples of urban design through the neighborhoods they transform.

**MDURB-AD 124J Urban Form of Shanghai**

January Term 2014 (Shanghai)

Prof. Swislocki

Crosslisted with History

Shanghai has evolved markedly through key stages in the history of urban form, vestiges of which are found within the city today: an old walled “Chinese city”; tree-lined boulevards and commercial avenues of 19th and 20th century foreign settlements; and suburban development in Pudong. This class examines each key stage, combining readings with in situ urban inquiry. Readings cover Chinese reflections on the city in general and Shanghai in particular, as well as urban studies classics like Lewis Mumford's *The Culture of Cities*. Trips take students to historically significant cultural spaces, including the old City God Temple, Fuzhou Road Bookshops, alleyway houses, The Peace Hotel, the Great World amusement park, People’s Park, the Moganshan Road contemporary art complex, as well as nearby waterway towns that illustrate aspects of Shanghai's history before urbanization.

**MDURB-AD 125J Global City**

January Term 2014 (Abu Dhabi)

Prof. Florida

Cities are our most powerful engines of growth and increasingly the economic organizing units of our time. More than half the world’s population lives in cities and urban areas, a figure that grew to 70 percent by 2050. We will look in detail at great global cities across the world, giving students the concepts and tools to understand their evolution and the critical roles they play in economic, social, cultural and human development. The course also helps students better understand how their choice of a city to live in can have an indelible impact on their lives and careers.

**MDURB-AD 126J Cities, Nations, and Globalization**

January Term 2014 (London)

Prof. Bender

What is globalization and when did it begin? What is the difference between an imperial city and a global capital? Imperial London provides a way to explore this question, and New York, which was not capital of a vast colonial empire, provides a useful comparison case. There is also the question of globalization’s impact on the relation between cities and nations? More directly, have global cities outgrown their host nations? Is globalization a new iteration of the world economy, or is it more multi-faceted, with social, political, and cultural implications, including new dimensions of citizenship and social movements? Can one “read” shift from the age of empire to that of globalization in the built environment of the city of London, New York, Jakarta, or Ho Chi Minh City? Assignments includes literary sources and visual analysis as well as social science and humanistic scholarship.

**AHC-AD 129J Memory and the City: Berlin in 20th-Century History and Literature**

Crosslisted with Arts and Humanities Colloquia

CORES-AD 15W Politics and the City

Writing Intensive

Crosslisted with the Core: Structures of Thought and Society

COREI-AD 25J Coastal Urbanization and Environmental Change

January Term 2014 (Sydney)

Prof. Burt

Crosslisted with the Core: Experimental Discovery in the Natural World, the Environment

**ECON-AD 213J Economic Development and Urbanization in Africa**

January Term 2014 (Accra)

Prof. Buckley

Crosslisted with Economics

**ECON-AD 320 Environmental Economics and Energy Policy**

Crosslisted with Economics

**ECON-AD 323 Urban Economics**

Crosslisted with Economics


Crosslisted with History

**MUSIC-AD 111 Regional Musics of the Middle East**

Fall 2013

Prof. Webster-Kogan

Crosslisted with Arab Crossroads Studies, Music

**MUSIC-AD 234 Music in and of the City: Abu Dhabi**

Crosslisted with Music

**PHIL-AD 131 Environmental Ethics**

Crosslisted with Philosophy, the Environment

**POLSC-AD 136 The Political Economy of Cities**

Crosslisted with Political Science

**VISAR-AD 161 Topics in Architecture and the Urban Environment from Antiquity to the Present**

Crosslisted with Visual Arts
Pre-professional Courses

NYU Abu Dhabi’s pre-professional courses 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 courses also tap into local institutions, organizations, and businesses, providing students with community engagement and experiential learning opportunities.

| Business and Organizational Studies |
| Education                          |
| Journalism                         |
| Law                                |
| Leadership and Social Entrepreneurship |
| Museum and Cultural Heritage Studies |
| Premedical and Health Studies      |
The courses in this pre-professional area 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.

Students who elect to study away in New York, Florence, London, Prague, and Shanghai have the opportunity to take course offered by the Leonard N. Stern School of Business. Stern courses that are part of the NYU cross-school business minors are readily available to NYUAD students. For students interested in registering for intermediate or advanced-level Stern courses, pre-requisites for those courses must be met. Registration is available to NYUAD students one week after registration initially opens. NYUAD students should work closely with their mentors well in advance of the semester they plan to study away if they would like to take upper-level business courses offered by the Stern School.

### COURSES

Courses vary from year to year.

**BUSOR-AD 110**
**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.

**BUSOR-AD 111J**
**Principles of Marketing**
January Term 2014 (New York)
Prof. Buchanan
Crosslisted with Economics, Leadership and Social Entrepreneurship
This course studies the fundamentals of marketing—from determining what it is that consumers want and need, translating those wants and needs into products and services, and selling those products and services in a highly competitive global marketplace. Depending on the instructor, different topic areas are emphasized, including, for example, the role of consumer research, product design and pricing, branding, and communications and promotional strategies in effective marketing.

**BUSOR-AD 112**
**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.

**ECON-AD 101**
**Principles of Microeconomics**
Fall 2013
Profs. Nyarko; Prof. Paik
Spring 2014
Prof. Rosendorff
Crosslisted with Economics, Leadership and Social Entrepreneurship, SRPP

**ECON-AD 321**
**Introduction to Accounting**
Fall 2013
Prof. Chu
Spring 2014 (7 weeks)
Prof. Dontoh
Prerequisites: Foundations of Financial Markets (ECON-AD 302)
Crosslisted with Economics

**ECON-AD 325J**
**The Euro-American Financial System in Crisis**
January Term 2014 (Berlin)
Prof. Smith
Crosslisted with Economics

**ECON-AD 352 and 352J**
**Global Banking and Financial Markets**
Spring 2014
Prof. Chen
Crosslisted with Economics

**LEAD-AD 115J**
**Critical Issues in Social Entrepreneurship: Innovations in the Middle East**
Crosslisted with Arab Crossroads Studies, Economics, Leadership and Social Entrepreneurship

**LEAD-AD 210**
**Models of Leadership**
Crosslisted with Leadership and Social Entrepreneurship

**PSYCH-AD 314**
**Industrial and Organizational Psychology**
Crosslisted with Psychology
Education is a central organizing activity of most societies, and the institutions created around education take many forms across the world. The courses in the Education pre-professional area ask questions that run to the core of understanding cultures and societies: What is the purpose of education, and how do societies educate their people through both formal institutions (most typically, schools) and other types of socialization? What are the interrelationships between schools and other cultural institutions? How does education both mirror and shape the societies that create it? How do schools engage with issues of equity, social justice, educational “rights,” and civic responsibilities? Why do schools so often sit at the center of cultural controversies?

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

Education 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.

COURSES

Courses vary from year to year.

EDUC-AD 110 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.

EDUC-AD 112 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.

EDUC-AD 113 Schooling in Diverse Societies
The 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.

EDUC-AD 114JX Education and Diversity: Historical and Comparative Perspectives
Crosslisted with Arab Crossroads Studies, SRPP
This course compares the way that contemporary societies have addressed differences of race, ethnicity, class, religion, and gender in their state educational systems. We examine these questions through the lens of history, exploring how these societies—and their schools—have changed across time. We place special emphasis upon education in the U.A.E., interspersing our classes with site visits to schools, state agencies, and non-governmental organizations. At the end of the course, we ask what other national school systems might learn from the U.A.E.—and vice versa—in a globalizing world of flux, opportunity, and danger.

EDUC-AD 115J International Peacebuilding and the Role of Education
January Term 2014 (Abu Dhabi)
Prof. Burde
Crosslisted with Political Science, SRPP
This course explores how state and non-state actors pursue peace and security, and the role of education in this process. We examine international peacebuilding, including peacekeeping, institution building, and humanitarian aid. We examine how specific education initiatives such as peace education, education for democracy, Education for All, and citizenship education fit into these strategies. We also examine how education may be used to disrupt peacebuilding. Case studies may include Syria, Afghanistan, Israel/Palestine, Guatemala, UAE, and the United States. Guest speakers are invited from relevant organizations to speak about their responsibilities: students prepare questions to interview the guests.

SRPP-AD 113 Globalization and Education
Crosslisted with SRPP
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. Pre-professional courses in Journalism emphasize the significance of journalism’s role in society across political, economic, social, and historical platforms. They encourage 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, NYU Abu Dhabi facilitates internships for qualified students with news organizations in Abu Dhabi and at other NYU GNU sites.

COURSES
Courses vary from year to year.
JOUR-AD 110
Foundations of Journalism
Students explore the significance of news, the role of the journalist from Thucydides to the present, and the realities journalists now face in a rapidly changing media environment.
JOUR-AD 114J
Food in the Global Kitchen
January Term 2014 (Abu Dhabi)
Prof. Ciezadlo
Abu Dhabi contains many worlds, from five-star hotel restaurants to South Asian migrant workers eating on the job. This course uses food to explore the daily life of a global city in the Middle East. The course combines intensive reading and writing assignments with reporting and field trips. With Abu Dhabi as their beat, students explore the role of markets; traditional bedouin cuisine and the rituals of eating it; the hidden lives of food producers and growers; the cuisine of exile; the business of food; edible geography; and other topics drawing on anthropology, economics, culture, politics, and urban studies. Students participate in hands-on experiences like visits to local markets and restaurants. Each student is expected to find, report, and write a feature article about a food-related location in Abu Dhabi. Readings range from medieval Arabic culinary manuals and classics of cultural anthropology to contemporary food reporting and literature, with an emphasis on the Middle East.
JOUR-AD 212
Journalism and Society
This course examines the role of journalists and journalism itself as they function in the wider culture.
FILMM-AD 211
Person-to-Person: The Interview
Crosslisted with Film and New Media
VISAR-AD 116J
Photojournalism: Your Personal Vision
Crosslisted with Visual Arts

This pre-professional area 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.

COURSES
Courses vary from year to year.
LAW-AD 114J
Punishment in Law, Politics and Society
January Term 2014 (New York)
Prof. Barkow
Crosslisted with Political Science, SRPP
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 focus on the modern American approach to punishment, including its use of mass incarceration and the death penalty. We analyze U.S. Supreme Court cases in light of the fundamental purposes of punishment, and compare penal practices around the world. Though subject to change, activities outside the classroom may include attending arraignment court, observing a sentencing hearing, and visiting a correctional facility.
LAW-AD 211
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.
LAW-AD 212J
International Law
The course addresses the norms that govern states in their legal relations with each other, including those that affect how states treat persons within their territories. The focus is on understanding the basic sources of international law (treaties and customary law) as well as the actors that influence their development, interpretation, and enforcement (especially governments, international organizations, non-governmental organizations, and international courts). Topics include: the role and function of the United Nations, international responsibility and the protection of aliens and their property, the regulation of the use of force, and recent developments in international criminal law (including the establishment and function of the International Court of Justice), and the impact of the “human rights revolution.” Select class outings and visitors to the class, based in Buenos Aires, introduce students to the regional implications and applications of international law.
COREP-AD 13
Law and the Imagination
Spring 2 2014 (7 weeks)
Prof. Stimpson
Crosslisted with the Core: Pathways of World Literature
CORES-AD 5
The Relationship of Government and Religion
Fall and Spring 2013–14
Pres. Sexton
Crosslisted with the Core: Structures of Thought and Society
CORES-AD 38
What is Law?
Spring 2014
Prof. Coughlin
Crosslisted with the Core: Structures of Thought and Society
SRPP-AD 130
Law, Society, and Public Policy
Crosslisted with SRPP
The courses in this pre-professional area 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.

Students interested in Leadership and Social Entrepreneurship are encouraged to consider courses available during the January Term, when signature courses in this area are typically offered. These courses provide exposure to social entrepreneurship initiatives in the U.A.E. and elsewhere in the Middle East.

Students spending a semester at NYU New York are encouraged to participate in activities organized by the Catherine B. Reynolds Foundation Program in Social Entrepreneurship. This university-wide program offers, among other things, a lecture series with prominent social entrepreneurs and leaders from across the spectrum of public and professional sectors.

**COURSES**

Courses vary from year to year.

**LEAD-AD 110**

**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.

**LEAD-AD 115J**

**Critical Issues in Social Entrepreneurship: Innovations in the Middle East**

Crosslisted with Arab Crossroads Studies, Business and Organizational Studies, Economics

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.”

**LEAD-AD 210**

**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.

**LEAD-AD 211**

**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.

**LEAD-AD 212**

**Special Topics in Leadership and Social Innovation**

This course is taught by leading management and policy scholars from around the world who are in residence in Abu Dhabi. The content is oriented toward the scholar’s expertise and the evolving landscape of leadership, entrepreneurship, and innovation.

**BUSOR-AD 110**

**Making Groups and Teams Effective**

Crosslisted with Business and Organizational Studies

**BUSOR-AD 111J**

**Principles of Marketing**

January Term 2014 (New York)

Prof. Buchanan

Crosslisted with Economics, Business and Organizational Studies

**ECON-AD 101**

**Principles of Microeconomics**

Fall 2013

Profs. Nyarko; Prof. Paik

Spring 2014

Prof. Rosendorff

Crosslisted with Business and Organizational Studies, Economics, SRPP
Pre-professional courses in Museum and Cultural Heritage Studies offer students a broad introduction to the practice, history, and theoretical reflection of cultural heritage formation and preservation, especially in the area of material culture. Museums and organizations of cultural policy management are the two fields of professional activity that are central to the program. Accordingly, there are courses on museums as laboratories of cultural heritage production, and 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 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 being built close to NYU Abu Dhabi’s campus on Saadiyat Island—the Zayed National Museum, the Louvre Abu Dhabi, and the Guggenheim Abu Dhabi—and regional organizations of cultural policy and heritage management, such as the Abu Dhabi Tourism and Culture Authority (ADTCA), are important resources and offer opportunities for internships and capstone projects. Courses and internships are available at NYU New York and at NYU’s global sites.

**COURSES**

Courses vary from year to year.

**MUSST-AD 110 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.

**MUSST-AD 111J The Meaning of Museums 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.

**MUSST-AD 112J The Multiple Lives of the Work of Art Prof. de Montebello Crosslisted with Visual Arts**
This course focuses on defining the main functions of museums and examining how they relate in practice to their stated mission. The purposes, processes, and ethics of such fundamental tasks as acquisitions, conservation, installation, exhibitions, and interpretation are examined in detail with particular attention to how the work of art is perceived in its many different guises and contexts. The role of museums in our age of globalization are also be discussed. Some classes may be taught on site and individual museum visits by students may be required.

**MUSST-AD 113J Shared Cultural Heritage: Policies and Perspectives Prof. Parthesias Crosslisted with Visual Arts**
An intensive trade and shipping network connected many countries around the Indian Ocean with the Far East and Europe. Famous is the Silk Road, but over the centuries many other regions were also connected through trade. These activities left behind various cultural traces—in buildings, landscapes, shipwrecks, traditions, and archives. These cultural footprints are now considered “shared cultural heritage.” Important junctions in the network are often also recognized as UNESCO World Heritage Sites for their universal and global value. In this course students study the basic theory of cultural heritage and explore the various perspectives on heritage. Terminology like shared, mutual, global, and contested heritage are discussed. The acquired knowledge and insights will be applied in a research assignment at a World Heritage Site, Galle in Sri Lanka.

**MUSST-AD 114J Museums, Communities, and Public Art Prof. Finkelpearl Crosslisted with Visual Arts**
While New York City is known for its world class museums and endless array of commercial galleries, the mainstream art world in Manhattan is only half the story. This course considers a range of art practices and their relation to the communities in which they are produced. The professor brings the class to the Queens Museum (which he directs) to look at how an art institution can be engaged in the social issues of a community, and leads site visits to other city institutions both international and local in their focus. We also visit urban spaces transformed by art from Battery Park City to the subway lines adorned by the city’s Arts for Transit Program. Fundamental questions addressed in the course include: How should a museum serve its audience? Should we use the same criteria to assess the success of an artwork in a gallery and on a subway platform? Which parts of New York’s art world are transferrable to other international cities, and which are not?

**MUSST-AD 210 Museum Collections and Exhibitions**
An introduction to the management, care, and display of collections, and to the process of organizing a temporary exhibition.
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 health education and research.

In order to apply to health-related professional schools, students typically need to complete courses in introductory biology, chemistry, and physics. At NYUAD, these subjects comprise Foundations of Science, which is a rigorous three-semester, integrated course that covers the fundamentals of basic science. 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 U.S. 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

MUSST-AD 212
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.

MUSST-AD 213
International Issues in Cultural Policy
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 are a regular part of the course.

MUSST-AD 214J
Sharing Heritage of the Arabian Trade Routes
January Term 2014 (Abu Dhabi)
Prof. Parthesius
Crosslisted with Visual Arts
In the 17th century the Ya’rubī dynasty drove the Portuguese from Muscat and East Africa and reinstalled Omani dominance in the region. The Omanis built on the extensive Arabian trade network that for centuries connected Asia, Africa, and Europe. Long-distance trade left behind cultural traces in buildings, landscapes, shipwrecks, traditions, museum collections, and archives. These cultural footprints are now often considered “shared cultural heritage”. Notably Zanzibar and Kilwa (Tanzania), where Omani once ruled, were named as UNESCO World Heritage sites for their universal and outstanding value. But what do these values mean and for whom? What makes historical remains heritage? What happens if “universal values” are not shared but contested? These fundamental questions steer us to understand the principles of heritage production and management. The Arabian trading routes provide an excellent context to explore the multi-layered and multi-vocal aspects of heritage. The course includes a field project in Zanzibar.

ACS-AD 203X
Heritage, History, and Memory in the Modern Middle East
Spring 2014
Prof. Peutz
Crosslisted with Anthropology,
Arab Crossroads Studies
VISAR-AD 155
The Exhibition Industry
Crosslisted with Visual Arts
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 U.S. 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**

**SCIENCE**

SCIENCE 101-114

*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.)

CHEM-AD 101-102

*Organic Chemistry 1 and 2*

MATH-AD 110-111

*Calculus or Calculus with Applications*

One semester of Writing and one additional semester of Literature

Organismal Biology (BIOL-AD 101) is highly recommended as are Biochemistry 1 and 2 (CHEM-AD 301-302) and Introduction to Probability and Statistics (MATH-AD 150).
The January Term offers a distinctive learning experience, different from what can be offered during the fall and spring semesters. Students take one course full-time for approximately three weeks. The courses are designed as immersive experiences: they intensify the student’s focus; reach beyond the classroom to incorporate experiential learning; and are often site-specific, connecting students to the place where they study. Taking a single course during the January Term gives students more time for concentrated reflection on a dedicated topic than is the case during the semester when students must split their time between several courses. The intensity of the shared experience also forges an unusually strong bond between the students and their professor. Although the January Term is short, it has great impact because of its immersive character and integration of theoretical and experiential learning.

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 communities; and often involve collaborative activities with local students and faculty. These GNU courses illuminate the interdependence of local knowledge and global awareness while fostering cross-cultural research and insights into complex, global issues. Two January Term courses may be taken away from Abu Dhabi.

January Term courses are taught by renowned scholars, writers, artists, journalists, and policy analysts as well as distinguished professors from NYUNY and NYUAD. January Term also features pre-professional courses taught by faculty from NYU’s professional schools.

Students are required to complete at least three January Term courses, including one in the first year. In the absence of an approved, compelling reason such as a study away calendar conflict, students complete their two remaining January Terms during their second and third year of enrollment.

Questions about January Term should be directed to the Office of Global Education, which coordinates the program.
January Term 2014

**OIL AND ENERGY IN THE MIDDLE EAST**

**Course:** Oil and Energy in the Middle East

**Offered:** Every other year

**Instructor:** Prof. Haykel

**Crosslisted with:** Arab Crossroads Studies, Economics, the Environment, Political Science

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.

**MODERN ARCHITECTURE IN ABU DHABI**

**Course:** Modern Architecture in Abu Dhabi

**Offered:** January Term 2014

**Instructor:** Prof. Menaref

**Crosslisted with:** Arab Crossroads Studies, Visual Arts

This course is an exploration of modern architecture in the city. Gulf countries have witnessed an unprecedented construction boom since the beginning of oil exploitation. New cities have been built and old cities have been renewed, often with the help of such world-class architects as Le Corbusier, Frank Lloyd Wright, Walter Gropius, and Constantinos Doxiadis. In Abu Dhabi, infrastructures, public buildings, and residential projects have been designed by Roger Taillibert, Benjamin Thompson, Norman Foster, and Zaha Hadid, to name but a few. Students contribute to writing the story of modern architecture in the city. They visit and document remarkable buildings, explore local archives, and reconstitute the trajectories of architectural forms and patterns. The final project is an architectural guide designed for students, faculty, and the Abu Dhabi community.

**BRAINS IN ACTION**

**Course:** Brains in Action

**Offered:** Every other year

**Instructor:** Prof. Carew

**Division:** Biology

Every animal on the planet is a master of its universe. Bats fly with great precision in total darkness. Honeybees find their way home using a path they have never seen before. Baby songbirds retain the memory of hearing their father’s song for several months before they actually are able to sing that song themselves. All these animals rely on specific mechanisms in their brains to endow them with these remarkable abilities. Understanding these mechanisms can provide deep insights into how all brains, including our own, are shaped by evolution to be fantastic problem solving machines.

In this course we will explore the unique worlds of several animals, highlighting first the specific environmental problems that a particular animal must solve, and second, the amazing ways the brains of these animals implement imaginative solutions to these problems. This course does not presume a strong background in biology, but two things will help: an appreciation of the beauty of the animals around us, and a genuine curiosity about how in the world they are able to do what they do.

**MICROBES, MEALS, AND METAGENOMICS**

**Course:** Microbes, Meals, and Metagenomics

**Offered:** Every other year

**Instructor:** Prof. Tan

**Division:** Biology

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.

**THE CORE: EXPERIMENTAL DISCOVERY IN THE NATURAL WORLD**

**Course:** The Core: Experimental Discovery in the Natural World

**Offered:** Every other year

**Instructor:** Prof. Shasha

This course focuses on the history of oil in the Middle East and its impact on societies in the region.

**HEURISTICS**

**Course:** Heuristics

**Offered:** January Term 2014

**Instructor:** Prof. Shasha

The Core: Experimental Discovery in the Natural World

Many problems in science, business, and politics require heuristics—problem solving techniques that often work well even if not perfectly. Many problems in science, business, and politics require heuristics—problem solving techniques that often work well even if not perfectly. This course teaches how to apply the heuristics they have applied in the design of scientific experiments, the solution of problems global power politics, and in the resolution of economic negotiations. While being exposed to heuristic techniques, students work in small teams that compete with one another to design strategies to solve new puzzles better than other teams. You are given computational tools as needed, but the course has no programming prerequisite. To take this course, you should love to think both qualitatively and quantitatively. Among the specific problems we tackle include the design of cures, leasing strategies for oil exploration, optimal matchmaking, and efficient experimental design. The intent is to make you better able to face complex problems in any field you choose.

**WHAT IS LIGHT?**

**Course:** What Is Light?

**Offered:** January Term 2014

**Instructor:** Prof. Kahr

The Core: Science, Society and History

This course explores views of light throughout human history. Topics include: classical optics to understand how the rainbow works; pre-modern theories of light and the 300-year battle between its particle and wave nature; how photographers capture and measure light; the relationship of polarization phenomena to the ideals of the French revolution; the effect of new tools for seeing, such as x-ray and electron imaging, on light in photography and modern painting; and the uses of luminescence in molecular biology and genetically engineered works of art. Ultimately, we wrestle with the “entanglement” of photons and what this reveals about the nature of light and our universe.
**ECON-AD 352J**  
Global Banking and Financial Markets  
Offered every other year  
Prof. Smith  
Crosslisted with Business and Organizational Studies, Economics

The dynamics of the global banking and financial sector are central to economic performance and growth, and from time to time, financial markets, and institutions are the scene of great turbulence. This course explores the process of national and global financial intermediation and its key elements involving commercial banking, investment banking, asset management, and insurance. Individual classes deal with such topics as project finance, debt and equity new issues, mergers and acquisitions, financial derivatives, and institutional funds management. Based on an understanding of the industry, additional classes focus on financial regulation and strategies of financial firms. The course is relatively non-technical and is intended to provide a broad-gauge overview of the global financial sector.

**EDUC-AD 114JX**  
Education on Diversity: Historical and Comparative Perspectives  
Offered occasionally  
Prof. Zimmerman  
Crosslisted with Arab Crossroads Studies, Education, SRPP

This course compares the way that contemporary societies have addressed differences of race, ethnicity, class, religion, and gender in their state educational systems. We examine these questions through the lens of history, exploring how these societies—and their schools—have changed across time. We place special emphasis upon education in the U.A.E., interspersing our classes with site visits to schools, state agencies, and non-governmental organizations. At the end of the course, we ask what other national school systems might learn from the U.A.E.—and vice versa—in a globalizing world of flux, opportunity, and danger.

**ENGR-AD 110J**  
Design and Innovation  
January Term 2014  
Profs. Jagannathan and Agamanolis

Engineering  
Lecture and laboratory included

2 credits  
The course introduces students to the history and culture of design and development philosophies and practices, the modern principles of technology design, and concepts of innovation, sourcing, shaping, and evaluating ideas and inventions. The labs emphasize experiential learning and innovation, and require students to use existing innovations to create and build prototypes of new technology/design products, with real-life constraints. The course touches on social, cultural, economic, ethical, and other factors that shape engineering solutions and how to approach incorporating them in conjunction with problem solving and designing systems, components, or processes.

**JOUR-AD 114J**  
Food in the Global Kitchen  
January Term 2014  
Prof. Ciazzolino

Journalism  
Abu Dhabi contains many worlds, from five-star hotel restaurants to South Asian migrant workers eating on the job. This course uses food to explore the daily life of a global city in the Middle East. The course combines intensive reading and writing assignments with reporting and field trips. With Abu Dhabi as their beat, students explore the role of markets; traditional bedouin cuisine and the rituals of eating it; the hidden lives of food producers and growers; the cuisine of exile; the business of food; edible geography; and other topics drawing on anthropology, economics, culture, politics, and urban studies. Students participate in hands-on experiences like visits to local markets and restaurants. Each student is expected to find, report, and write a feature article about a food-related location in Abu Dhabi. Readings will range from medieval Arabic culinary manuals and classics of cultural anthropology to contemporary food reporting and literature, with an emphasis on the Middle East.

**LEAD-AD 115J**  
Critical Issues in Social Entrepreneurship: Innovations in the Middle East  
Offered occasionally  
Prof. Emerson  
Crosslisted with Arab Crossroads Studies, Business and Organizational Studies, Economics, Leadership and Social Entrepreneurship  
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. Examples of successful social enterprises range from micro-finance institutions lending funds to extremely low-income women to sustainable private equity investment funds growing renewable energy companies. 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.”

**LITCW-AD 126J**  
Tales of Love and Death  
January Term 2014  
Profs. Pomerantz and Vitz

Literature  
This course explores foundational myths and fairy tales, from the Babylonian Epic of Gilgamesh to contemporary re-visionings of the Iliad and the Arabian Nights. 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). Readings from classic works (Ovid, Apuleius, as well as the above) help inspire original writing projects and tales that draw on the participants’ own cultures.

**LITCW-AD 133J**  
Tales that Travel: Storytelling and Storytellers in Eurasia, 10th-16th c.  
January Term 2014  
Profs. Pomerantz and Vitz

Literature  
Tales that Travel: Storytelling and Storytellers in Eurasia, 10th-16th c.

Long before modern media sent stories around the world at lightning speed, good tales traveled. In this course, we invite students to explore the travel of tales and consider the ways in which a common culture of story and storytelling can be found throughout premodern Europe, Middle East, South and East Asia. Drawing on stories and scholarship from many different traditions, we examine the role of storytelling in human culture, discuss the performance and circulation of stories, and read and reflect on examples of the types of tales that traveled—including tales of origin, of wisdom (and folly), of trickery (and truthfulness), of success (and failure), of youth and age, of love and the battle of the sexes—and many others. Students have the opportunity to participate in the international conference on Tales that Travel at NYUAD in the Spring semester.

**MDMED-AD 114J**  
Values in Information Technology and Digital Media  
January Term 2014 (Abu Dhabi)  
Prof. Nissenbaum

Computing, information technology, and digital media are integrated into all aspects of contemporary life including commerce, finance, education, politics, entertainment, communication, and social life. This course studies these technologies through the lens of social,
political, and ethical values investigating whether and how systems promote or impede values to which we are committed. While we explore concepts and literatures, students form collaborative groups, select projects and apply philosophical and social theories of technology to analyze and, possibly, design, prototype, and build systems. The course welcomes students with a variety of backgrounds and skills, though some prior understanding of and experience with digital technology and media, and computing or social, political, and ethical analysis is recommended.

MDURB-AD 125J
Global City
January Term 2014
Prof. Florida Urbanization
Cities are our most powerful engines of growth and increasingly the economic organizing units of our time. More than half the world’s population lives in cities and urban areas, a figure that will grow to 70 percent by 2050. We look in detail at great global cities across the world, giving students the concepts and tools to understand their evolution and the critical roles they play in economic, social, cultural, and human development.

MUSST-AD 214J
Sharing Heritage of the Arabian Trade Routes
January Term 2014
Prof. Partheen Crosslisted with Museum Studies and Cultural Heritage, Visual Arts
In the 17th century the Ya’ubi dynasty drove the Portuguese from Muscat and East Africa and reinstated Omani dominance in the region. The Omanis built on the extensive Arabian trade network that for centuries connected Asia, Africa, and Europe. Long-distance trade left behind cultural traces in buildings, landscapes, shipwrecks, traditions, museum collections, and archives. These cultural footprints are now often considered “shared cultural heritage”. Notably Zanzibar and Kilwa (Tanzania), where Oman once ruled, were named as UNESCO World Heritage sites for their universal and outstanding value. But what do these values mean and for whom? What makes historical remains heritage? What happens if “universal values” are not shared but contested? These fundamental questions steer us to understand the principles of heritage production and management.

POLSC-AD 178J
Understanding Insurgency and Counterinsurgency
January Term 2014
Prof. Gillmore Political Science
Insurgencies continue to be a major threat to peace in developing countries. How do insurgencies arise? Why do people join insurgent movements? What strategies do insurgent movements pursue? What can states do to address insurgent movements most effectively? This course addresses these questions. It begins with a review of the scholarly literature on insurgency. Students then travel to Kathmandu, Nepal to meet with participants in Nepal’s 10-year civil war from 1996 to 2006 and learn their perspectives on these questions obtained from their experiences.

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

ECON-AD 213J Economic Development and Urbanization in Africa January Term 2014 Prof. Buckley Crosslisted with Economics, Urbanization

The course focused on the interactions between the urbanization and economic development processes in sub-Saharan Africa. Similarities and differences between the patterns that have occurred in many of the sub-Saharan economies and those of other countries and in other times are discussed. Emphasis is given to the range of factors involved: history, politics, demography, urban planning, climate change, and economics. Accra is a particularly interesting location for this course as Ghana was the first sub-Saharan country to become independent following World War II, and its leadership was advised by one of the leading development economists, Nobel Prize winner Arthur Lewis, who gave considerable attention to the role of cities in the development process. The course consider the important roles played by slavery, the structural adjustment programs, and the colonial urban planning policies drawing out their implications for Ghana’s economic development and its urbanization. A number of site visits to other cities are included.

BERLIN

COREA-AD 38J Memory January Term 2014 Prof. Neuber The Core: Art, Invention, Technology

Memory is a dynamic process influenced by internal and external factors. Internally, a person’s individual memory content is overwritten each and every time something is remembered. Externally, memory is determined by social practices and, not least, our physical environment, shaping what may be called social or collective memory. The stability of the physical environment is a guarantor of an individual’s memory and, by implication, identity, to a much greater extent than individual memory itself. It was as early as 2000 years ago that the nexus of the urban space and a stable memory was established (Cicero, Quintilian). The class focuses on theoretical concepts of memory in the fields of the arts, technology and invention in antiquity and the 20th century (Warburg, Halbwachs, Nora), discuss a novel that satirically memorises the fall of the Wall (Brussig) and provide numerous field trips that exemplify the concepts of social/collective memory based upon the urban space of Berlin (the replacement of the GDR Palace of the Republic by a reconstructed City Palace, Holocaust Memorial, Sinti and Roma Memorial, Jewish Museum, book burning memorial, Berlin Wall, Berlin Museums, the Third Reich Germania project).

ECON-AD 325J Euro-American Financial System in Crisis January Term 2014 Prof. Smith Crosslisted with Business and Organizational Studies, Economics

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

BUENOS AIRES

LAW-AD 212J International Law Offered every other year Prof. Alvarez Law

The course addresses the norms that govern states in their legal relations with each other, including those that affect how states treat persons within their territories. The focus is on understanding the basic sources of international law (treaties and customary law) as well as the actors that influence their development, interpretation, and enforcement (especially governments, international organizations, non-governmental organizations, and international courts). Topics include: the role and function of the United Nations, international responsibility and the protection of aliens and their property, the regulation of the use of force, and recent developments in international criminal law (including the establishment and function of the International Court of Justice), and the impact of the “human rights revolution.” Select class outings and visits to the class, based in Buenos Aires, introduces students to the regional implications and applications of international law.
POLSC-AD 179J
Economic Development and Political Conflict
January Term 2014
Prof. Satyanath
Crosslisted with Economics, Political Science
The question of what explains why some countries achieve and retain developed status while others fail to do so has long intrigued scholars of economics and political science. We first study the major theories of economic development, for instance on the roles of free markets and of foreign aid in affecting development. We then study the role of political conflict in generating development outcomes that diverge from those that are predicted by purely economic theories. Finally, we study how economic development affects the nature of political conflict in a country. All three sections of the course include extensive examples from Argentina’s complex history of political and economic conflict. The course includes a field trip to a region that embodies Argentina’s major political and economic divisions.

FLORENCE

AHCS-AD 133J
Idea of the Renaissance in Modern Thought
January Term 2014
Prof. Geroulanos
Crosslisted in Arts and Humanities Colloquia
Ever since the late seventeenth century, thinkers calling themselves “modern” have sought to establish a sense of their relationship to ancient history and thought. Florence has played a major role in these efforts and in the very idea of what modernity is. First, because Florence has remained intimately associated with the Renaissance, and thus with a literary, aesthetic, and scientific return to the Ancients. And second, because it is seen as a birthplace of modern political thought—especially republicanism and the theory of the state. In this class we study the place of Florence in the modern imagination. We follow in the footsteps, both textual and actual, of thinkers who looked back to the past, and even at themselves, through the imagination. We follow in the footsteps, both textual and actual, of thinkers who looked back to the past, and even at themselves, through the imagination. We follow in the footsteps, both textual and actual, of thinkers who looked back to the past, and even at themselves, through the imagination. We follow in the footsteps, both textual and actual, of thinkers who looked back to the past, and even at themselves, through the imagination. We follow in the footsteps, both textual and actual, of thinkers who looked back to the past, and even at themselves, through the imagination. We follow in the footsteps, both textual and actual, of thinkers who looked back to the past, and even at themselves, through the imagination.

COREI-AD 38J
Introduction to Imaging Spectroscopy in the Study of Old Master Paintings
January Term 2014
Profs. Delaney and Spande
The Core: Experimental Discovery of the Natural World
Works of art, like all objects, absorb, emit, and reflect light at specific wavelengths. This gives imaging spectroscopy a role in the interpretation of the resulting data, and the subsequent processing of these images allows the analysis and identification of materials to take place without the need to sample the object. Imaging spectroscopy was developed for the remote sensing of the Earth and more recently Mars, and has in the last decade been applied to the study of works of art in ways not before possible. In this short course students are introduced by a leading imaging scientist to imaging spectroscopy, and apply it to study the materials and working methods of medieval and Renaissance painters. Students are introduced to the fundamentals of the scientific method by examination of several paintings in the Acton Collection at NYU Florence, Villa la Pietra, learn how scientists and conservators work together to interpret the resulting data, and expand their knowledge of the history of art and artists’ materials.

POLSC-AD 140J
Introduction to Machiavelli
January Term 2014
Prof. Holmes
Crosslisted with Philosophy, Political Science
Often described as the founder of the modern science of politics, Niccolo Machiavelli (1469–1527) was also a Florentine diplomat and civil servant who drew upon his deep understanding of Roman history to interpret the colorful, tumultuous, duplicitious, and often violent politics of Renaissance Italy. This class involves a careful reading and analysis of his masterpiece, The Prince, in its historical context, with a focus on its principal theme, namely how and why political leaders gain and lose power. Students also study selected portions of The Discourses, in order to understand the nature of Machiavelli’s “republicanism” and how it relates to the advice and warnings he gave to princes. Our readings and discussions are supplemented by visits to Machiavelli’s tomb in Santa Croce; the David of Verrocchio in the Bargello (a statue that Machiavelli saw every day on his way to his office); and the estate at Sant’Andrea in Percussina, near San Casciano in Val di Pesa, where Machiavelli retired to write The Prince.

LONDON

AHCS-AD 13J
The Enlightenment and its Institutions
January Term 2014
Prof. Siskin
Arts and Humanities Colloquium
With astonishing speed—mere decades in the middle of the eighteenth century—Enlightenment notions of human rights and freedoms were 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 current world without Johnson’s Dictionary (1755) or the Encyclopedia Britannica (1768). 250 years later, we 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 draw in class.

COREA-AD 2J
Idea of the Portrait
Offered occasionally
Prof. Zamir
The Core: Art, Technology and Invention
This course explores the ways in which the portrait has been used as a vehicle for artistic expression, for the construction of social identity, for self-examination, and for the representation of cultural difference. It examines many kinds of portraits and self-portraits in painting and photography from different times and cultures and encourages engagement with a range of major issues that include the nature of personhood, of private and public identities, and of art itself. The course draws upon the rich resources of London’s museums and galleries, especially the National Gallery, the National Portrait Gallery, the Victoria & Albert Museum, the British Museum, and the Queen’s Collection.

MDURB-AD 12J
Cities, Nations, and Globalization
January Term 2014
Prof. Bender
Urbanization
What is globalization and when did it begin? What is the difference between an imperial city and a global capital? Imperial London provides a way to explore this question, and New York, which was not capital of a vast colonial empire, provides a useful comparison case. There is also the question of globalization’s impact on the relationship between cities and nations? More directly, have global cities outgrown their host nations? Is globalization a new version of the world economy, or is it more multi-faceted, with social, political, and cultural implications, including new dimensions of citizenship and social movements? Can one “read” shift from the age of empire to that of globalization in the built environment of the city of London, New York, Rabat, or Ho Chi Minh City? Assignments include literary sources and visual analysis as well as social science and humanistic scholarship.

POLSC-AD 155J
Politics in Modern Europe
Offered occasionally
Political Science
Prerequisites: Introduction to Comparative Politics (POLSC-AD 150)
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.

MADRID

ACS-AD 204J
Interwoven Pasts of Spain and Morocco
Offered occasionally
Prof. Stearns
Crosslisted with History, Arab Crossroads Studies
At the western end of the Mediterranean, the religious, political, and economic histories of North Africa and Iberia have always been intertwined. This was especially the case during the eight centuries from 711-1492 when various parts of the Iberian peninsula were ruled over by Muslims who had come from Morocco and Spain. In this course we look both at how what are today Morocco and Spain were connected in this period in both history and imagination, and at how the Spanish colonial presence in Morocco in the 20th century played a important role in the Spanish civil war. The course includes an extended trip through Morocco and Spain.
fractals, cellular automata, self-organization, and genetic algorithms. No computer programming experience is required, the course starts with the basics of code using the Processing environment.

ECON-AD 106J Understanding the Financial Crisis Offered occasionally Crosslisted with Economics, Political Science, SRPP This course examines the root causes of the financial crisis and the ensuing economic recession. We place the crisis in historical context of the Great Depression and of the emerging market financial crises such as those that occurred in Latin America and East Asia. We contrast the European and American experiences. The course allows students to develop an analytical framework to understand the interactions of the housing market, the credit system, and the labor market. The policy responses are analyzed within the context of the political-economic environment.

LAW-AD 114J Punishment in Politics, Law and Society January Term 2014 Prof. Barkow Crosslisted with Law, Political Science, SRPP 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 focus on the modern American approach to punishment, including its use of mass incarceration and the death penalty. We analyze U.S. Supreme Court cases in light of the fundamental purposes of punishment, and compare penal practices around the world. Though subject to change, activities outside the classroom may include attending arraignment court, observing a sentencing hearing, and visiting a correctional facility.

MUSST-AD 114J Museums, Communities, and Public Art Offered occasionally Prof. Finkelpearl Crosslisted with Museum and Cultural Heritage Studies, Visual Arts While New York City is known for its world class museums and endless array of commercial galleries, the mainstream art world in Manhattan is only half the story. This course considers a range of art practices and their relation to the communities in which they are produced. The professor brings the class to the Queens Museum (which he directs) to look at how an art institution can be engaged in the social issues of a community, and leads site visits to other city institutions both international and local in their focus. We also visit urban spaces transformed by art from Battery Park City to the subway lines adored by the city’s Arts for Transit Program. Fundamental questions addressed in the course include: How should a museum serve its audience? Should we use the same criteria to assess the success of an artwork in a gallery and on a subway platform? Which parts of New York’s art world are transferable to other international cities, and which are not?

MDURB-AD 123J Nature of Urban Design: A New York Perspective on Resilience January Term 2014 Prof. Washburn Urbanization This course is an introduction to the role of urban design in global sustainability. The first step is to understand how cities affect climate and how climate affects cities by examining New York as a model. New York is a coastal city faced with the simultaneous requirement to grow its population by a million people yet to improve the quality of its civic life when climate events threaten both urban fabric and critical infrastructure. How New York uses urban design not just to survive but to thrive is the subject of this course, introducing the people, products, and processes of urban design. The city itself frequently serves as a classroom, with students working on and recording examples of urban design through the neighborhoods they transform.

POLSC-AD 160J Social Media and Political Participation January Term 2014 Prof. Tucker Political Science In recent years, social media usage (Facebook, Twitter, Linked in, Tumbler, etc.) has exploded to such an extent that it is impossible to believe it does not have an effect on the political behavior of citizens. The question remains, though, of how exactly does it matter? This is the focus of our course. In the morning sessions, students are first introduced to the most important topics of political behavior—voting, turnout, partisanship, public opinion formation, and protests and social movement—and then to the much newer literature on the usage of social media. In the afternoon sessions, students both visit social media companies located in New York City, and are taught the necessary tools to work with data from original research projects. These research projects are conducted in conjunction with NYU’s new Social Media and Political Participation laboratory (smapp.nyu.edu).
and identity, including the global association of tobacco smoking; opium smoking, cultivation, and catering; famine; imperial dining practices; the material culture of food and drugs, restaurants and health and diet; food in religious economic, and political history, with an emphasis on the built and natural environments of Sydney. Australia’s largest city, as a case study to examine the environmental and ecological implications of urban development in coastal areas worldwide. Using Sydney’s terrestrial, marine, and built environments as a natural laboratory for field research, students collect environmental data throughout the city and use geographic information systems (GIS) to examine the spatial patterns of human impacts to Sydney’s environment and to compare their results with patterns observed in other coastal cities.

**SYDNEY**

**COREI-AD 11J**

**State and Fate of the Earth**

**January Term 2014**

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 the Earth’s natural systems? Issues such as energy consumption, CO2 emissions, climate change, food production, water, and material fluxes are intricately tied together as a global system. The economic trend of this system can be used to project a world in 2050 in which the world’s lifestyle will be approximately equal to that of many developed nations today. Will this projected state of the world be possible, given the environmental issues above? Investigating this topic in Sydney gives us perspective from a developed nation with unique climate, resources, and world famous biodiversity. Substantial portions of this inquiry-based seminar require students to compare environmental issues in Australia to those in their home nations, other developed regions, and the world, in order to look at how conditions and solutions in Australia might be generally applicable to shared challenges.

**WASHINGTON, D.C.**

**COREI-AD 41J**

**Protecting the World’s Health: Triumphs and Challenges**

**January Term 2014**

Deans Health and Sullivan-Mars

Crosslisted with the Core: Science, Society and History, the Environment, SRPP

This course offers students an introduction to the key principles and practices of public health using four epidemics as learning tools: the eradication of smallpox, the AIDS epidemic, polio eradication efforts, and the global epidemic of tobacco use.
NYU Abu Dhabi offers a limited summer-school program in Abu Dhabi. The primary purpose of the summer program is to allow students who fall behind in meeting graduation requirements the opportunity to catch up without having to resort to course overloads during the fall and spring semesters. Students who change majors or are otherwise delayed in completing preliminary major requirements may find that a summer course provides a chance to complete prerequisite courses in time to pursue study away opportunities with their peers who start their majors earlier.

Courses vary from year to year, but the overall intent of the program is to provide courses that are likely to be of interest to students in a variety of academic majors. Previous courses have included courses in the Core Curriculum, introductory math and statistics courses, and prerequisite engineering courses specifically designed to facilitate study away for NYUAD engineering majors.

In addition to courses in Abu Dhabi, NYUAD students have access to the wide array of summer courses in New York and elsewhere in the Global Network. At present, summer school courses in Abu Dhabi are not available to students from other NYU schools or campuses.

Summer school courses in Abu Dhabi are typically four weeks in length and begin in late May shortly after the end of the spring semester. Students are generally limited to a single four-credit course. Courses elsewhere in the NYU Global Network vary from three to eight weeks in length, begin on different dates, vary in credits, and may allow simultaneous enrollment in more than one course.

Summer school tuition, room and board, and other related expenses are not covered by any of the existing financial aid packages. However, NYUAD is able to offer supplemental summer aid to select NYUAD students who apply through a summer course application process each spring. Funding is generally available to students interested in courses in Abu Dhabi, although individual courses may be full. Funding is significantly more limited for programs offered elsewhere in the NYU Global Network; there is no guarantee that even the most meritorious application can be supported.
Global education is an essential component of NYU Abu Dhabi’s educational mission and curriculum. It is realized through a careful sequence of interrelated academic and inter-cultural experiences that provide students with intellectually rigorous, research-focused learning environments that complement and extend their coursework. They include semester study away programs, January-Term programs, and course-related study trips in the U.A.E. and the broader Middle East that are typically combined with January-Term or semester courses.

The NYUAD Office of Global Education coordinates the study away programs and course-related study trips. The office supports students before, during, and after their experiences abroad to maximize intercultural learning, promote safety and health, and help students contribute as responsible global citizens in the communities they join—wherever they are in the world.

**STUDY AWAY PROGRAMS**

**Semester Study Away in the NYU Global Network:** 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 University, which includes degree-granting campuses in New York, Abu Dhabi, and Shanghai, and 10 academic centers on six continents: Accra, Berlin, Buenos Aires, Florence, London, Madrid, Prague, Sydney, Tel Aviv, and Washington, DC. The GNU academic centers connect students from NYUAD and NYU New York who study together and experience the rich social diversity of NYU’s global network. Each of the NYU global academic centers offers courses in the local language, history, and culture, academic lectures by distinguished faculty and leaders of the local communities, and co-curricular activities to explore the region, meet local students and figures, and use new language skills. For a description of the NYU Global Academic Centers, see pp. 360–362.

**Alternative Program Options:** We expect the majority of NYUAD students will study away at one or more of the NYU global academic centers to take advantage of the unique curricular and technological
offerings of 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 native language skills at the highest level of critical thinking.

January Term Study Away: NYU Abu Dhabi students have a choice of courses offered in Abu Dhabi, New York, and several other NYU global sites. Students may enroll in up to two study away January Terms during their four years at NYUAD. For January Term 2014, students will select from courses offered in Abu Dhabi, Accra, Berlin, Buenos Aires, Florence, London, New York, Prague, Shanghai, Sydney and Washington D.C. For more information on January Term, see pp. 272-287.

General Study Away Policies

Careful academic and logistical preparation is required for students who intend to study away.

Students must attend a Study Away Information Session and 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. To assist with the mentoring process, NYUAD has identified site preferences within the GNU for NYUAD majors to study away with an eye toward developing students as well rounded scholars of the liberal arts and sciences, highly competent producers of knowledge in a field of specialization, and socially responsible members of any community they choose to join. Students work with their faculty mentors to determine what is appropriate for their individual academic program. The paths are available online at https://students.nyuad.nyu.edu/academics/global/gnu.paths/index.html. Ongoing critical reflection and sustained engagement with the host community is expected of all study away participants through a variety of formats, including intercultural orientation prior to departure and on site; the courses themselves; reflective writing; opportunities for independent research projects; internships; and/or discipline-specific fieldwork. The reflective process continues upon return to NYUAD 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 NYU Global Network University is treated like credit awarded for coursework at NYUAD. All courses from study away programs are recorded on the student’s transcript. Grades from NYU global programs, January-term courses or other credit-bearing programs taught by NYUAD or NYU faculty are 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: All successfully completed courses taken at NYU global sites automatically count toward the 144 credit hours required for graduation. However, students must consult with their faculty mentors in advance of study away to determine whether courses taken abroad can be used to fulfill specific NYUAD graduation requirements, such as the core or the major. Courses taken at non-NYU programs require prior approval from the faculty mentor and divisional dean to count toward the total credit hours requirement.

Full-time Student Status: Students must maintain full-time status and carry the equivalent of a four-course workload for that status while participating in any semester study away programs. Students may earn credit for no more than four courses on any semester study away program unless they receive prior authorization for an overload from the Vice Provost for Academic Administration at 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 is applied to cover these costs the same way it is when a student is studying at NYUAD. NYUAD funds the cost of study away for up to two semesters and up to two January Terms, as well as for study trips that are a required components of courses in which the student is officially enrolled.

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 2014: Preliminary applications from enrolled first-year students due May 9, 2013. Final applications due September 15, 2013.

For January Term 2014: Applications due October 1, 2013. Students will be notified of their course placement by October 15.

For Academic Year 2014-15: NYUAD has one annual preliminary application deadline of December 1 for study away programs in the coming academic year. 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. Final applications for Fall 2014 are due February 15, 2014. Final applications for Spring 2015 are due September 15, 2014.

Semester Study Away: Students may apply to study away beginning in the second semester of their sophomore year (or earlier if approved for the major) and as late as the first semester of their senior year. Study away before or after this time frame requires approval from the Office of Global Education upon recommendation from the student’s faculty mentor or the determination of an academic program.
The application process for participation in study away programs includes the preliminary and the final application stages with required deadlines as listed above. Interested students must meet all NYUAD and NYU Global Programs application deadlines. Programs outside the Global Network University require students to complete the program’s own application paperwork in addition to the NYUAD forms and may have different (often earlier) deadlines.

**Selection Process:** Selection for any study away program is based on a student’s academic record, the strength of the application materials, and academic preparation for and suitability of the chosen program to the individual student’s academic goals. The competitiveness of the application process varies based on the number of applicants, and the allotment of limited spaces on some programs. 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 is based on class standing and will be given to students for whom this would be their first NYUAD study away experience. Some qualified applicants may be asked to delay their study away plans to another semester or to select an alternate program.

### STUDY AWAY AT NYU ABU DHABI

NYU New York students interested in studying at NYU Abu Dhabi are welcome to apply for a NYUAD January Term course, wherever it is offered in the GNU, and/or for a full-time course of study during the fall or the spring semester. Applications for study away at NYU Abu Dhabi are due to the NYU Global Programs office in New York according to their established deadlines—typically by February 15 for fall semester study, and by September 15 for spring semester study.

Applications for participation in January Term 2014 courses are due to the NYU University Programs office in New York on October 1, 2013. Interested students must meet all application deadlines.

For information about study away options at NYUAD, please contact studyaway.nyuad@nyu.edu.

Special Programs and Resources
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. Research may be pursued at the study away sites where students learn to access, elicit, interpret, and generate knowledge within the host society. Research in this context is an important vehicle of cross-cultural inquiry and understanding. Students may devise a research topic of their choosing, participate in a larger, longitudinal research project in a particular field, or conduct research for their Capstone Project.

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

All faculty members at 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 give the undergraduates at NYUAD extraordinary access to advanced research.

**REGIONAL STUDY TRIPS**

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 crossroads location connects Africa, the Mediterranean, the Arab world, Central Asia, and the Indian Ocean, and creates exceptional opportunities for students to combine experiential study with research and intercultural exploration. 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 classroom learning 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 collaborative learning with members of the host communities.

Some study trips are linked to courses, some are connected to community service projects, and others are focused on discovery of the United Arab Emirates. The trips are generally scheduled during the fall and spring breaks and January Term, although some courses incorporate day and over-night field trips during weekends.

In academic year 2012-13, study trips were organized to the following locations: the seven emirates of the U.A.E., Bahrain, Cyprus, Ethiopia, India, Morocco, Nepal, Oman, Qatar, Sri Lanka, Thailand, and Turkey. Day and weekend study trips in the U.A.E. included visits to the Desert Conservation Reserve, Hydroponic Farm, and Bastakia area in Dubai; the Museum of Islamic Civilization in Sharjah; the Arabian Horse Farm in Ajman; and Masdar Institute and City, Al Wathba Wetlands Reserve, the World Future Energy Summit, and Yas Island mangroves among numerous sites and events in Abu Dhabi.

**DIRECTED STUDY**

Directed Study is intended for students with a well-defined interest in a subject and the preparation to undertake advanced, independent work. Directed Study courses 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 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 and his or her Directed Study professor must submit a Directed Study Proposal to the Office of Academic Affairs for review and approval prior to enrolling in a Directed Study. As a result, the approval process for a Directed Study must be completed prior to the applicable course registration period. Up to three NYU Abu Dhabi students may participate in a single Directed Study course. Students may take no more than one Directed Study per academic year and at most two such 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.

**SUMMER PROGRAMS**

 Summers are an ideal time for NYU Abu Dhabi students to pursue intensive volunteer opportunities, internships, undergraduate research with NYU faculty in Abu Dhabi or New York, or community-based learning in their home countries or other locations in the world. With the guidance of the Career Development Center, the Undergraduate Research Program and faculty mentors, students are encouraged to explore possibilities for summer experiential learning. NYUAD especially welcomes students interested in working with or doing research in relation to organizations in Abu Dhabi. Funding support is available through a competitive process that begins early in the spring semester.
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 compelling 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 (GAFs), who specialize in writing, math, science, social sciences, and engineering. The GAFs 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 GAFs in writing work with students one on one or in small groups to develop specific skills in writing, revision, articulation, and oral presentation, and additionally provide other language-related support. The GAFs in the other disciplines support specific courses and are available for consultations and tutorials during office hours.

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.

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 advance inquiry-based education, meld living and learning, and promote interaction between students and faculty on different continents. The breadth of its resources is on a level with the world’s finest universities and research centers.

The NYUAD library supports learning and research by providing in-depth access to the world of scholarly information. The on-campus collection of essential books is complemented by rapid access to NYU’s holdings of over 5 million volumes and 130,000 video and audio recordings. The library purchases books as required to save time and increase convenience for researchers. Digital library services provide students and faculty with library access anywhere and anytime, whether on campus or off site. The library also holds digital versions of virtually all of the world’s scholarly journals and periodicals. The library acquires new items continuously and honors special requests for material from students and faculty.

Specialist librarians and technology experts are available to accelerate the discovery, use, and sharing of vital information. The library staff offers instructional sessions, term paper clinics, and online or in-person tutorials. Librarians work directly with students at the library service desk, or by appointment, to assist with specific research needs. The latest tools for organizing, analyzing, and presenting knowledge are available at the library, and can be accessed 24 hours a day via the library’s extensive online facilities. The library and NYUAD information technology services work together to provide opportunities to learn independently—or work collaboratively with others—in an environment rich in information and the technology needed to process text, images, sounds, and video.

Beyond its virtual capabilities, the library provides physical spaces for engagement between faculty and students, complemented by quiet areas for concentration and contemplation. Group study rooms have large monitors and a broad selection of software packages that create a productive environment for completing team projects. Laptops, cameras, and audiovisual equipment are available for loan. Comfortable reading areas and views of the campus garden create a relaxed atmosphere for study. Learn more about the library’s window to the world of scholarly communication at nyuad.nyu.edu/academics/library.html.

THE 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 studies in neuroscience (the Neuroscience of Language Laboratory, Computational Modeling of Cortical Processing); bio-sciences (Center for Genomics and Systems Biology); medical and health research (Public Health Research Center, Diabetes Research Center); environmental science (Center for Prototype Climate Modeling, Global Sea Level Forecasting); technology (Center for Technology and Economic Development, Center for the Interdisciplinary Study of Security and Privacy); and the humanities (Library of Arabic Literature). This research is supported by BuTinah, the largest high performance computer in the U.A.E.

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,
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.

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With locations in New York and Abu Dhabi, the NYUAD Institute forms an immediate intellectual and programmatic link between NYUNY and NYUAD, bringing the plenitude of NYU’s renowned graduate and professional schools to the Gulf region. Recent events have included programs on Arab culture and the European Renaissance, genomics, transnational media, and women’s professional advancement in the U.A.E.. For the schedule of events and information about past programs, please visit the Institute’s Web site at nyuad.nyu.edu/news-events.

OPPORTUNITES PROGRAM

The NYU Abu Dhabi Opportunities Program (OP) is a combination of courses and intensive tutorials designed to ensure the success of first-year Emirati students before undertaking the highly rigorous coursework of NYUAD.

At the start of the program, faculty meet with students individually to assess where they would most benefit from additional academic training and support. From this information, the faculty develop a personalized academic plan for each student. It includes a set of academic benchmarks, a program timeline, and an instructional program that may combine courses designed specifically for OP students, regular NYUAD courses, scheduled tutorials, and independent studies. The program is designed to move students into credit-bearing coursework as soon as possible.

Frequent monitoring of progress allows successful students to pass into credit-bearing courses at the end of term one (fall term), the end of term two (spring term), or the end of term three (summer term). Students meet with their advisors on a regular basis to evaluate their progress. Progress is measured using frequent quantitative and qualitative assessments, including tests and quizzes, homework, class participation and attendance, and faculty and advisor observation of performance.

NYUAD OP students are conditionally admitted to NYUAD. This means that following the initial assessments, specific academic and behavioral conditions must be met before students matriculate in the NYUAD B.A. or B.S. degree program.

The Opportunities Program follows the NYUAD Academic Calendar. OP students participate in orientation events and begin classes on the first day of the term. They are expected to arrive on campus each school day on time for their first class and remain through the end of their last class. A typical day as an OP student begins around 9 am and ends around 4 pm. As long as they maintain good academic standing, OP students may join in extracurricular activities, such as sports and student interest groups. Between classes and tutorials and advising sessions, students eat in the campus café, study in the library, and take advantage of all the resources offered at NYUAD.

The Opportunities Program is offered at no cost to the student. All OP students receive a full meal plan and may live on campus in the dormitory or live at home and commute to campus daily.
ACADEMIC STANDING

The purpose of this policy is to define good academic standing and to outline the steps that will be taken to ensure students know about their academic standing, are helped if they have a temporary lapse and are assisted to find alternatives to NYU Abu Dhabi, if necessary.

NYUAD expects students to make satisfactory progress toward their undergraduate degree. Good academic standing is typically achieved by successfully completing 16 credit hours during each fall and spring semester and 4 credit hours during each January term. A student who falls more than 4 credit hours behind this target or who has a cumulative grade point average (GPA) of less than 2.00 ceases to be in good academic standing.

To monitor and provide timely feedback to students, NYUAD 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 Administration 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 NYUAD. 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 help 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 NYUAD.

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 NYUAD academic record and accessible for mentoring 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, NYUAD will try to counsel the student to find a more suitable college or university.

Dismissal decisions may be appealed to the Provost, by delivering (by email, fax, hand delivery, delivery service or mail) a written notice of appeal that arrives at the Office of the Provost within two weeks of a dismissal notification being sent to the student. There are only two grounds of appeal: a violation of the procedures outlined in this policy and evidence of factual error. The Provost will advise the student, Committee on Academic Standing, and Vice Provost for Academic Administration in writing of his/her final determination. The decision of the Provost of NYUAD will be final and binding.

ACCESS TO EDUCATIONAL RECORDS

NYU Abu Dhabi is fully committed to the protection of the privacy of student records. To assist with the guarding of this privacy, the university complies with the United States Family Educational Rights and Privacy Act (FERPA). This specifically means that any education records maintained by the university and directly related to students, such as grades, transcripts, and test scores, will not be released to others, including parents or guardians, without the student’s consent except as provided by United States federal regulations. Education records refer to any record or document containing information directly related to a student (including computerized and electronic files, audio and video tape, photographic images, film, e-mail, etc.) and are not limited to hard copy documents or to a file with a student’s name on it.

The Family Educational Rights and Privacy Act (FERPA) was enacted by the United States Congress to protect the privacy of students’ education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have information in their records corrected which is inaccurate, misleading, or otherwise in violation of their rights of privacy. FERPA also permits the disclosure by an institution without a student’s prior consent of so-called “directory information” (see definition below) of other personally identifiable information under certain limited conditions. Students have the right to file complaints with the United States Department of Education’s Family Policy Compliance Office concerning alleged failures by an institution to comply with FERPA.

NYU and NYU Abu Dhabi are committed to protecting the privacy of student educational records. NYU and NYU Abu Dhabi have designated the following student information as “directory information”: Name, dates of attendance, NYU and NYU Abu Dhabi school or college, class, previous institution(s) attended, major field of study, full or part-time status, degree(s) conferred (including dates), honors and awards (including dean’s list), past and present participation in officially recognized activities (including positions held and official statistics related to such participation and performance).* (Under United States federal law, address information, telephone listings, and age are also considered directory information for military recruitment purposes. Address information does not include e-mail address.)

FERPA governs the release of personally identifiable information to both external and internal parties, including other University employees, parents, and government agents. The NYU and NYU Abu Dhabi 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 to access to the student’s educational record. School officials having a legitimate educational interest include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment.

In addition, the University may, at its discretion, disclose other personally identifiable information as required by law, such as information necessary for medical emergencies or to comply with court orders or subpoenas.

NYU Abu Dhabi is fully committed to protecting the privacy of student educational records. NYU Abu Dhabi has designated the following student information as “directory information” according to United States federal law: Name, dates of attendance, NYU Abu Dhabi school or college, class, previous institution(s) attended, major field of study, full or part-time status, degree(s) conferred (including dates), honors and awards (including dean’s list), past and present participation in officially recognized activities (including positions held and official statistics related to such participation and performance). * (Under United States federal law, address information, telephone listings, and age are also considered directory information for military recruitment purposes. Address information does not include e-mail address.)

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NYU Abu Dhabi is fully committed to protecting the privacy of student educational records. NYU Abu Dhabi has designated the following student information as “directory information” according to United States federal law: Name, dates of attendance, NYU Abu Dhabi school or college, class, previous institution(s) attended, major field of study, full or part-time status, degree(s) conferred (including dates), honors and awards (including dean’s list), past and present participation in officially recognized activities (including positions held and official statistics related to such participation and performance). * (Under United States federal law, address information, telephone listings, and age are also considered directory information for military recruitment purposes. Address information does not include e-mail address.)

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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 to access to the student’s educational record. School officials having a legitimate educational interest include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment.

In addition, the University may, at its discretion, disclose other personally identifiable information as required by law, such as information necessary for medical emergencies or to comply with court orders or subpoenas.

The Family Educational Rights and Privacy Act (FERPA) was enacted by the United States Congress to protect the privacy of students’ education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have information in their records corrected which is inaccurate, misleading, or otherwise in violation of their rights of privacy. FERPA also permits the disclosure by an institution without a student’s prior consent of so-called “directory information” (see definition below), and of other personally identifiable information under certain limited conditions. Students have the right to file complaints with the United States Department of Education’s Family Policy Compliance Office concerning alleged failures by an institution to comply with FERPA.
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 nyuad.nyu.
edu/academics/academic.policies.html

1 NYUAD 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 partic-
ipation and performance), email address, and NetID.
See notes (1) and (2) below.

1. Email address and NetID are directory infor-
mation 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 infor-
mation, telephone listings, and age are also
considered directory information for military
recruitment purposes. Address refers to
“physical mailing address” but not email address.

ADDITIONAL STANDING
NYU Abu Dhabi does not award transfer
credit for high school coursework or for
external assessments, such as AP or IB
exams. Advanced level courses, including
AP, IB, and A Levels, may allow students
to substitute an advanced course for an
introductory course at NYUAD.

Advanced standing is at the discretion
of the Academic Dean of the appropriate
divisional area in consultation with the
faculty in the discipline. The completion
of a placement test may be required. There is
no presumption that advanced standing is
available in all disciplines. While advanced
standing can be used to exempt a student
from specified entry-level courses, it does
not reduce the total number of courses
required in any program.

ATTENDANCE
Attendance is expected in all classes.
Although the administration of NYUAD
does not supervise attendance of classes,
it supports the standards established by
instructors. Students who, in the judgment
of the instructor, have not substantially
met the requirements of the course or who
have been excessively absent may receive
a grade deduction, including the possibility
of an F, and/or may be considered to have
withdrawn unofficially (see the policy
on Withdrawal).

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

COURSE LOAD
NYU Abu Dhabi requires students to
complete 140 credit hours to graduate.
Students generally take nine four-credit
courses per year: usually four during each
semester and one during each of three
January Terms. However, as not all courses
within the NYU system are four-credit
courses, course load is measured in credit
hours. Students must average 16 credit
hours per regular semester, and may not
generally take more than 18 credit hours
in any one term.
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 NYU Abu Dhabi, or they may complete a concentration, which is offered in disciplinary and 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.

EXCEPTIONS

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 Vice Provost for Academic Administration. A student with strong evidence supporting an allegation of malfeasance or discrimination should also consult the Vice Provost for Academic Administration.

GRADING

The following grades may be awarded:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<tr>
<td>D</td>
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The grade point average (GPA) is computed by determining the total number of quality points earned (quality points multiplied by credit hours) and dividing by total graded credit hours. Quality points are earned in letter-graded NYU courses taken after a student’s first year of enrollment. 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 are 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 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 in each division, magna cum laude to the next 10 percent of the graduating class in each division, and cum laude to the next 15 percent of the graduating class in each division.

INCOMPLETES

An incomplete grade of "I" will be permitted only in extraordinary circumstances that prevent a student from completing required course work by the end of the semester. Students must approach the instructor of the course about whether a grade of "Incomplete" is possible and should be aware that simply leaving a course unfinished may result in a failing grade.

When an instructor believes that an incomplete may be appropriate, the student and the instructor submit an Incomplete Request Form to the Office of Academic Administration. The form includes the specific outstanding work, a submission deadline, and a default grade to be assigned if the additional work is not submitted on time. The application is subject to review and must be approved by the Vice Provost for Academic Administration before a grade of "I" is recorded. Adjustments to the approved deadline are allowed only in exceptional circumstances upon written agreement from the instructor. Incompletes that have not been resolved according to the terms of the Incomplete Request Form will be assigned the default grade at the end of the first regular semester following the semester in which the course was taken.

Students requesting a Leave of Absence during the summer will generally be considered for an Incomplete only if the leave of absence is approved within the last three weeks from the end of the term.

THE NYUAD COMMUNITY’S COMMITMENT TO INTEGRITY

At NYU Abu Dhabi, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students, faculty, and staff take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential.
As part of the NYU global network university, NYU Abu Dhabi students are also subject to NYU’s all-school policy on Academic Integrity for Students at NYU.

**LEAVE OF ABSENCE**

NYU Abu Dhabi expects its students to maintain continuous registration in an academic program with the exception of summer breaks. However, it is sometimes necessary or desirable for a student to take a leave from enrollment for a period of time. Such leaves may be voluntary or involuntary, and will be handled in accordance with the NYU-wide Student Leave Policy and Procedure (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-leave-policy.html). For the purposes of this NYU policy, references to the Dean of the School refers to the NYUAD Dean of Students and references to the Provost refer to the Provost of NYU, not the Provost of NYUAD. Questions about references to specific offices within this policy should be referred to the NYUAD Dean of Students. The paragraphs below briefly summarize the NYU Policy, but individuals considering a leave are encouraged to review the full policy referenced above before making any final decisions.

**Voluntary Leave:** NYU recognizes that situations may arise when a student may want to voluntarily interrupt his or her academic studies. The University is committed to handling reasonable requests for leaves in a responsible manner. This policy may not be used in lieu of disciplinary action to address any violations of University rules, regulations, policies, or practices. A student who is granted a voluntary leave while on academic and/or disciplinary status will return to that same status.

**Involuntary Leave:** NYU may place a student on an involuntary leave of absence from that student’s academic program when that student: (1) poses a direct threat to health and safety of self or others; and (2) is not able or not willing to take a voluntary leave of absence. This policy may not be used in lieu of disciplinary actions to address any violations of University rules, regulations, policies, or practices. A student who is placed on an involuntary leave while on academic and/or disciplinary status will return on that same status.

**MIDTERM ASSESSMENT**

Faculty should organize their courses in a manner that makes individual student progress in the class clear. In addition to providing each student with information on their progress in a timely manner, faculty will submit a brief midterm report to the Office of Academic Administration noting all students who are not performing satisfactorily in their class and the nature of their individual deficiencies. This will enable the Office of Academic Administration to identify students whose performance over multiple courses may indicate a need for additional academic support. Because these assessments are intended to be holistic, faculty members may factor in student attendance, participation, and general level of engagement rather than rely solely on graded material. Assessments are due not later than the beginning of the fourth week for 7-week courses and at the end of the eighth week for 14-week courses. These assessments are not part of a student’s formal academic record and do not appear on transcripts.

**MINIMUM GRADES**

All successfully completed courses may be counted toward the 140-credit-hour graduation requirement. However, only those courses in which grades of C or higher are earned may be counted toward major, core, concentration, minor, or prerequisite requirements.

**PASS/FAIL**

A pass grade is recorded for all Pass/Fail courses in which a letter grade of D or higher is earned. Beginning in the second year of study, NYUAD allows students to take one course per semester (up to a total of three courses overall) Pass/Fail. This option is designed to encourage students to continue to explore areas of interest and to optimize their focus on learning unfamiliar methods and materials while minimizing concerns about formal outcomes. The Pass/Fail option is therefore especially appropriate in the second year before students invest in a major. Students studying at other NYU global network sites, may be further restricted by site policies related to Pass/Fail grading.

A student may not take courses Pass/Fail in the Core Curriculum. Courses taken Pass/Fail within a student’s major or concentration will not be counted for credit toward the completion of a major or concentration. However, Pass/Fail courses may allow students to place out of a basic course requirement in favor of a more advanced course.

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.

**REPEATING COURSES**

A student may repeat a course; a “W” obtained on first registration for a course does not count in these calculations. Students may not repeat courses in a designated sequence after taking more advanced courses. Both grades will be recorded, but only the latter (whether higher or lower) will be included in credit calculations and in the grade point average. Students may only receive credit once for a repeated course.

Note: students should be aware that graduate and professional schools may consider repeated courses differently.

**TRANSCRIPTS**

NYU Abu Dhabi official transcripts do not report grades for courses taken during a student’s first year of study. However, these grades do become a part of the student’s academic record to be used for internal purposes such as mentoring students and fulfillment of prerequisites. 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 NYUAD transcripts stating, “NYU official transcripts for students enrolled at NYUAD 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.

**TRANSFER CREDIT**

On an exceptional basis, NYU Abu Dhabi will consider awarding credit for courses taken at other universities. Transfer credit, however, is awarded on a limited basis and only for courses taken after matriculation at NYUAD. Transfer credit applications are evaluated based on academic merit, appropriateness to the NYUAD curriculum, and the degree to which the courses are distinct from other coursework that the student has completed or will complete at NYUAD. To assure that courses may be counted toward graduation requirements, students are also required to complete a Transfer Pre-approval Form prior to enrolling in another institution.

While a student may be awarded transfer credit, these credits cannot be used to reduce the total number of required semesters of enrollment.

**WITHDRAWAL FROM A COURSE**

After consulting with the faculty mentor and within the following 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 Vice Provost for Academic Administration. All relevant circumstances will be taken into consideration, but there is no guarantee that a late withdrawal will be allowed.

Consistent with the Transcript Policy, courses from which a student has withdrawn during the first year of study are not recorded on the transcript. Courses from which a student withdraws in subsequent years will appear on the transcript with the accompanying grade of W.
NYU Abu Dhabi provides students with a unique network of advisors and other resources to support learning, academic performance, and extracurricular exploration. Each new student is assigned a pre-major faculty mentor who serves as a general guide and resource for academic planning in the first few semesters while the student focuses on curricular exploration. The pre-major faculty mentor is typically not assigned based on a student's area of academic interest. However, after declaring a major, the student moves from the pre-major faculty mentor to a mentor in the academic major.

Students are also paired with a student life advisor throughout his or her four-year experience. These advisors help identify resources and opportunities available within NYUAD and the NYU global network that enhance student’s undergraduate experience. The student life advisor is instrumental in helping students think about and plan for internships, special honors, regional and international academic competitions, and in helping students find an appropriate balance between academic and extra-curricular activities.

General advising and learning support is provided through the Academic Resource Center, the Vice Provost for Academic Administration, the Office of First-Year Programming, and the Registrar. Writing instructors also provide personal attention and support, while a team of Global Academic Fellows provide tailored academic assistance through subject area and writing tutorials, study groups, and review sessions before exams. Global Academic Fellows and the Office of First-Year Programming also work on one on one with students to refine study skills, improve time management, and offer other significant support that contributes to academic success.

The Library, located in the Downtown Campus, offers additional academic support with reference assistance and support of NYU Classes, NYU's electronic repository of materials for each course.

The Office of First-Year Programming is committed to helping students identify and pursue these opportunities, as well as explore their own strengths and singular contributions to the NYUAD community. The first-year should be an exciting time, during which students begin to define their personal vision of themselves as scholars, leaders, and citizens. The Office of First-Year Programming is one of many partners along this journey.

The welcome extended to students by the Office of First-Year Programming extends well beyond Marhaba, the orientation program for first-year students that takes place before the start of fall semester. Committed to fostering and deepening connections for all students, the office should be viewed as a personal resource for students as they navigate the transition to college, as well as a connector to the vast resources available throughout the Global Network. Ongoing programming, dialogue series, and events are a part of the first-year experience for NYUAD students and serves to illuminate the unique values and strengths that each student brings to this community.

At the 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- and off-campus internship opportunities that provide valuable experiences and professional development in a student-friendly environment while students study at NYUAD as well as prepare for an enriching summer experience.

In addition to providing career-related experiences, the Career Development Center hosts events designed to provide you with access to industry and graduate school contacts, enhance your understanding of career paths and industry-specific job search processes, identify prestigious scholarships and fellowships, or search for the appropriate graduate or professional school. Students may choose from a variety of workshops to review the essential components of a job, graduate or professional school, and fellowship/scholarship search. Interactive workshops provide an overview of important information on career planning, CV and cover letter writing, interviewing, personal statement writing, graduate school applications (including medical and law school), internships, as well as workplace etiquette.

NYUAD CareerNet acts as the main resource in accessing part- and full-time internships and other 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.

The Office of Community Outreach (OCO) provides information to students seeking both short- and long-term volunteer opportunities, as well as guidance about how to select opportunities that interest them and where their skill set is most needed. In addition to volunteer activities, the OCO works with community members to engage NYUAD students in the many activities taking place in the U.A.E. year-round, including those focusing on art, music, humanitarian work, sporting events, business, and education.
NYUAD students are involved with a wide range of service opportunities in the U.A.E., including: tutoring and mentoring kindergarten through grade 12 students; working with special-needs students; raising environmental awareness through collaborations with U.A.E. environmental agencies and organizations and hosting environmental-awareness events at NYUAD; conducting TESOL classes for members of the community; raising awareness of music and the arts in the community through photography competitions, art exhibits, and music concerts in schools and universities; engaging in humanitarian work with a range of organizations and populations; collaborating with peers at other U.A.E. and regional universities; and participating in global education conferences and workshops.

Non-credit classes in such areas as TESOL training and curriculum development are available to NYUAD students wishing to build upon their teaching skills and add even greater depth to their volunteer and mentor responsibilities. The OCO also brings in guest speakers and lecturers in areas such as social entrepreneurship who provide practical expertise and guidance for students wishing to build their own business or compete in global business plan competitions.

As a result of their outreach, NYUAD students gain a greater understanding of their community and have the opportunity to engage with their fellow U.A.E. residents; they are able to give back to the community in a meaningful way, all the while gaining important professional experience.

ATHLETICS, FITNESS, AND PHYSICAL EDUCATION

Physical fitness is an important aspect of overall student development at NYU Abu Dhabi. Guided by the principle that a healthy body supports a strong mind in achieving one’s full potential, the Physical Education program provides opportunities for competitive and recreational athletic participation, fitness through exercise classes such as aerobics and pilates, and lifetime skills in sports such as golf and tennis. 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; fall semester courses 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.

PHYSICAL EDUCATION COURSES FOR 2013–14

For spring-semester courses, please consult the Web site.

FALL 1

PHYED-AD 1
Fitness for Life
This introductory course orients the students to the cardio and strength training equipment in the Sama Fitness Center and provides a framework for the students to design their own personal fitness programs. 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, bicycle and rowing ergometers, and stair climbers.

PHYED-AD 3
Swimming
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.

PHYED-AD 6
Capoeira
This introductory course to the Brazilian dance/martial art of Capoeira exposes students to a dynamic activity with associated movement and music.

PHYED-AD 12
Dance (Women only)
The course features many types of dance, such as ballet, belly dancing, modern dance, jazz, and contemporary dance. Music selections include classic, pop, and dance beats.

PHYED-AD 24
Pilates and Yoga (Coed)
Pilates is a conditioning program emphasizing the concepts of core strength and stabilization. Through highly focused and controlled movements, individuals experience increased body awareness, flexibility, coordination, and strength. In the yoga portion of this course, individuals learn the basic disciplines of yoga, focusing on body awareness, appropriate warm ups, beginning yoga postures, breathing, and relaxation skills. Upon successful completion, students understand and are able to demonstrate the basic components of yoga practice, including safe, stable body alignment, and classic yoga postures.

PHYED-AD 28
Squash
This course aims to impart the knowledge and competencies essential to having an informed understanding and appreciation of squash. Students are introduced to the basic skills necessary to play the game.

PHYED-AD 29
Dance (Coed)
The course features many types of dance, such as ballet, belly dancing, modern dance, jazz, and contemporary dance. Music selections include classic, pop, and dance beats.

PHYED-AD 30
Ice Skating
This introductory course exposes students to the sport of ice skating. Student learn how to skate forwards and backwards, change directions, and stop.

PHYED-AD 32
Bootcamp
This course offers intense exercise sessions that challenge every muscle of the body. By rapidly moving from exercise to exercise with little rest in between, one tones and firms muscles while simultaneously getting a vigorous cardiovascular workout.

PHYED-AD 33
Performance Boxing
The aim of this course is to gain a greater understanding of boxing technique and how to adapt authentic boxing training for pure fitness. Boxing for fitness is fun and at the same time builds muscle strength, improves body tone, promotes cardiovascular health, and enhances confidence.

PHYED-AD 36
Introduction to Strength Training
This course aims to teach students the proper execution and techniques for strength training. Exercise routines are focused on increasing metabolism and energy levels, while developing healthier muscles, joints, and bones.
to try to improve the competitiveness of the kart, gain a basic understanding of what can be altered from car control, and decision-making skills, individuals learn the history and rules of golf and the progressive nature of instruction, students must attend all sessions in the order offered. If a session is missed, the affected student is solely responsible for scheduling and paying for the makeup session. All makeup sessions must be completed prior to the next regularly scheduled session.

**Introduction to Kayaking and Sailing**

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.

**Scuba—Open Water**

This is a PADI Certified Open Water Scuba Diving Course. Individuals who successfully complete this class are awarded an internationally recognized certificate in scuba diving. Prerequisites: (1) the ability to swim continuously for 200 meter or 300 meter with mask/fin snorkel; (2) the ability to swim/float in water too deep to stand in for 10 minutes; (3) the completion of a medical questionnaire with physician’s consent; (4) access to a 20 bar meter with mask/fin snorkel; (2) the ability to swim/float 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.

**Pilates and Yoga (Coed)**

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

**Swimming (women only)**

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 includes beginning diving, floating/treading water, and underwater swimming, as well as safety awareness in and around the water are included.

**Tennis for Beginners**

This course is geared towards novice tennis players and exposes individuals to the basics of tennis. In addition to receiving technical instruction in serve, volley and forehand and backhand strokes, individuals learn the rules of tennis.

**Triathlon Training**

This challenging class is focused on developing athletes interested in competing in local triathlons, including the Yas Triathlon 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.

**Touch Rugby**

Touch Rugby is a non-contact form of rugby that focuses on fitness, agility, communication, and teamwork. Physical strength is not a requirement for excellence in this sport.

**Floor Hockey**

This introductory floor hockey course exposes students to the basic fundamentals of floor hockey such as stick handling, passing, shooting, etc, as well as more advanced concepts such as face-offs, goal-tending, offensive and defensive tactics. Emphasis on learning the rules of floor hockey, practicing the various skills, and having fun.

**HEALTH AND WELLNESS SERVICES**

The Health and Wellness Center is 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 are able to fully benefit from their time at NYU Abu Dhabi.

Medical Services at the Health and Wellness Center include:

- Providing preventive and health education;
- Identifying and treating common medical conditions;
- Assessing the urgency of medical problems; and
- 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. 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**

The Student 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 Student 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, spend a weekend with UAE host families, stargaze in the desert, experience a morning at the camel races, go camping in the mountains of Fujairah, 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**

NYU Abu Dhabi 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 U.A.E., and throughout the Global Network University. Students actively participate in spiritual life in the U.A.E. as well as through student-led initiatives and celebrations taking place on campus throughout the year.

**CAMPUS SAFETY AND TRANSPORTATION**

The mission of the NYU Abu Dhabi Department of Public Safety is to create, promote, and preserve a safe and secure University environment by delivering high quality community safety and protection-services in a professional and customer-friendly manner. It is equipped to provide the highest standards of Security and Safety for the NYUAD community. Additionally all transport services are coordinated and conducted on a daily basis by the department. The department partners with the Public Safety Department of NYU to provide the highest level of professional support possible.

All of the NYUAD sites are staffed 24 hours a day, and you may call the Department of Public Safety at any time for emergency assistance or to report a security concern.

The 24/7 Security Desk helpline number is 02 628 7777 (local Abu Dhabi) or 00971 2628 7777 (outside of Abu Dhabi).

The Department of Public Safety is in contact with numerous foreign embassies present in Abu Dhabi, and in particular, has developed a close relationship with the U.S. Embassy. These relationships are important to keep us informed of any developing security situations that may arise. It is also important that you as an individual (or family) register with your respective embassy upon taking residence in Abu Dhabi. We will also assist you if you require help dealing with the Abu Dhabi Police Force; please contact Public Safety as soon as possible should the need arise.

The NYUAD community and sites are welcoming to all NYUAD members and visitors. We encourage you to wear your NYUAD ID Card so that it can be clearly seen by anyone while you are at the Downtown Campus, Sama Tower, or the Center for Science and Engineering. All visitors entering these sites are required to obtain a visitors ID Card.

The Department of Public Safety provides transport services for all faculty, staff, and students. A shuttle bus runs between Sama Tower and the Downtown Campus, and from both locations to the Center for Science and Engineering. To use the service, you 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 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 (CSE)

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 CSE 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 (see pp. 296–297). The CSE 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 CSE, the downtown Campus, and Sama Tower, and lab schedules take into account the travel time.

SAMA TOWER

Opened in 2010, Sama Tower is a 50-story 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. The dining hall on the mezzanine level serves food throughout the day and evening. The 4th and 5th house the Campus Life Deans’ offices; student activities, clubs, and organizations; a well-equipped fitness center; a multi-faith gathering room; music practice rooms; study spaces; meeting rooms; lounge spaces; multipurpose rooms for performance spaces; and the Health and Wellness Center. Faculty offices and classrooms are located on upper floors.

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 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 open in September 2014. It is 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 Cultural District of Saadiyat Island will feature three major museums: the Zayed National Museum, the Louvre Abu Dhabi, and the Guggenheim Abu Dhabi. Other districts will take advantage of the island’s spectacular beaches and mangrove lagoons.

NYUAD is located in the Al Marina District, which will have a prominent marina and downtown feel. The campus, which occupies a site of approximately 15.4 hectares of land, will be open and un gated; as in New York, the university will be “in and of the city.”

The campus fosters the integration of living and learning. Students and faculty live on campus, which facilitates their interaction, a key to the educational experience at NYUAD.

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. The flexible labs in the Experimental Research Building will support a range of advanced research projects, and the Arts Center combines four theaters with a variety of teaching and production spaces, including art studios for painting, drawing, sculpture, and animation, as well as media labs, editing suites, and film shooting stages.
The Campus Center combines the Library, Student Center, Health and Wellness Center, and a performance gymnasium with a 50m pool, running track, ball courts, climbing wall, squash courts, and fitness center. The indoor athletic facilities are complemented by outdoor fields, track and tennis courts.

NYU Abu Dhabi hopes to welcome members of the public to the campus—to lectures and conferences at the Conference Center; exhibitions at the Art Gallery; athletic activities at the Sports Center; and performances at the Arts Center. The campus also has a Bookstore and variety of cafés and dining facilities.

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.

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.
John Sexton has served as President of NYU since 2001, and is also the Benjamin Butler Professor of Law and Dean Emeritus of NYU School of Law, having served as Dean for 14 years. He is Chair of the Independent Colleges and Universities of New York, Chair of the New York Academy of Sciences, and Vice Chair of the American Council on Education.

Hilary Ballon serves as the principal representative of NYU Abu Dhabi in New York, working to ensure a strong connection between the two campuses. Curriculum development, the involvement of NYUNY faculty in NYUAD, and the development of the NYUAD campus on Saadiyat Island are among her areas of responsibility. Ballon is a University Professor, assistant 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.

Carol Brandt
Vice Provost, Associate Vice Chancellor, 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 U.A.E. 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 education, foreign language education, a foreign language institute, and programs of study abroad and civic engagement in 39 countries.

Peter Christensen
Associate Vice Chancellor, Finance and Planning
B.S. Gonzaga University; M.S. Regis University
Christensen is responsible for NYUAD’s overall resource management, providing the leadership, vision, strategy, and facilitation for resource allocation and operational affairs. He is NYUAD’s academic strategy and priorities, and overseeing academic appointments and faculty affairs. Before his appointment as provost, Christensen was instrumental in developing and advancing NYUAD, helping to craft its innovative undergraduate science curriculum, as well as its distinctive research program. Christensen is Associate Professor of Biology and a founding member and Director of the Center for Genomics & Systems Biology at NYU. He has received numerous grants and fellowships from the National Institutes of Health (NIH), the American Cancer Society, and the Damon Runyon Cancer Research Foundation for research in embryonic development and genetics.

Hilary Ballon
Deputy Vice Chancellor
B.A. Princeton University; Ph.D. Massachusetts Institute of Technology
Hilary Ballon serves as the principal representative of NYU Abu Dhabi in New York, working to ensure a strong connection between the two campuses. Curriculum development, the involvement of NYUNY faculty in NYUAD, and the development of the NYUAD campus on Saadiyat Island are among her areas of responsibility. Ballon is a University Professor, assistant 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.

Charles Grimes
Vice Provost of Academic Administration
B.A. Case Western Reserve University; M.S., Ph.D. Purdue University
Charles Grimes oversees the management of a variety of academic functions including accreditation, institutional effectiveness, mentoring, student records, enrollment, and academic policies. Together these functions enable the growth of NYUAD’s academic infrastructure consistent with the best practices in higher education. He joined the university with 15 years of college teaching experience as well as ten years in higher education administration, most recently as the Senior Administrator for International Development at Oberlin College. Grimes is an economist whose research interests include public choice and the economics of uncertainty.

Philip Kennedy
Vice Provost, Institute Public Programming; Associate Professor of Middle Eastern and Islamic Studies, Comparative Literature, NYUNY
B.A., Ph.D. University of Oxford
In addition to his role as 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: Oriental Institute, 2000), the series Makers of the Muslim World, and Islamic Reflections, Arabic Musings (co-editor with Robert Hoyland, Oxford: Oxbow for the E.J.W. Gibb Memorial Trust Series 2004).

Sunil Khambaswaskar
Assistant Vice Chancellor, Human Resources
M.A. University of Pune, India
Sunil Khambaswaskar heads the human resource function for NYU Abu Dhabi. Khambaswaskar brought to NYU over 30 years of global experience in human capital leadership in both higher-education and corporate sectors. Prior to taking on this role in October 2008, Khambaswaskar had served in senior leadership capacities in diverse international locations and organizations. He is a Certified Human Resources Professional from the Human Resources Professionals Association of Canada.

David McGlennon
Managing Director of the NYUAD Institute; Vice Provost of Research Administration and University Partnerships
B.S., Grad. Dip., Ph.D. University of Adelaide (Australia)
David McGlennon leads the efforts of NYU Abu Dhabi to develop its research administration and infrastructure, and supports the University in developing strategic partnerships and collaboration 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 U.A.E. McGlennon is a social 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 Vice Chancellor for Global Programs and is the Lisa Ellen Goldberg Professor. Her research on international-violent conflict and the policy boundaries including social work, public policy, and law. Her research is currently funded by the National Science Foundation and the National Institute of Justice. Her debut film, Auf Wiedersehen, ’Til We Meet Again, has been seen at festivals all over the world. Mills has teaching appointments at the Horace Mann School of Social Work, School of Law and Tisch School of the Arts and 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’s faculty and students, and plays a key role in advancing NYU’s research agenda. Robin holds responsibilities for NYU Abu Dhabi’s academic infrastructure. He is responsible for developing and advancing NYUAD, helping to craft its innovative undergraduate science curriculum, as well as its distinctive research program. Robin has previously served as chair of the NYUAD Faculty Senate, as well as a member of the NYUAD Senior Academic Cabinet. He is also responsible for recruitment of NYU Abu Dhabi faculty and students, and plays a key role in advancing NYU’s research agenda. He is also a member of the NYUAD Board of Governors, where he represents the interests of the academic community. He is also a member of the NYUAD Board of Trustees, where he represents the interests of the academic community. He is also a member of the NYUAD Board of Visitors, where he represents the interests of the academic community. He is also a member of the NYUAD Board of Visitors, where he represents the interests of the academic community.
Hold Onto the Sun

In and Out of Africa

Associate Dean of Engineering, NYUAD

B.A. Oberlin College; J.D. University of California (Berkeley)

Diane Yu is responsible for managing NYUAD’s Sheikh Mohamed bin Zayed Scholars Program for outstanding students at the three national universities who are selected for their academic excellence and leadership potential, as well as its Summer Academy, for promising Emirati secondary school students who aspire to attend top tier colleges. Yu also serves as the Chair of Staff and Deputy to NYU President John Sexton, and teaches an honors seminar on Leadership in the College of Arts and Science.

DEANS

HANNAH BRÜCKNER
Associate Dean of Social Science; Professor of Social Research and Public Policy, NYUAD

B.A. Freie Universität (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, timing and sequencing of family formation, and career development.

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.

FACULTY

RAHMA ABDULKADIR
Research Fellow, NYUAD

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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.

JENNIFER ACKER
Faculty Fellow of Humanities and Arts (not teaching 2013-14)

B.A. Anthropology, Amherst College; M.F.A. Fiction & Literature, Bennington College

Jennifer Acker is the founding editor of The Common, a new print journal based at Amherst College featuring literature and images with a strong sense of place. Her translations and essays have appeared in publications such as Harper’s, The San Francisco Chronicle, The New Inquiry, and Publishers Weekly. In 2011-12, she was a visiting lecturer at Amherst College.

JAMES E. ALT
Frank G. Thomson Professor of Government, Harvard University; Visiting Professor of Political Science, NYUAD

A.B. Columbia; Ph.D. University of Essex

James Alt is a comparative political economist. His major publications include The Politics of Economic Decline (1979, reissued 2009), Political Economics (1983), and numerous articles in scholarly journals. He has been a Guggenheim Fellow, a Senior Research Fellow of Nuffield College, Oxford, and was elected to the American Academy of Arts and Sciences in 2004.

J. E. ALVAREZ
Herbert and Rose Rubin Professor of International Law, NYU School of Law, NYU (not teaching 2013-14)

A.B. Harvard College; Second B.A. (Jurisprudence), Magdalen College, University of Oxford, J.D., Harvard Law School

J.E. Alvarez teaches international law, international organizations, and foreign investment at NYU. He has taught at the law schools of the universities of Columbia, Michigan, George Washington, and Georgetown and is currently an adviser to the Prosecutor for the International Criminal Court. His book recent book, originally presented as a series of lectures at the Hague Academy of International Law, is The Public International Law Regime Governing International Investment (2011).
director of film documentaries and curator of photographic exhibitions and film festivals. Amkpa has written several articles on representations in Africa and diaspora, representations, and modernisms in theatre, postcolonial theatre, and Black Atlantic films.

CHIYE AOKI
Professor of Neural Science and Biology, NYUNY
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
Assistant Professor of Biology, NYUAD
B.S. American University (Beirut); Ph.D. University of Manchester
Rana Al-Assah is a gene therapy and cancer biologist. Before joining NYUAD, she helped develop and teach science courses at Abu Dhabi Education Council where she helped develop research initiatives for the emirate. At NYUAD, Al-Assah is in charge of the FOS 5&6 labs and has developed and teaches a course on genetics and its implications on society. Al-Assah’s research focuses on using RNAi to knock down genes and study their phenotypic effects in cancer cells and in C. elegans.

MARZIA BALZANI
Research Professor of Anthropology, NYUAD
B.A. King’s College, London University; M.A., Ph.D. Harvard University
Peter Bearman is the Director of the Lazarsfeld Center for the Social Sciences, and Co-Director of the Health & Society Scholars Program at Columbia University. He was the founding director of ISERP, serving from the Institute’s launch in 2000 until 2008. A recipient of the NIH Director’s Pioneer Award in 2007, Bearman is currently investigating the social determinants of the autism epidemic. A specialist in network analysis, he co-designed the National Longitudinal Study of Adolescent Health. He has also conducted research in historical sociology.

SUE DE BEER
Associate Professor of Art and Art Education, Steinhardt School of Culture, Education, and Human Development, NYUNY
M.F.A. Columbia University
Sue de Beer is the Head of the Sculpture Area in NYU Steinhardt’s Art Department. She has exhibited her work nationally and internationally in such venues as the New Museum, the Whitney Museum of American Art, PS1/MOMA, and the Brooklyn Museum. She has also conducted research in globalisation and urban space.

RACHEL BARKOW
Professor of Law, NYU School of Law, NYUNY
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 and to Justice Antonin Scalia on the U.S. Supreme Court.

TUSY BAUL
Visiting Assistant Research Professor at the Social Sciences Experimental Laboratory, NYUAD
B.A. Presidency College; M.A. Jawaharlal Nehru University; Ph.D. Iowa State University
Tush Baul’s main research interest is in experimental economics. Her research focuses on using experimental methods to explore the unobservable interactions in the labor markets, social norms, peer effects in non-cognitive skill acquisition, and altruism.

PETER BEARMAN
Jonathan R. Cole Professor of the Social Sciences, Columbia University; Global Professor of Social Research and Public Policy, NYUAD
B.A. Brown University; M.A., Ph.D. Harvard University
PETER BEARMAN is a specialist in network analysis, he co-designed the National Longitudinal Study of Adolescent Health. He has also conducted research in historical sociology.

ALBERTO BISIN
Professor of Economics, NYUNY (not teaching 2013–14)
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, CIREQ at the University of Montreal, and IZA at Bonn University. He is Associate Editor of the Journal of Economic Theory, and of Research in Economics. He is founding editor of 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.

JUSTIN BLAU
Associate Professor of Biology & Director of Graduate Studies, NYUNY
B.A. University of Cambridge (UK); Ph.D. University of London
Justin Blau studies the internal clock that drives circadian (24hr) rhythms in behavior and physiology. He has helped identify a set of genes that help the brain keep track of time using fruit-flies as a model system, and many of these genes have subsequently been found to function in similar manners in humans. He is also studying the interactions between different clock neurons to understand the robustness of the circadian system.

NED BLOCK
Silver Professor; Professor of Philosophy and Psychology, NYUNY (not teaching 2013–14)
B.S. Massachusetts Institute of Technology; Ph.D. University of California (Los Angeles)
Ned Block studies perception and attention, putting together conceptual and empirical considerations.

OLIVIER BOCHET
Associate Professor of Economics, University of Bern (Switzerland); Visiting Professor of Economics, NYUNY
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)
Olivier Bochet has a B.A. in Economic Sciences (Bruxelles), an M.S. in Economic Studies (Bruxelles), an M.S. in University of Oxford, and a Ph.D. in European University Institute (Florence). In addition to his professorships, Florin Bilbiie is Research Affiliate of the CEPR (London). Florin’s Ph.D. thesis received the Rotary Prize for the best thesis defended in the 2003–2007 interval. His research focuses on macroeconomics, in particular: monetary and fiscal policies, limited asset markets participation, firm entry and exit, and product creation and destruction.
JESSE BRANSFORD
Assistant Professor of Music, NYUAD

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.

SOFIANE BOUARROUDJ
Associate Professor of Practice of Mathematics, NYUAD

B.S. Université de Constantine; M.S. Université de Paris VII (Denis Diderot); Ph.D. Université de Provence (Aix-Marseille I)

Sofiane Bouarroudj’s research interests include Representation Theory and Mathematical Physics. An expert in the theory of modular Lie superalgebras, he recently discovered (joint work with Grozman and Leites) new simple modular Lie superalgebras (both serial and exceptional). Bouarroudj held several postdoctoral positions in Belgium, France, Italy, and Japan. He joined NYUAD after a long experience in teaching Mathematics in the U.A.E.

JESSE BRANSFORD
Clinical Assistant Professor of Art and Art Education, Steinhardt School of Culture, Education, and Human Development, NYUNY (not teaching 2013-14)

B.A. The New School for Social Research; B.F.A. Parsons School of Design; M.F.A. Columbia University

A teacher at NYU since 2001, Bransford became the Director of Undergraduate Study in 2005. Exhibiting widely since 1997, his most recent projects have been solo exhibitions exploring pictorial and visual associations of the observable planets, a series that will eventually result in seven exhibitions. Recent exhibitions include solo exhibitions in New York (2010), Miami (2009), Toronto (2008), as well as participation in exhibitions in New York (2010, 2009, 2008, 2007), Glasgow (2008), Milwaukee (2007), Los Angeles (2007), and Busan (2008).

GWENYTH BRAVO
Assistant Professor of Music, NYUAD

B.A. University of Minnesota; M.M. California State University, Sacramento; CLAD, California State University, Sacramento; M.A., Ph.D. University of California, Los Angeles

Gwyneth Bravo is a musicologist, music educator, and cellist. A recipient of grants for her work in arts education, she has founded and led several non-profit organizations for children. A Fulbright scholar to Germany, her research explores the interaction between music, politics, and war across a wide range of historical contexts. Her forthcoming, edited volume, Music of War: Global and Transnational Perspectives, examines the transformation of war within emerging transnational configurations of power after 1945.

TIMOTHY G. BROMAGE
Professor of Biomaterials and Biomimetics, NYU College of Dentistry

B.A. California State University (Sonoma); M.A., Ph.D. University of Toronto

Timothy Bromage is a mineralized tissue biologist, most recently discovering a chronobiological rhythm recorded in bone and tooth microstructure that establishes how metabolism and organonal life history evolution are integrated. His paleo-ontological surveys have recovered the oldest known representative of the human genus, Homo rudolfensis, 2.4my. Bromage also presents digital photomicrography of bone and tooth tissue highlighted chemically or abstract art, and he is currently the recipient of the Max Planck Prize in Life Sciences.

RACHEL BRULÉ
Assistant Professor in Political Science, NYUAD

B.A. Mount Holyoke College; M.Sc. Oxford University; M.Sc. London School of Economics; Ph.D. Stanford University

Rachel Brulé’s research focuses on the political economy of development, gender equality, and legal institutions’ impact on social conventions. Her work combines extensive field research in South Asia and West Africa with econometric analysis of survey data, geospatial analysis of political, economic and social behavior, and longitudinal analysis of reforms’ origins.

BRUCE S. BUCHANAN
C.W. Nichols Professor of Business Ethics, Stern College of Business, NYU

B.S.E.E. Massachusetts Institute of Technology; Ph.D. Columbia University

Bruce Buchanan is a leading expert in the interrelation of markets, ethics, and law. His primary research areas include standards of truth in professional ethics in business, Internet marketing, and marketing research, and his work appears in leading marketing and business journals. As director of Stern’s Market, Ethics, and Law Program, he instills in students their responsibility to create and maintain efficient markets and best business practices.

ROBERT BUCKLEY
Visiting Professor of Economics, NYUAD

Ph.D. University of Kentucky

Robert Buckley formerly was Managing Director at the Rockefeller Foundation, and Advisor at the World Bank. He has worked in more than 50 countries and has written widely on urbanization and development issues in both the popular press and academic journals. He recently co-edited a book, Urbanization and Economic Growth, and has taught at Johns Hopkins and the University of Pennsylvania. He was a Fulbright Scholar and has been supported by the Marshall Fund, the Gates Foundation, and the National Science Foundation.

DANA BURDE
Assistant Professor of International Education, NYUNY

B.A. Oberlin College; M.A. Harvard University; Ph.D. Columbia University

Dana Burde studies the politics of humanitarian action, education, and war. She uses mixed methods field experiments to assess interventions in post-conflict and post-emergency countries. Her research on aid to education in Afghanistan was funded by the National Science Foundation, Spencer Foundation, and Weikart Family Foundation. Her current research on youth aspirations, education and peace-building in Pakistan and Kenya is funded by the U.S. Institute of Peace. She was selected for a Fulbright research grant to Pakistan in 2013.

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 coastal developments in urban areas. He is most interested in the development of fish, coral, and other fauna on artificial structures, the processes that affect their development, and how these artificial reefs compare with natural reef communities. He is examining how the Arabian Gulf, which is significantly warmer than neighboring bodies of water, can serve as a model for the possible impact of climate change on reef communities. Recently, he has worked with the United Nations University International Network on Water, Environment, and Health on a project to study the ecological implications of large-scale developments off the coast of Dubai and to develop a coastline management plan.

ROBERT CAILLAUD
Professor of Economics, Ecole des Ponts ParisTech; Associate Chair, Paris School of Economics; and Associate Professor, Ecole Polytechnique

Visiting Professor of Economics, NYUAD (Not teaching 2013-14)

Diploma, Ecole Polytechnique (Paris); Diploma, Ecole Nationale des Ponts et Chaussées (Marne-la-Vallée); Ph. D. l’école des hautes études en sciences sociales (Paris)

Bernard Caillaud is the Editor of the International Journal of Industrial Organization. He has been Director of the Research Unit PSE at Jourdan for 5 years. Caillaud studies the economics of contracts and incentives, with applications to optimal regulation, to industrial organization, to the theory of organizations, and to political sciences.

ALIDE CAGIDEMETRIO
Chair of American Studies, Ca’ Foscari University of Venice; Visiting Professor, NYUAD

Laurea, Ca’ Foscari University, Venice

Alide Cagidemistro was Chair of American Literature, Dean of the Faculty of Modern Languages at the University of Trieste from 2005 to 2011. She is now a member of the InterUniversity Center Cà Foscari-Harvard Summer School, Director Ca’ Foscari Summer School, and Provost for International Relations Ca’ Foscari University. Cagidemistro is General Editor of Bilingual Classics of American Culture, Marsilio Editori. She has been visiting professor at Harvard University and Wellesley College.

FEDERICO CAMIA
Visiting Associate Professor of Mathematics, NYUAD

Laurea, 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.
THOMAS CAREW
Dean of the Faculty of Arts and Science; Professor of Neurological Science, NYUNY (not teaching 2013–14)
B.A., M.A. California State College (Los Angeles); Ph.D. University of California (Riverside) (not teaching 2013–14)

Thomas Carew is a neuroscientist whose research centers on behavioral, cellular, and molecular analyses of brain learning and memory. He has been a member of the faculty of Columbia Medical School, Yale University, and the University of California, Irvine. In 2011 he joined NYU as a Professor of Neuroscience and Dean of the Faculty of Arts and Science. He is the author of more than 180 scientific articles and three books. He is also a former President of the Society for Neuroscience.

STEVEN C. CATON
Khaled bin Abdulluh bin Abdulrahman Professor of Contemporary Arab Studies, Harvard University; Visiting Professor, NYUAD
B.A. University of Pennsylvania; M.A. Northwestern University; Ph.D. University of Chicago.

Steven C. Caton is an Arabist and specialist of the Arabian Peninsula, who has authored several books on these interests, including the anthropology of film. At Harvard he headed up undergraduate studies (twice) and was head tutor for social anthropology students.

DAVID CESARINI
Assistant Professor of Economics, NYUNY (not teaching 2013–14)
M.Sc. London School of Economics; M.Sc. Stockholm School of Economics; Ph.D. Massachusetts Institute of Technology

David Cesarini is an empirically oriented economist with interests in applied microeconomics, as well as behavioral and experimental economics. To date, much of his work has used genetically informative datasets, often coupled with experimental methods, to answer questions about sources of individual differences in economic preferences, behaviors, and outcomes.

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.

KANCHAN CHANDRA
Professor of Politics, NYUNY (not teaching 2013–14)
B.A. Dartmouth College; Ph.D. Harvard University

Kanchan Chandra is a professor at New York University. Among his many interests are questions of ethnicity, democracy, violence, patronage, and party politics. She is the author of Why Ethnic Parties Succeed: Patronage, and Ethnic Headcounts in India (Cambridge University Press, 2004), lead author/editor of Constructivist Theories of Ethnic Politics (Oxford University Press, 2012), and has published articles in several leading journals. Her current work is supported by the National Science Foundation and the United States Institute of Peace, and she has been recently a Guggenheim Fellow, a Carnegie Fellow, a Fellow at the Center for Advanced Studies in the Behavioral Sciences at Stanford University, and a Russell Sage Foundation fellow.

RUTH CHANG
Associate Professor of Philosophy, Rutgers University; Visiting Associate Professor of Philosophy, NYUNY
A.B. Dartmouth College; J.D. Harvard University; Ph.D. New York University

Ruth Chang has held visiting appointments at the University of California, Los Angeles and at the University of Chicago Law School. She was a Junior Research Fellow at Balliol College at the University of Oxford. Her current research focuses on issues concerning normativity, rational agency, practical conflict, and the incommensurability of values.

CELINA CHARLIER
Visiting Assistant Professor of Music, NYUAD 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 Charlier has had an extensive flute performing career that includes symphonic concerts, opera, musical theatre, ballet, pop concerts, and incidental music, sound tracks, jingles, collaborative multimedia productions, and performances through the Internet II. Her repertoire ranges from Early Music to contemporary avant-garde, including Brazilian genres. She has performed throughout Brazil, the U.S., Argentina, Italy, France, Malta, Sri Lanka, and the U.A.E., released 2 CDs, and also works as an arranger and a conductor.

UNA CHAUDHURI
Professor of English and Drama, NYUNY
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 Making Stage and Screen: A 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 an emerging field of Animal Studies. As a 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
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.

TED CHU
Professor of Practice of Economics, NYUAD
Ph.D. Georgetown University

Ted Chu was educated in economics in 1991 at Georgetown University. After working for the World Bank, he was chief economist of General Motors (1996–2010) and chief economist of the Abu Dhabi Investment Authority (2010–2013).

ANNA CIEZADLO
Visiting Professor of Journalism, NYUAD
B.A. Antioch College; M.A. New York University


ANDREW CLARK
French National Center for Scientific Research (CNRS) Research Professor, Paris School of Economics; Visiting Professor of Economics, NYUAD (not teaching 2013–14)
Ph.D. London School of Economics

Andrew Clark 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.”

JULES COLEMAN
Professor of Philosophy, NYUAD; Senior Vice Provost for Academic Planning and Professor of Philosophy, NYUNY
Ph.D. The Rockefeller University, M.S.L. Yale Law School

Jules Coleman is a philosopher and Senior Vice Provost at NYU. He has published widely in legal and political theory and in the philosophy of economics and the philosophy of social science more broadly. His main research has focused on the nature of law and the place of personal responsibility in the normative landscape.

DOUGLAS COOK
Assistant Professor of Mechanical Engineering, NYUAD
B.S. 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.

SCANDAR COPTI
Assistant Professor of Film and New Media, NYUAD
B.Sc. Technion, Israel Institute of Technology

Scandar is a Palestinian filmmaker whose debut full-length feature film “Ajami” (co-directed by Yaron Shani) won the Camera d’Or Special Mention and was nominated for the 82nd Academy Awards. Formerly a mechanical engineer, he has written, directed, and edited several fiction, documentary, and experimental short films. His video art projects were exhibited worldwide. Copti was part of the team that launched the Doha Film Institute where he headed the Education department and taught screenplay, directing, and working with non-actors.

CATHERINE CORAY
Associate Arts Professor, Tisch School of the Arts, NYUNY
B.A. State University of New York (Fredonia); M.F.A. City University of New York (Brooklyn)

Catherine Coray has been teaching acting at TSOA’s Experimental Theater Wing for twenty-two years. She is the director of hotINK at the LARK, an annual international play reading festival presented at the Lark Play Development Center, which
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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 macroeconometrics and experimental social choice. In 2009, he was part of two teams of economists to respectively receive National Science Foundation Grants.

GEORGI DERLUGUIAN
Associate Professor of Sociology, Northwestern University; Visiting Associate Professor of Social Research and Public Policy, NYUAD
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 the Times Literary Supplement listed among Books of the Year his monograph Bourdieu’s Secret Admirer in the Caucasus: A Biography in World-Systems Perspective.

CLAIRE DESPLAN
Silver Professor of Biology, NYUNY
B.A. École 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.

ERIC DICKSON
Associate Professor of Politics and Psychology, NYUNY

ALEX DONTOH
Professor of Accounting, Stern School of Business, NYUNY
B.S. 1991, University of Ghana; M.B.A. University of California (Berkeley); Ph.D. New York University
Alex Dontoh researches analytical and empirical issues in accounting and finance on the effects of mandated and discretionary accounting disclosures on capital markets and managerial decisions. He has published in a wide range of leading academic journals in accounting and finance and has served as a consultant to various corporations and government agencies.

TIMOTHY M. DORE
Associate Professor of Chemistry, NYUAD
B.S.C. Michigan University, North Carolina; Ph.D. Stanford University
Timothy Dore's scientific interests lie at the interface of chemistry and biology, creating new technology to study complex biological systems, especially the brain. After graduate work in synthetic organic chemistry in Paul Wender's laboratory, he completed postdoctoral training in Roger Tsien's laboratory at the Howard Hughes Medical Institute and the University of California, San Diego. He was a faculty member at the University of Georgia in the United States prior to joining NYUAD in 2012.

NICOLAS DROMEL
Researcher, the French National Center for Scientific Research (CNRS); Visiting Professor of Economics, NYUAD (not teaching 2013–14)
M.Sc. (DEA) Université de la Méditerranée (Aix-Marseille II); M.Sc. Université de la Méditerranée (Aix-Marseille II); Ph.D. Université de la Méditerranée
Nicolas Dromel is Associate Researcher at the Paris School of Economics and Lecturer at the Université Paris I Panthéon-Sorbonne. He previously was in residence at the University of California in Los Angeles as a visiting Fullbright-Lurcy scholar. His research is on macroeconomics, in particular the aggregate consequences of market imperfections, stabilization policies, and the determinants of productivity.

JED EMERSON
Visiting Professor of Leadership and Social Entrepreneurship, NYUAD (not teaching 2013–14) M.B.A. St. Mary's College (California); M.S.W., University of Denver (Colorado)
Jed Emerson is Executive Vice-President for Strategic Development with ImpactAssets, a nonprofit financial services firm offering information on impact investing to interested asset owners and creating impact investing products to the asset owner/impact fund market. He is a Senior Fellow with the Center for Social Investing at Heidelberg University (Germany) and Senior Advisor to The Sterling Group’s (a multi-family office based in Hong Kong). Emerson has held faculty appointments at Harvard, Stanford, and Oxford Business schools.

PAULA ENGLAND
Professor of Sociology, NYUNY
B.A. Whitman College; M.A., Ph.D. University of Chicago
Paula England’s research focuses on gender issues in labor markets, and on how changes in family life and sexuality are affected by the gender and class systems. England’s work on gender inequality often takes an interdisciplinary approach, fostering dialogue between sociologists, economists, demographers, and feminists. She is a past winner of the American Sociological Association’s Ruth Y. Jeffrey Award for career contributions to the study of gender, of the ASA Family Sections Distinguished Career Award, and was elected the Francis Perkins Fellow of the American Academy of Political and Social Science.

DEFNE EZGI
Visiting Assistant Professor of Political Science, NYUAD
B.A. University of California (Berkeley); M.A., Ph.D. New York University
Defne Ezgi focuses on international politics and international relations, with interests in secessionist movements, ethnic politics, and the social origins of nationalist intellectuals. Her forthcoming publications will explore the role of ethnic leadership and mobilization as well as the importance of federalism.

GLENNYS R. FARRAR
Collegiate Professor of Physics, NYUNY
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Glennys Farrar’s research focuses mainly on problems at the intersection of astrophysics, cosmology and particle physics such as ultrahigh energy cosmic rays, the nature of dark matter and dark energy, and the origin of the asymmetry between matter and antimatter. Major achievements include demonstrating that quarks are real—not just mathematical entities, pioneering the study of supersymmetry, finding the first optical stellar tidal disruption events, and determining the magnetic field of our Galaxy.

has featured new work from forty-five countries, and is a member of the Lark Play Development Center’s Artistic Cabinet, The Fence International Translation Network, and the League of Professional Theatre Women.

JOHN J. COUGHLIN
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A Franciscan priest since 1983, Professor Coughlin has taught at universities in New York, London, South Bend, and Rome. Among his teaching awards, his students have selected him as Professor of the Year on several occasions. In addition to teaching, he has practiced law, served in administrative positions, and been a trustee of hospital and college boards. His scholarship focuses on comparative religion, law, and ethics. His publications include dozens of articles and two books.

MAY AL-DABBAGH
Assistant Professor of Social Research and Public Policy, NYUAD
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May Ali-Dabbagh is a specialist on gender and globalization in the GCC and has researched and taught on the topic using social psychological, public policy, and feminist perspectives. She is published in English and Arabic in academic and policy outlets. Her current research interests include the psychology of globalization, gender and negotiation; and intersections of family formation and women’s work in the GCC. In 2011, she was honored as a Young Global Leader from Saudi Arabia by the World Economic Forum.

MARTIN DAUGHTY
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As a specialist in Ethnomusciology, Martin Daughtty 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 ethnohistory of musical listening practices in conflict zones, with a focus on Baghdad.
WALTER ZEV FELDMAN
Professor of Music, NYUAD
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Walter Zev Feldman is a leading researcher in Ottoman Turkish and Jewish music, and a performer specializing in the cimbal, the klezmer dulcimer, as well as the Ottoman tanbur. He has written extensively on Ottoman court music and is currently at work on a foundational study of klezmer music. A musician as well as a scholar, he performs and records Ottoman and klezmer music throughout the U.S., Europe, and the Middle East.

RAQUEL FERNANDEZ
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Raquel Fernandez has published research in various areas related to inequality, political economy, culture, and gender. Her latest work is on the relationship between divorce and female labor force participation and on explaining why married women obtained property rights. She teaches a Ph.D. course on inequality and the macroeconomy, and an undergraduate course on game theory.

KIT FINE
Silver Professor of Philosophy and Mathematics, University Professor
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Kit Fine works in the general areas of metaphysics, philosophy of language, philosophical logic, and philosophy of mathematics, although he has made contributions to computer science, economics, linguistics, and the history of philosophy. He has published a number of books, most recently Semantic Relationism (Blackwell) and Modality and Tense (Oxford University Press), as well as numerous papers. He is currently working on a version of situation semantics, which is intended 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.

MICHAEL J. GILLIGAN
Associate Professor of Politics, NYUNY
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Professor Gilligan has conducted research in international cooperation including trade policy, human rights, and international peacekeeping. He also has contributed to more general theories of international cooperation. Recently he has begun to question how states recover from civil conflict with the help of the international community and field research in Nepal, Cambodia, Sudan, and other countries. He teaches Introduction to International Politics and a seminar on Civil Wars and International Interventions.

MANU GOSWANI
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Manu Goswani is the author of Producing India: From Colonial Economy to National Space (Chicago, 2004) and has published articles on nationalism, political economy, historical methods, and internationalism in the American Historical Review, Comparative Studies in Society and History, Journal of Historical Sociology. She is an editor of Critical Historical Studies and on the editorial board of Public Culture.

GREG GRANDIN
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Greg Grandin is the author of a number of prize-winning books. Fordlandia: The Rise and Fall of Henry Ford’s Forgotten Jungle City (Metropolitan 2009) was a finalist for the Pulitzer Prize in History, as was his earlier book, The Long War: America and the Struggle against the Left (Basic Books 2009). Grandin’s other books include Return to Caligari: A Life in Argentina (2000), The Return of the Revolutionary: Latin America’s War Against Western Monopoly (2004), and The Era ofReaction: Latin America’s War Against the Left, 1980-2000 (2006). His most recent book is Henry Ford’s Forgotten Jungle City (Metropolitan 2009). He has been the recipient of a number of fellowships, including the John Simon Guggenheim Memorial Fellowship, and is a member of the American Academy of Arts and Sciences.

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Carlos Guedes is a Portuguese composer with a multifaceted activity whose work comprises music for ballet, theater, film, and interactive installations, aside from traditional concert music. As an educator, he had responsibilities in the creation and improvement of several academic programs in music composition and multimedia in Portugal. His research interests are in automatic music generation and interactive music systems. He co-founded the Sound and Music Computing group at INESC TEC.

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Kris Gausanul uses computational approaches to help model the residual forces and applied computational forces that help model the residual forces and applied computational forces. His focus is on the development of new models that help explain the complex behavior of the organism, the mosaics, and their many stages.
into Arabic). His current research focuses on theories of world literature, the Arabic novel, and Arab literary and cultural relations with the Americas.

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Bernard Haykel established the Oil, Energy, and the Middle East Project at Princeton University. His research focuses on modern Islamic political thought and reformist movements and he is completing a book on the history of the Wahhabi movement in Saudi Arabia from the 1950s to the present.

PETER HEDSTRÖM
Official Fellow of Nuffield College, Oxford University; Global Professor, NYUAD (not teaching 2013-14)
B.A. Stockholm University; M.A., Ph.D. Harvard University
Peter Hedström is 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 HELM RICH
Associate Professor of Practice, Film and New Media, NYUAD
B.A. Netherlands Film and Television Academy Leonard Retel Helmrich 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 for 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 studies prejudice from both the perspective of those who perpetuate prejudice and from those who experience it. Concerning the perpetrators of prejudice, he is interested in how language allows for acceptable forms of prejudice, an interest that began with his earlier work on symbolic racism. Concerning the victims of prejudice, he is developing a theory of stigma compensation, which focuses on the psychological consequences of being a devalued, second-class citizen in society.

PAUL HLEMORTA
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Using experimental methods and formal theory models, Pablo Hernandez-Lagos’ research addresses two fundamental aspects of economic organization: leadership and social welfare. In particular, his current work explores the role of leadership on competition, cooperation and growth. Prior to his doctoral studies, he also participated in the creation of Chile’s National Innovation Strategy.

STEPHANIE M. HILGER
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A scholar in comparative literature, Stephanie M. Hilger specializes in British, French, and German literatures from the 18th century to the present. She has published a book on 18th-century women writers and completed another one on gender performance during the French Revolution. Her current research focuses on the intersection of literature and medicine, particularly the representation of the doctor-patient relationship. She has also won several awards for her teaching.

SIMON HIX
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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 editor of the journal European Union Politics. In 2004 he won a Fulbright Distinguished Scholar Award.

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David Holland is a physical climate scientist who studies phenomena relating to the polar regions and their impacts on global climate. His current research focuses on the computer modeling of the interaction of the Earth’s ice sheets with ocean waters, and the acquisition and implementation of observational data for model improvements. He has published more than 50 peer-reviewed articles on polar environmental science. He was the past Director of the Center for Atmosphere-Ocean Science (CAOS).

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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 class-rooms throughout the English-speaking world, The American Intellectual Tradition (6th edition, 2006, co-edited with Charles Capper).

STEPHEN HOLMES
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Stephen Holmes previously has taught at Harvard, Princeton, and the University of Chicago. His fields of specialization include the history of liberalism, the disappointments of democratization after communism, and the difficulty of combating terrorism within the limits of liberal constitutionalism. He is the author of many books, including The Anatomy of Antiliberalism (1993) and The Matador’s Cape: America’s Reckless Response to Terror (2007).

PAULO LEMOS HORTA
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Paulo Lemos Horta is a scholar of world literature, currently interested in the cross-cultural collaborations that influenced A Thousand and One Nights, and the reception of the works of 16th-century Portuguese author Luis de Camoes, who lived in the Middle East and South Asia. He is co-editing a volume for the MLA series Approaches to Teaching World Literature. 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
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Paul Horwich’s contributions to philosophy have included a probabilistic account of scientific methodology, a unified explanation of temporally asymmetric phenomena, a deflationary conception of truth, a naturalistic use-theory of meaning, and a defense of Wittgenstein. He has been on the faculties of The Massachusetts Institute of Technology, University College London, and The Graduate Center of the City University of New York. His most recent books are Reflections on Meaning (2005), Truth-Meaning-Reality (2010), and Wittgenstein’s Metaphilosophy (2012).

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Jean Imbs is 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.

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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 effects 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) in the Department of Politics.

SEUNG-HOON JEONG
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Seung-hoon Jeong is author of Cinematic Interfaces: Film Theory After New Media (Routledge, 2013) and winner of Korea’s Cine21 Film Criticism Mecenat (2003) and winner of Al-Ucen Learning, Film Studies Dissertation Award (2012). He specialized in film theory in relation to diverse modes, areas, and periods of cinema. His current research on global cinema critically explores a variety of global phenomena and issues such as cosmopolitanism, catastrophe, network, and ecology in their cinematic representation.

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Xiao Xiao Jiao has taught Chinese at the college level in the United States for many years. Her areas of research include modern Chinese fiction, Chinese language pedagogy, cultural studies, and modern and classical Chinese poetry. She is the co-author of several textbooks and grammar books, all of which were designed for English-speaking learners. She has published academic articles on Chinese literature, Chinese language instruction, and many of her translated works have been published. Jiao has served as chief editor for a few academic journals.

BART KAHR
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Bart Kahr’s research group studies the growth, structure, and physical properties of crystalline, and complex materials with a particular emphasis on new methods of metrology with polarized light, and the interpretation of the interactions of light with complex media. Kahr is also particularly interested in the experimental history of chemistry and crystallography, that is those aspects of the development of science of can only be informed by contemporary laboratory experiments.

MUHAMMED OSMAN AL-KHALIL
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Muhammed 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.

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Sachin Khapli’s research deals with the development of nanoscale materials with novel mechanical and opto-electronic properties for applications in biomedical technologies. Prior to joining NYUAD, he worked as a post-doctoral scientist at the Center for Bio-Active Systems at NYU-POLY, where he established novel methodologies to separate multi-responsive microcapsules from biological building blocks. He obtained his Ph.D. from Rice University where his research focused on the synthesis of novel polymeric coatings that prevent bio-fouling and their applications in nanoscale drug delivery systems.

ELIAS KHOURY
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Elias Khoury is a Lebanese novelist, playwright, and critic, and serves as editor of the Mulhak, the weekly literary supplement of the An-Nahar in Beirut. Khoury is a public intellectual, who plays a major role in the Arabic cultural scene and in the defense of the liberty of expression and democracy.

His 1998 book, Gate of the Sun, received the Palestine Prize and was named Le Monde Diplomatique’s Book of the Year in 2000. His 2002 novel Yalo was shortlisted for the Best Translated Book Award for 2009.

JASON KING
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Jason King is an author, journalist, scholar, musician, DJ, record producer, songwriter, vocalist, manager, and branding consultant to artists, labels, and tech companies, and a live event curator and producer. He is a longtime contributing writer for publications like Vibe, The Village Voice, and The Los Angeles Times and the founding faculty member and Director of Music History and Criticism studies at The Clive Davis Institute of Recorded Music at NYUNY. Research interests include: popular music, celebrity, cosmopolitanism and geopolitics, the music business, entertainment marketing, studio production, and recording.

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Kluudo Kittanah 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 U.S.

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Perri Klass is the Director of the Arthur L. Carter Journalism Institute at NYU, and teaches in the Department of Pediatrics at NYU School of Medicine. She has written extensively about children, literacy, parenting, children’s health, and medical training. Her books include Treatment Kind and Fair: Letters to a Young Doctor, A Not Entirely Benign Procedure: Four Years as a Medical Student, and Baby Doctor: A Pediatrician’s Training.

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Matthew Kleban is a theoretical physicist working on string theory and early-universe cosmology, with research interests that include the quantum
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MARTIN KLIMKE
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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 and transnational history, and 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).

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Hans-Dieter Klingemann is Professor Emeritus of Political Science at the Free University of Berlin and Director emeritus of the Social Science Research Center Berlin. His recent publications include The Oxford Handbook of Political Behavior and The Comparative Policy Deletion Kit. Klingemann is a member of the German National Academy of Sciences and the Finnish Academy of Science and Letters. In 2011 he received the Lifetime Achievement Award of the European Consortium of Political Research.

ANTHONY KRONMAN
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Anthony Kronman teaches 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 Connecticut Bar Foundations. Since 2002, Kronman has served as Vice President of the Yale University Press Board of Governors.

KEVIN KUHLKE
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Kevin Kuhlke is an actor, director, and playwright. He has acted with many preeminent theater companies and directors including Robert Wilson and Anne Bogart. He has directed extensively in New York, regionally, and in Europe, and has taught master classes in acting and directing internationally for thirty years. He served as Chair of Tisch Drama from 2001-2008 and was the director of the Experimental Theater Wing from 1991-2001 where he produced over 100 productions.

MICHAEL LAVER
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Michael Laver is Dean for Social Science at NYUAD. An expert in 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
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John Leahy leading authority on macroeconomics, specializing in behavioral economics and economic theory. He considers the psychological side of consumerism, analyzing individuated, decision-making in open economies. He is a visiting scholar at the Federal Reserve Banks of New York and Philadelphia, and is a research associate at the National Bureau of Economic Research.

DAVID LEVERING LEWIS
Professor of History, NYUNY (not teaching 2013-14)
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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.

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Allen Li is interested in studying demographic phenomena and sociobehavioral processes. He examines the impact of divorce on children, investigates the causes and consequences of population aging (and related policy responses), and conducts experiments on justice and inequality. He has held positions at RAND Corporation and Academia Sinica.

PAUL C. LIGHT
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Paul Light is a leading expert on public policy and service, with special interests in non-profit management and government bureaucracy. In 2004 he helped launch 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 (Wiley, 2010).

BÉÀTRICE LONGUENESSE
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Béatrice Longuenesse has taught at the Ecole Normale Supérieure (Paris), the Sorbonne, the Université de Clermont-Ferrand (1981-1993), Princeton (1993-2004), and NYU (2004-present). Her publications include Kant and the Capacity to Judge (1996), Kant on the Human Standpoint (2005), Hegel’s Critique of Metaphysics (2006), and numerous articles on Kant and post-Kantian philosophy. Her current work focuses on issues of self-consciousness and self-reference.

SHEetal Majithia
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Majithia’s research and teaching focuses on theories of modernity; globalization; comparative post-colonial literature, film, feminism, 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 the visiting assistant professor of World Literature at the School of Humanities, Arts, and Cultural Studies at Hampshire College in Amherst, MA.

MICHAEL MANIATAKOS
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Starting as a computer scientist before expanding to electrical and computer engineering, Michail Maniatakos’s interests span from abstract computer science to hardware manufacturing. He has published in several research areas, including computer architecture, design and test, microprocessor reliability, and hardware security. He received the IEEE TTTC Gerald W. Gordon Award for exceptional service to the community, and won the Embedded System Challenge held at CFAW VIII, NYU-Poly in 2011.

JEFF MANZA
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Jeff Manza’s research is in the areas of social inequality, political sociology, and public opinion, and he teaches courses in these topics, often with an eye towards understanding how social and economic inequalities influence politics in the United States and in other democratic countries. Most recently, he is the co-author (with Christopher Uggen) of Locked Out: Felon Disenfranchisement and American Democracy (Oxford University Press, 2006), and (with Clem Brooks) Why Welfare States Persist (University of Chicago Press, 2007) and Whose Rights? Counterterrorism and the Dark Side of American Public Opinion (Russell Sage Foundation Press, 2013).

CAROL MARTIN
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B.A. University of Iowa; M.A., Ph.D. New York University
Carol Martin is known internationally for being among the first scholars to theorize the global phenomena of performance about real events. Martin has given keynote lectures on this subject and others in the U.K., Norway, and Germany. Her books include: Theatre of the Real, the
in collaboration with his partner, Jennifer McCoy, they create projects that explore their personal experiences with new technology, the mass media, and global consumer culture. His research integrates 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.

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**Maximilian Mihm**

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Diplom Economik, University of Heidelberg; M.A., Ph. Before joining NYUAD, Maximilian Mihm’s research focuses on the economic implications of uncertainty. He has worked on individual decision making under ambiguity, as well as the consequences of ambiguity aversion for risk-sharing in financial markets. He is also interested in social networks, and has studied the implications of private information on cooperative behavior in social networks.

**Amir Minsky**

Faculty Fellow, NYUAD

B.A., M.A. Tel Aviv University; Ph.D. University of Pennsylvania

Amir Minsky specializes in modern European intellectual and cultural history. His research interests concern the global impact of the French Revolution and the Franco-German exchange during the Revolutionary Era, the transnational history of emotions in late 18th and 19th-century Europe, and the intersections of aesthetics, nationalism, and violence in German political culture. He is currently at work on a book that deals with the emergence and development of German politicized sentimentalism, 1780-1848.

**Lauren Minsky**

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Lauren Minsky’s research integrates labor 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.

**Philip Mitsis**

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Phillip Mitsis works on Greek epic and tragedy as well as in ancient philosophy and its reception in Byzantium and the early modern period. He has taught a wide variety of humanities courses at NYU that focus on ancient, medieval, and modern philosophical, historical, and literary texts. He is also interested in music and serves as the Academic Director of the American Institute of Verdi Studies.

**Philippe de Montebello**

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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 the only fourth individual to have won both the arts and humanities medals.

**Ann Morning**

Associate Professor of Sociology, NYUAD

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.
WOLFGANG NEUBER
Professor of Early Modern German and Neolatin Literature, Free University, Berlin; Visiting Professor: NYUAD, NYUAD Ph.D. Habilitation, University of Vienna
Wolfgang Neuberg takes an interdisciplinary approach to the history of rhetoric, travel accounts, and mnenomics 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, NYUNY
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 the Center for Technology and Economic Development at NYUAD, and he helped shape the study abroad program in Ghana.

JOHN O’BRIEN
Visiting Assistant Professor in Social Research and Public Policy, NYUAD
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John O’Brien is a sociologist who uses qualitative methods to study religion, culture, and identity in contemporary societies, with a focus on Islam and young Muslims. He teaches courses on religion in social life, Islamic societies, and ethnographic methods. His research on young Muslims in the U.S. has been published in Social Psychology Quarterly and Poetics: The Journal of Empirical Research in Culture.

SANA ODEH
Clinical Associate Professor of Computer Science, Courant Institute of Mathematical Sciences, NYUNY
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. Odeh advises Courant’s Women in Computing and the Annual New York City Girls Computer Science and Engineering Colloquium.

MO OGRODKIN
Associate Professor, Tisch School of the Arts, NYUNY; Director, Houwei Project, NYUAD
B.A. Harvard University; M.F.A. Columbia University
An Associate Professor of Film and Television at NYU’s Tisch School of the Arts, Mo Ogrodkin 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 Ku Klux Klan. 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 her new film, Deep Powder was released in 2013.

DAVID OSHINSKY
Jack S. Blanton Chair in History at the University of Texas; Distinguished Scholar in Residence, NYUNY
B.S. Cornell University; M.S. Cornell University; Ph.D. Brandeis University
David Oshinsky is a professor of history at NYU and director of the Division of Medical Humanities at the NYU School of Medicine. His book, Polio: An American Story, won the Pulitzer Prize for History and influenced Bill Gates to make polio eradication the top medical priority of the Bill and Melinda Gates Foundation. Professor Oshinsky’s reviews and essays appear regularly in The New York Times and other international publications.

CHRISTOPER PAIK
Assistant Professor of Social Sciences, NYUAD
B.Com. University of British Columbia; M.A. University of Toronto; Ph.D. Stanford University
As a political economist, Christopher Paik specializes in the study of institutions, ethnicity, and violence from both historical and contemporary perspectives. His current research involves various topics including long-run determinants of economic growth, sources of enduring cultural differences, and the application of geo-spatial statistics to the study of socioeconomic processes.

ROBERT PARTHESIUS
Associate Professor in the Historical Archaeology of the European Expansion, University of Leiden; Visiting Professor of Heritage Studies, NYUAD
M.A. University of Amsterdam; Ph.D. University of Amsterdam
Robert Parthesius is Director of the CIE Centre for International Heritage Activities and Associate Professor at the University of Leiden. His research is on Historical-Archaeology and the material culture of the European Expansion. He is involved in international cooperation programs in Asia and Africa on maritime archaeology and shared cultural heritage of the colonial period.

CYRUS R.K. PATELL
Associate Professor of English, NYUNY
B.A., M.A., Ph.D. Harvard University
A specialist in 19th- and 20th-century American literature and culture, Cyrus Patel is an authority on contemporary American culture and ideology that has been shaped by its literary, cultural, sociological, and political past. Currently, Patel 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.

OLIVER PAULUIS
Associate Professor of Mathematics, Courant Institute of Mathematical Sciences, NYUNY
B.S. Universite Catholique de Louvain (Belgium); Ph.D. Princeton University
Oliver Pauluis is an expert on the physical and mathematical modeling of the atmosphere. His research focuses on the interplay between the hydrological cycle, weather, and climate. He is affiliated with the Center for Prototype Climate Modeling at the NYUAD Research Institute, which is dedicated to the development of new mathematical methods for studying climate change.

NATHALIE PEUTZ
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.

RUBEN POLENDO
Associate Professor of Theater, NYUAD
B.S. Trinity University; M.A. Lancaster University; M.F.A. University of California (Los Angeles)
Ruben Polendo is a director and playwright focused on different traditions of the world stage. He is the founder of the New York-based Theater Mitu, which researches world theater performance traditions and incorporates them into performances of original and established works. His own research and teaching interests emphasize “whole theater,” the rigorous exploration of the visual, aural, emotional, intellectual, and spiritual tenets of performance.

MAURICE A. POMERANTZ
Assistant Professor of Literature, NYUAD
B.A., M.A., Ph.D. University of Chicago
Maurice Pomerantz’s research focuses on Arabic literature, literary performance, and comparative approaches to the study of premodern literatures. He is particularly interested in exploring the ways that economics, politics, and geography inform the reading of literary texts. Prior to his appointment at NYUAD, he taught for four years in the department of Middle Eastern and Islamic Studies (MEIS) at NYU.

MARY POOVEY
Samuel Rudin University Professor of the Humanities and Professor of English, NYUNY (not teaching 2013-14)
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.

GOFFREDO PUCETTI
Visiting Assistant Professor of Visual Arts, NYUAD
Goffredo Puccetti is a graphic designer and visual communications consultant. His area of expertise is in corporate identity and branding. His recent interests are in the interactions of visual communications with policy and decision making processes.

MICHAEL PURUGGANAN
Dean for Science, Faculty of Arts and Science, Dorothy Schiff Professor of Genomics, and Professor of Biology, NYUNY
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
Associate Professor of Mathematics, University of Evry (France); Visiting Professor, NYUAD
B.A. Versailles, Ecole Polytechnique (France); M.Sc. Université Paris VI; M.Sc. Université Paris VI; Ph.D. Université Paris VI
In addition to pursuing research in the field of directional Statistics, Jean-Renaud Pycke 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.

LIINA PYLKKÄNEN
Associate Professor of Linguistics and Psychology, NYUNY
M.A. University of Pittsburgh; Ph.D. Massachusetts Institute of Technology
Liina Pylkkänen studies the brain basis of language processing, with a focus on semantics. She employs magnetoencephalography (MEG) to investigate the integrative processes that construct the complex meanings of natural language. MEG measures the magnetic fields generated by neuronal currents and offers the best combination of temporal and spatial resolution among extant noninvasive brain imaging techniques. Liina Pylkkänen is a co-director of two NYU MEG facilities, one on Washington Square and one in Abu Dhabi.

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 has worked on the topic of intersubjectivity. In addition, she is working on the role of social context and meaning in the understanding of action. Her research interests are in the historical development of psychology and its relation to various fields of knowledge.

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 institutions. Much of his work focuses on developing and applying novel methodological techniques to the study of legislative voting behavior, organizational politics, and voter behavior. Ramey is currently working on survey research that will help scholars to understand the conditions under which American legislators deviate from or adhere to the policy preferences of their constituents. Additionally, he is working on a co-authored book manuscript on how environmental NGOs ideologically reposition themselves in search of foundation grant money.

ROMAIN RANCIÈRE
Associate Professor of Economics, Paris School of Economics; Visiting Professor of Economics, NYUAD
M.A. Paris School of Economics; M.Sc. ENPC-Paris Tech; Ph. M. Paris School of Economics
In addition to his position at the Paris School of Economics (PSE), Romain Rancière is a Research Affiliate of the CEPR (London) and the Scientific Director of the Bank of France (BCEP). His research focuses on financial integration 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.

DEBRAJ RAY
Silver Professor and Professor of Economics, NYUNY (not teaching 2013-14)
B.A. University of Calcutta; M.A., Ph.D. Cornell University
Debaj Ray works in the areas of development economics and game theory. He is a Fellow of the Econometric Society and a Guggenheim Fellow. He received the Dean's Award for Distinguished Teaching at Stanford and the Gittler Award for Teaching Excellence at Boston University. He holds an honorary degree from the University of Oslo, and is a co-editor of the American Economic Review.

MALLORY ROBERTS
Visiting Assistant Professor of Physics, NYUAD
B.S. Sonoma State University; M.S., Ph.D. Stanford University
Mallory Roberts uses X-ray and radio telescopes to study sources of gamma-rays in the galaxy. Roberts has led surveys that have discovered some of the most interesting examples of these objects and has written review articles on pulsar wind nebulae and eclipsing binary pulsars.

RONALD ROGOWSKI
Professor of Political Science, University of California (Los Angeles); Visiting Professor of Political Science, NYUAD
B.A. University of Nebraska; Ph.D. Princeton University
Ronald Rogowski served as Editor-in-Chief of the American Political Science Review between 2007 and 2012, and is the author of Commerce and Coalition and co-author of the recent Electoral Systems and the Balance of Consumer-Producer Power. In 1994, he was elected a Fellow of the American Academy of Arts and Sciences. His current research focuses on issues of international political economy, both current and historical, and on the link between domestic inequality and foreign-policy aggressiveness.

B. PETER ROSENDOFF
Professor of Politics, NYUNY
B.Sc., B.A. (Hons) 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 Journal of Politics and has held grants from the National Science Foundation and the Japan Foundation, among others. Research interests include human rights, the World Trade Organization, political economy of terrorism, bilateral trade, and investment treaties.

GILLES SAINT-PAUL
Professor of Economics, University Toulouse I; Visiting Professor of Economics, NYUAD
Dipl.-Ing. École Polytechnique; Dipl.-Ing. École Nationale des Ponts et Chaussées; Ph.D. Massachusetts Institute of Technology
Gilles Saint-Paul has worked as a consultant for the IMF, the World Bank, the European Commission, and the British, Portuguese, Spanish and Swedish governments. In 2007, he was awarded the Yrijahn Award from the European Economic Association. His research interests are economic growth, income distribution, political economy, labor markets, unemployment, and fiscal policy.

KOUROSH SALEHI-ASHTIANI
Associate Professor of Biology, NYUAD
B.S. M.A., San Francisco State University; Ph.D. Northwestern University
Kourosh Salehi-Ashtiani is a systems biologist studying unicellular algae species. He has pioneered a number of combinatorial and large-scale method- ologies, culminating in the development of a constructed gene annotation and metabolic network modeling platform. His laboratory is engaged in developing methodologies for link enrichment and enrichment of conditions to decipher genotype-phenotype relationships, define metabolic regulatory networks, and carry out metabolic engineering experiments towards improving algal biomass composition for biofuel
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?

SANDI SISSEL
Associate Arts Professor; Head of Cinematography, Tisch School of the Arts, NYU NYU
B.F.A., Southern Methodist University
Sandi Sissel, ASC, has served as Director of Photography on over 100 motion pictures, television series and documentaries. Among them are Salaam Bombay which received the Camera D’Or, Emmy winners Wonder Years and Drug Wars, BAFTA winners The Endurance and Chicken Ranch plus Oscar winner Master and Commander. She received the Kodak Crystal Award for lifetime achievement in 1994 and is a member of the American Society Of Cinematographers and the Academy Of Motion Picture Arts and Sciences. Sandi Sissel presently serves as Head of Cinematography in the graduate film program at New York University.

HAROLD P. SJURSEN
Professor of Philosophy and Global Ethics, NYU Polytechnic Institute
B.A. St. Olaf College, M.A., Ph.D. Graduate Faculty New School for Social Research
Harold Sjursen’s research and teaching focuses on problems of technology and ethics in the context of comparative philosophy and global studies. He is a member of the American Philosophical Association, Association for Asian Studies, and an elected full member the Columbia University Seminar on Neo-Confucian Studies. He has previously held teaching or research appointments at Augustana College, University of Chicago, University of Iowa, Pace University, and the New School for Social Research.

ROY C. SMITH
Kenneth Langone Professor of Finance, Stern School of Business, NYU NYU

SHAFER SMITH
Associate Professor of Mathematics and Atmospheric Ocean Science, Courant Institute of Mathematical Sciences, NYUNY (not teaching 2013-14)
B.S. University of Indiana; Ph.D. University of California (Santa Cruz)
Shifer Smith is a faculty member of the Center for Atmosphere Ocean Science, a unit of the Courant Institute of Mathematical Sciences in New York. His research is focused on large-scale turbulence in planetary fluids, particularly Earth’s oceans and atmosphere. A major goal of his work is to increase our understanding of how such turbulent motions transport heat and other constituents, and to improve the representation of these processes in global climate models.

WERNER SOLLORS
Henry B. and Anne M. Cabot Professor of English and of African American Studies, Harvard University; Visiting Professor of Literature, NYUAD D.Phil, Freie Universität Berlin (Germany)
Werner Sollors is 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).

DRIS SOULAIMANI
Clinical Assistant Professor of Arabic, NYUAD.
B.A. Hassan II University - Morocco; M.A. Wayne State University; Ph.D. University of California (Los Angeles)
Driz Soulaimani spent the last ten years teaching Arabic at multiple institutions including Middlebury College, Brown University, and UCLA, where he received the Distinguished Teaching Award in 2011. His research interests include Arabic language teaching and testing, discourse analysis, and language ideologies.

KARTIK SRINEEVASAN
Assistant Professor of Psychology, NYUAD
B.A. Yale University; Ph.D. University of Pennsylvania
Kartik Sreenivasan’s overarching research aim is to understand the neurobiological mechanisms that support the ability to form and carry out goals. His work focuses on the dynamic and flexible neural coding of short-term memory representations, as well as the networks involved in keeping memory representations robust to interference. To study these phenomena, Sreenivasan employs a multimodal approach that includes methods such as functional magnetic resonance imaging (fMRI), human electrophysiology, and transcranial magnetic stimulation (TMS).

ENNIO STACCHETTI
Professor of Economics, NYUNY (not teaching 2013-14)
B.A. Universidad de Chile (Chile); M.A., Ph.D. University of Wisconsin
Ennio Stacchetti’s research interests include Economic Theory and Game Theory. His contributions to the theory of repeated games are widely used by scholars working on strategic dynamics in macroeconomics and industrial organization. A Fellow of the Econometric Society, he has been a member of the faculty at Stanford University and the University of Michigan.

HEIDI STALLA
Director of the Writing Program, NYUAD
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.

ROBERT STAM
University Professor, Cinema Studies, Tisch School of the Arts, NYU
M.A. Indiana University; Ph.D. University of California (Berkeley)
Robert Stam is University Professor at New York University, with a Ph.D. in Comparative Literature from University of California (Berkeley). Among his publications are: Francois Truffaut and Friends (2006); Literature through Film (2005); Film Theory: An Introduction (2000); Tropical Multiculturalism (1997); Subversive Pleasures (1989); Reflexivity in Film and Literature (1985), and with Ella Shohat) Unthinking Eurocentrism (1994), and most recently: Race in Translation: Culture Wars around the Postcolonial Atlantic (2012). His work has been translated into 17 languages, and he has received Fulbright, Guggenheim, and Rockefeller Grants, and fellowship-residencies at Bellagio and the Davis Center for Historical Studies at Princeton. He has taught in France, Brazil, and Tunisia as well as Abu Dhabi.

JUSTIN STEARNS
Assistant Professor of Arab Crossroads Studies, NYUAD
B.A. Dartmouth College; Ph.D. Princeton University
Justin Stearns is a historian of the pre-modern Islamic world, focusing on theology and law, science and medicine, ethics, Iberia, and North Africa. At NYU he teaches classes dealing with the pre-modern history of the Middle East as a core course, plus a course on science and religion.

CATHERINE R. STIMPSON
University Professor and Dean Emerita, Graduate School of Arts and Sciences, NYUNY
B.A. Bryn Mawr College; B.A., M.A. University of Cambridge; Ph.D. Columbia University; hon. D.H.L., Hum. D., L.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 Center for the Study of the Family at New York University. She is the author of countless articles and a number of books, including six volumes of the feminist cultural history series From Quaint to Queer: Women’s Studies and the Body, published by the University of Illinois Press.

EILEEN M. SULLIVAN-MAX
Dean and Erinne Perkins McGriff Professor, NYUNY
B.S.N. University of Pennsylvania; M.S. University of Rochester; Ph.D. University of Pennsylvania

Eileen M. Sullivan-Max is Dean, New York University College of Nursing. A distinguished nursing leader, educator, and clinician, she is known for research and innovations in primary care, sustaining models of care using advanced practice nurses locally and globally, and developing aging health policy.

MARK SWISLOCKI
Assistant Professor of History, NYUAD
B.A. Reed College; M.A., Ph.D. Stanford University
A cultural historian specializing in Chinese history, Swislocki is the author of Culinary Nostalgia: Regional Food Culture and the Urban Experience in Shanghai (Stanford, 2004). His 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.
John Torreano is a visible and active member of the New York art community. His work has been featured at recent one-person exhibitions at Carl Solway Gallery, Contemporary Arts, and in many museums and galleries including the Museum of Modern Art, the Whitney Museum of American Art, the Corcoran Gallery in Washington, and the Indianapolis Museum of Fine Arts. He has received numerous grants including a Nancy Graves Foundation Grant, a John Simon Guggenheim Memorial Foundation Fellowship, and National Endowment for the Arts Fellowships. He has recently published Drawing By Seeing (2007) and Dark Matters Everywhere (2013).

GODFRIED TOUSSAINT
Research Professor of Computer Science, NYUAD
B.Sc. Tsila University, M.A. Sc., Ph.D. University of British Columbia
Godfried Toussaint researches pattern recognition, information theory, computational geometry, algorithms, machine learning, and computational music. He has won several prestigious awards, including a Killam Fellowship from the Canada Council for the Arts and a Radcliffe Fellowship from Harvard University. He is the editor of various scholarly journals, and the founder of several annual conferences on computational geometry. Toussaint is the author of The Geometry of Musical Rhythm (Chapman & Hall: CRC Press, 2013).

YESIM TOZAN
Research Assistant Professor, Steinhardt School of Culture, Education, and Human Development, NYUAD
B.Sc. Istanbul Technical University (Istanbul, Turkey); M.Sc. Bogazici University (Istanbul, Turkey); M.A., Ph.D. Princeton University
Yesim Tozan’s research interests include global health, with a focus on infectious tropical disease prevention and control, and explore the economics of health care interventions and the issues of health care resource allocation in low- and middle-income countries through disease modeling and cost-effectiveness analysis. She is currently leading a health economics work package in a European Union-funded research project on dengue surveillance and control.

ALI TRABOLSI
Assistant Professor of Chemistry, NYUAD
B.Sc. Lebanese University; M.S., Ph.D. University of Strasbourg
While completing 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 went on to Northwestern University, where he focused on the synthesis and the 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
(not teaching 2013–14)
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 TSISHCHANKA
Clinical Assistant Professor of Mathematics, NYUNY
(2013–14)
B.S., M.S. Belarusian State University; Ph.D. National Academy of Sciences (Belarus)
Kirył Tsishchanka’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
B.A. Harvard University; M.I.S. University of Birmingham; M.A., Ph.D. Harvard University
Joshua Tucker studies in comparative politics, specifically the regions of Eastern Europe and the former Soviet Union. He is currently focused on the development of post-communist party systems and the effects of communist (and pre-communist) era legacies on political values and behavior in post-communist countries.

EVELYN (TIMMIE) BIRGE VITZ
Professor of French, Affiliated Professor of Comparative Literature, Medieval & Renaissance Studies, and Religious Studies, NYUNY
B.A. Smith College; M.A. Middlebury College; Ph.D. Yale University
Evelyn Vitz, a specialist in medieval French literature, publishes widely on performance and on the role of emotions in medieval narrative. Recent and forthcoming books: Medieval and Early Modern Performance in the Eastern Mediterranean and Performing Medieval Narrative. She co-directs two performance websites: “Performing Medieval Narrative Today: A Video Showcase” (www.nyu.edu/pmmt) and “Arthurian Legend Performed” (http://vimeo.com/ArthurPerform). She co-organized, with Maurice Pomerantz, a conference on “Court and Performance in the Pre-Modern Middle East” at NYUAD in spring 2012, and they are organizing a similar event in 2013.

THIERRY VERDIER
Associate Chair, Ecole des Ponts - ParisTech Visiting Professor of Economics, NYUAD
(not teaching 2012–13)
Ph.D., Ecole des Hautes Etudes en Sciences Sociales (EHESS)

TYLER VOLK
Professor of Biology, NYUNY
B.S. University of Michigan (Ann 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 and its clearly convey its integral role in global climate change.

JOANNA WALEY-COHEN
Professor of History, NYUNY (not teaching 2013–14)
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 cultural change in early modern China.
The founding of New York University in 1831 by a group of eminent private citizens was an historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of NYU intended to enlarge the scope of higher education to meet the needs of individuals aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. Since its inception, NYU 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 and international centers in twelve cities. 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. And in 2013, NYU Shanghai opened its doors, becoming NYU’s third degree-granting campus.

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
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 touch (and can occur in) the most dynamic idea capitals of the world.

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

**NYU GLOBAL ACADEMIC CENTERS**

The NYU campuses in Abu Dhabi, New York, and Shanghai are anchors of a global network university. Students from NYU Abu Dhabi have the opportunity to study at NYU New York, NYU Shanghai and at NYU’s global sites. Each academic center offers courses in the local language, history, and culture, academic lectures by distinguished faculty, and co-curricular activities to explore the region meet local students and figures, and use new language skills.

**NYU Accra (Ghana)**

The program at NYU 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 Berlin (Germany)**

At NYU 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 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 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 Florence (Italy)**

Housed in Renaissance villas on a stunning hilltop estate, NYU 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 London (England)**

NYU 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 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 Madrid curriculum is characterized by its variety and flexibility, allowing students from many majors to craft programs that meet their intellectual interests and academic needs. Course offerings span the disciplines and explore the many facets of Spain’s history that connects it to Europe, Latin America, Islam, North Africa, and the Mediterranean. Students proficient in Spanish may also enroll in selected courses at the Universidad Autonoma de Madrid.

**NYU New York (U.S.)**

NYU New York is now one of the largest private universities in the United States. The university, which has no walls and no gates, is deeply intertwined with New York City, drawing inspiration from its vitality. 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.
The dizzying pace of growth and change volunteering opportunities abound. Students at NYU Prague students come to understand the Chinese past and a close-up look at the future now being built. Courses on various aspects of Chinese culture and society, among others.

NYU Paris (Czech Republic)
At NYU Prague students come to under-stand what it means for a country to completely reposition itself on the global stage in the space of 20 years. Courses explore the cultural and political transition from authoritarian rule to democracy; some are taught by the very architects of this transition. Other courses cover the broad sweep of Czech history and culture: its legacy as a medieval power center, its role in European modernism, its rich heritage of art, music, literature, and society, among others.

NYU Tel Aviv (Israel)
NYU Tel Aviv is for students who are motivated to understand the complexity of our world. The program embraces journalism, economics, 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.

NYU Washington, D.C. (U.S.)
No global network would be complete without a location in Washington, D.C., home to 174 embassies, headquarters of international policy-making bodies, and seat of the U.S. federal government. Internships allow for concentrated study and research in an array of subjects, from public policy to political science to art history.
**WELCOME CENTER IN ABU DHABI**

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

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**NYUAD IN NEW YORK CITY: 19 WASHINGTON SQUARE NORTH**

From its prestigious location in Greenwich Village, 19 Washington Square North (WSN) is the gateway to NYU Abu Dhabi at Washington Square. It is an information center for visitors interested in 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 as well as other NYU sites 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

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**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

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**MAILING ADDRESS**

New York University Abu Dhabi
P.O. Box 129188
Abu Dhabi United Arab Emirates

**TELEPHONE**

From outside the U.A.E.:
+971 2 628 4000
1. Dial the international exit code for the country you are dialing from
2. Dial the U.A.E. country code: 971
3. Dial the city code and the NYUAD local number: 2 628 4000

From within the U.A.E.:
0 2 628 4000
NYU Abu Dhabi Administration

Vice Chancellor .......................................................... Al Bloom
Provost ................................................................. Fabio Piano
Deputy Vice Chancellor ............................................ Hilary Ballon
Senior Vice Provost ................................................ Ron Robin
Chief Information Officer ......................................... Yousif Asfour
Associate Vice Chancellor, Global Education and Outreach .......... Carol Brandt
Associate Vice Chancellor, Finance and Planning, and Campus Finance Officer ........................................ Peter Christensen
Director, Library .................................................... Virginia Danielson
Vice Provost, Intellectual and Cultural Outreach ...................... Reindert Falkenburg
Vice Provost, Academic Administration ................................ Charles Grim
Vice Provost, Institute Public Programming ........................ Philip Kennedy
Assistant Vice Chancellor, Human Resources ......................... Sunil Khambaswadkar
Vice Provost, Research Administration and University Partnerships; Managing Director, NYUAD Research Institute .......... David McGlennon
Associate Vice Chancellor, Admissions and Financial Support ...... Linda Mills
Special Advisor to the Vice Chancellor, Science and Technology ................ Katepalli Sreenivasan
Dean of Students .................................................... David Tinagero
Dean of Arts and Humanities ....................................... Judith Miller
Dean of Engineering .................................................. Sunil Kumar
Dean of Science ....................................................... David Scicchitano
Dean of Social Science ................................................ Ivan Szelenyi
President of New York University .................................. John Sexton
Important Contacts

OFFICE OF THE DEAN OF STUDENTS

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Assistant Dean of Students and Director of the Career Development Center
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Vice Provost, Academic Administration
Charles Grim . charles.grim@nyu.edu
University Registrar and Director of Student Information Systems
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HEALTH AND WELLNESS

Director of Health and Wellness Center
Dr. Birgit Pols . birgitpols@nyu.edu
NYUAD Health and Wellness Center . nyuad.healthcenter@nyu.edu
NYUAD After Hours . 056 685 8111
NYUAD After Hours Counselor . 056 685 8444
NYUAD Wellness Exchange . 02 628 5555 (24 hrs)
wellness.exchange@nyu.edu

ABU DHABI HOSPITALS

Al Noor Hospital . 02 626 5265
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

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OFFICE OF GLOBAL EDUCATION

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CAMPUS SAFETY AND TRANSPORTATION

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Security Supervisor
Norca Vincent . norca.vincent@nyu.edu
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IN THE CASE OF AN EMERGENCY

Emergency Police/Fire/Ambulance . 999
NYU Wellness Exchange . 02 628 5555 (24 hrs)
Security Helpdesk . 02 628 4402 (24 hrs)
Welcome Center in Abu Dhabi
NYU Abu Dhabi Downtown Campus
PO Box 129188
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