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.
Welcome from Vice Chancellor Alfred H. Bloom

Welcome to NYU Abu Dhabi!

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 preparing wise and effective 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 students are drawn from among the world’s best. They are bright, intellectually passionate, committed to maintaining on campus a student community anchored in mutual respect, understanding and care, and resolved to invest their talents along whatever paths of life they choose to advancing a more informed, productive, just, united and peaceful world.

Our faculty are scholars, researchers, and artists of extraordinary professional distinction, and at the same time accomplished teachers, dedicated to supporting and challenging their students and to transforming them into intellectual colleagues.

The curriculum builds from an innovative cross-disciplinary base (the Core), through 22 rigorous majors, towards a full-year independent (Capstone) project. It is supplemented by opportunities for research with faculty working at the frontiers of their disciplines, by exiting opportunities for community engagement both in Abu Dhabi and around the globe, and by substantial international experience made possible across NYU’s global network of sites.
In addition, the comprehensive NYUAD educational experience prepares students to construct bridges of common understanding and purpose across human divides, equips them with the intellectual and ethical foundations to set priorities for themselves and the world, and readies them to begin to chart their own paths toward realizing of those priorities.

The liberal arts college at NYUAD lies at the heart of an international center of research, scholarship, and artistic advance, at once vitally linked to NYU New York and NYU’s global network and positioned to draw on the insights, ideas, and perspectives of this rapidly evolving century.

I am convinced that no other undergraduate institution brings a greater sense of the joy and possibility of the finest liberal arts education or better prepares for leadership of the professions, institutions and societies of our global world. With great pride in the success that NYUAD has already achieved along its historic course, I look forward to our fifth remarkable year, our first year on our new magnificent Saadiyat campus.

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 110 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 NYU Abu Dhabi, NYU New York, 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.

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.

As Abu Dhabi’s first American-style, comprehensive, liberal arts and sciences research university, NYUAD is a force for social and educational progress and intercultural understanding. The dynamic relationship between NYU’s campuses in New York, Shanghai, and Abu Dhabi links our cities as idea capitals, where world-class universities support a rich and nuanced public sphere, propel innovation, and educate leaders and citizens of the world.
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 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. Many NYU graduate and professional schools offer scholarships for which NYUAD students may apply. 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. 282–301.

Dual Degree Programs

In select fields, NYUAD students are able to gain early admission to master’s degree programs offered at NYUNY and NYU Polytechnic School of Engineering. Following completion of the bachelor’s degree 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 NYU Polytechnic School of Engineering. See pp. 178 for information about the M.P.A., and pp. 252 for information about the M.S.
Basic Information
NYUAD offers a core curriculum, 22 majors, numerous multidisciplinary and disciplinary concentrations, pre-professional courses, and electives in a variety of fields. As the student body and faculty grow, new courses are developed to reflect student interests. 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 have an extensive choice of courses in all disciplines and be able to fulfill all requirements.
**CORE CURRICULUM**

Pathways of World Literature  
Structures of Thought and Society  
Art, Technology and Invention  
Ideas and Methods of Science

**MAJORS**

**Arts and Humanities**  
Art and Art History  
Film and New Media  
History  
Literature  
Music  
Philosophy  
Theater

**Social Science**  
Economics  
Specializations: Finance, Theory  
Political Science  
Social Research and Public Policy

**Science and Mathematics**  
Biology  
Specialization: Brain and Cognitive Science  
Chemistry  
Specialization: Biochemistry  
Computer Science  
Mathematics  
Physics  
Psychology

**Engineering**  
General Engineering  
Civil Engineering  
Computer Engineering  
Electrical Engineering  
Mechanical Engineering

**Multidisciplinary Programs**  
Arab Crossroads Studies

**CONCENTRATIONS**

**Multidisciplinary**  
The Ancient World  
Arab Crossroads Studies  
The Environment  
Interactive Media  
Peace Studies  
Urbanization

**Disciplinary**  
Anthropology  
Applied Mathematics  
Art History  
Art Practice  
Arabic  
Computer Science  
Creative Writing  
Film and New Media  
Economics  
Engineering  
History  
Literature  
Music  
Natural Sciences  
Philosophy  
Political Science  
Psychology  
Social Research and Public Policy  
Theater

**PRE-PROFESSIONAL COURSES**

Business and Organizational Studies  
Education  
Journalism  
Law  
Leadership and Social Entrepreneurship  
Museum and Cultural Heritage Studies  
Premedical and Health Studies
# Academic Calendar

## ORIENTATION

August 26–30 (Tues. to Sat.)  
First Year Marhaba (Student Orientation)

## FALL SEMESTER I

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31 (Sunday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September 4 (Thursday)</td>
<td>Add deadline for 7-week courses</td>
</tr>
<tr>
<td>September 9 (Tuesday)</td>
<td>Drop deadline for 7-week courses</td>
</tr>
<tr>
<td>September 11 (Thursday)</td>
<td>Add deadline for 14-week courses</td>
</tr>
<tr>
<td>September 18 (Thursday)</td>
<td>Drop deadline for 14-week courses</td>
</tr>
<tr>
<td>September 30 (Tuesday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>October 5-9 (Sun. to Thurs.)</td>
<td>No classes: Eid al-Adha and Fall Break</td>
</tr>
<tr>
<td>October 23 (Thursday)</td>
<td>Last day of classes for 7-week courses</td>
</tr>
<tr>
<td>October 24 (Friday)</td>
<td>No classes: Al-Hijra/Islamic New Year</td>
</tr>
<tr>
<td>October 26 (Sunday)</td>
<td>Final Exams for 7-week courses</td>
</tr>
</tbody>
</table>

## FALL SEMESTER II

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>October 27 (Monday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>October 30 (Thursday)</td>
<td>Withdrawal and change of grading basis deadline for 14-week courses</td>
</tr>
<tr>
<td>November 2 (Sunday)</td>
<td>Add deadline for 7-week courses</td>
</tr>
<tr>
<td>November 26 (Wednesday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>November 29 (Saturday)</td>
<td>Special Tuesday classes</td>
</tr>
<tr>
<td>December 2 (Tuesday)</td>
<td>No classes: UAE National Day holiday</td>
</tr>
<tr>
<td>December 14 (Sunday)</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 15 (Monday)</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December 16 (Tues. to Thurs.)</td>
<td>Final Exams</td>
</tr>
<tr>
<td>December 20 (Saturday)</td>
<td>Final Exams</td>
</tr>
<tr>
<td>December 21 (Sunday)</td>
<td>Winter Break begins</td>
</tr>
</tbody>
</table>

## WINTER BREAK

Winter Break and Prophet Mohammed’s Birthday

## JANUARY TERM IN ABU DHABI AND NYU GLOBAL SITES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January 5 (Monday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 10 (Saturday)</td>
<td>Course withdrawal deadline for all courses</td>
</tr>
<tr>
<td>January 22 (Thursday)</td>
<td>Last day of classes</td>
</tr>
</tbody>
</table>
### JANUARY TERM IN NEW YORK AND WASHINGTON D.C.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5 (Monday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 10 (Saturday)</td>
<td>Course withdrawal deadline for all courses</td>
</tr>
<tr>
<td>January 19 (Monday)</td>
<td>No classes: Martin Luther King Day</td>
</tr>
<tr>
<td>January 23 (Friday)</td>
<td>Last day of classes</td>
</tr>
</tbody>
</table>

### SPRING SEMESTER I

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 27 (Tuesday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>February 2 (Monday)</td>
<td>Add deadline for 7-week courses</td>
</tr>
<tr>
<td>February 5 (Thursday)</td>
<td>Drop deadline for 7-week courses</td>
</tr>
<tr>
<td>February 9 (Monday)</td>
<td>Add deadline for 14-week courses</td>
</tr>
<tr>
<td>February 16 (Monday)</td>
<td>Drop deadline for 14-week courses</td>
</tr>
<tr>
<td>February 26 (Thursday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>March 16 (Monday)</td>
<td>Last day of classes for 7-week courses</td>
</tr>
<tr>
<td>March 17-18 (Tues. and Wed.)</td>
<td>Final Exams for 7-week courses</td>
</tr>
</tbody>
</table>

### SPRING BREAK

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>March 19-28 (Thurs. to Sat.)</td>
<td>No classes</td>
</tr>
</tbody>
</table>

### SPRING SEMESTER II

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 29 (Sunday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>April 2 (Thursday)</td>
<td>Add deadline for 7-week courses</td>
</tr>
<tr>
<td>April 7 (Tuesday)</td>
<td>Drop deadline for 7-week courses</td>
</tr>
<tr>
<td>April 9 (Thursday)</td>
<td>Withdrawal and change of grading basis deadline for 14-week courses</td>
</tr>
<tr>
<td>April 28 (Tuesday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>May 14 (Thursday)</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 15-16 (Fri. to Sat.)</td>
<td>Isra &amp; Mi’rai Holiday</td>
</tr>
<tr>
<td>May 17-20 (Sun. to Wed.)</td>
<td>Final Exams</td>
</tr>
<tr>
<td>May 24 (Sunday)</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

### SUMMER TERM

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 25 (Monday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>June 18 (Thursday)</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>June 20 (Saturday)</td>
<td>Final Exams</td>
</tr>
</tbody>
</table>
LANGUAGE OF INSTRUCTION

English is the language of instruction at NYU Abu Dhabi, and mastery of English is expected for admission. NYUAD offers non-credit individualized instruction designed to enhance student’s spoken and written English.

ACCREDITATION

NYU Abu Dhabi is fully accredited in the United States by the Middle States Commission on Higher Education of the Middle States Association of Colleges and Schools and in the United Arab Emirates by the Commission for Academic Accreditation of the UAE Ministry of Higher Education and Scientific Research. NYUAD’s five Engineering majors are undergoing additional accreditation via ABET, the internationally recognized accreditor for college and university programs in Engineering. ABET, which accredits the Engineering programs at NYU School of Engineering in New York, does not launch its accreditation process until the first cohort of students have graduated, but the accreditation is retroactive. ABET review of NYUAD’s Engineering programs began in July 2014.

DEGREES AND GRADUATION REQUIREMENTS

Graduates of NYU Abu Dhabi receive either a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree. The degrees are conferred by New York University and are identical to the degrees awarded at the New York campus. The degree requirements are the same for the B.A. and the B.S. and are described below.

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

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

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). An optional summer term (4 weeks) is available for students who want or need additional academic opportunities.

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. Students opting to enroll in the summer term typically take one course.

Students must complete the Core Curriculum, writing, and Islamic Studies requirements; fulfill the requirements for an academic major; and complete a two-semester capstone project. Students are also required to complete two physical education activities. These requirements are described in greater detail below.

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

**Types of Courses:** NYUAD has several types of courses: 14-week courses; 7-week courses; and 3- or 4-week courses in January and summer. 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 and summer courses are 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 1 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 writing 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 writing 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. Students who perform particularly well on the language assessment may waive Analysis and Expression and begin their NYUAD writing development with one of the many Core courses that include a specially-designed Writing Workshop.

While extensive writing is a hallmark of all Core courses, students are required to take at least one 14-week Core course that incorporates a dedicated Writing Workshop. These courses (described in greater detail under the Core Curriculum, pp. 28–55) are excellent forums in which to strengthen writing skills; many students take more than the one such required course. Courses with a dedicated writing workshop are designated by a “W” suffix in the course number (e.g. CORES-AD 6W Disease and Society). Ideally students enroll in one of the Core courses with a Writing Workshop during their first year. However, those who take Analysis and Expression may, if necessary, defer this experience to the first semester of the second year.
Islamic Studies: All 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 website.

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, concentration, 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 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 January term, see pp. 302-315.

Physical Education: The Physical Education requirement includes the completion of two 7-week sessions of monitored athletic activity. Students can choose from a variety of classes or participate as a member of a competitive team (depending on skill level). PE classes are participatory in nature requiring that students 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. 318–322.
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. 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.

Most programs offer optional concentrations for non-majors. 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 comparable NYUAD concentrations do not already exist, NYUAD students may be able to complete one of the many academic minors offered elsewhere in the NYU global system. 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 and/or one of the other global sites. However, appropriate NYUAD courses may also be used toward completion of an NYU minor. Directed Study courses generally cannot be used to meet minor requirements.

ADMISSIONS
NYU Abu Dhabi Office of Admissions in Abu Dhabi
Tel: +971 2 628 4000
Email: nyuad.uae.admissions@nyu.edu

NYU Abu Dhabi Office of Admissions in New York
Tel: +1 212 992 7230
Email: nyuad.admissions@nyu.edu
nyuad.nyu.edu/admissions

Admission to NYU Abu Dhabi is highly selective. 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. This may include Honors, Advanced Placement (AP), International Baccalaureate (IB), and/or A-Level coursework for students attending schools that offer such courses. Students who attend schools that do not offer such coursework, however, should not be discouraged from applying for admission. Most successful applicants will have completed courses in the following areas (providing their schools offer such courses):

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

**Campus Visits:** Students who are based in or visiting Abu Dhabi are welcome to arrange a meeting with an admissions representative for more information and to tour the campus. Likewise, prospective students who are based in or visiting New York City may arrange a meeting with a New York-based NYU Abu Dhabi admissions representative. These meetings can be arranged by emailing nyuad.admissions@nyu.edu. In addition to on-site meetings at our 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 website 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 NYU Abu Dhabi, please see our website at: nyuad.nyu.edu/admissions.

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

**Applying to NYU Abu Dhabi and Other NYU Campuses:** Students can indicate their interest in being considered for admission to NYU Abu Dhabi in addition to NYU campuses in New York City and/or Shanghai on the Common Application.
**Transfer Applicants:** NYU Abu Dhabi is not accepting applications for transfer students in the 2014–15 admissions cycle.

**Financial Support:** NYU Abu Dhabi is committed to attracting the best possible students regardless of their financial circumstances. A student’s economic background will not influence our admissions decision; the NYU Abu Dhabi admissions process is need-blind. Once a student is admitted to NYU Abu Dhabi, our priority is to work with the student and family to make it possible to attend. The Office of Financial Support will tailor NYUAD’s generous financial assistance to the individual educational needs of each admitted student. Family finances should not affect a student’s decision to select NYU Abu Dhabi, even if the student is considering low- or no-cost public education alternatives, or is the recipient of generous financial support from another institution.

To ensure that all students are able to engage in the complete spectrum of opportunities an NYU Abu Dhabi education offers, financial support may cover up to the full cost of an NYU Abu Dhabi education, including tuition, fees, foreign travel for study integral to a student’s academic program, room and board, health insurance, personal expenses, books, and many Campus Life activities. Financial support may also include up to two tickets each year for travel between Abu Dhabi and the student’s country of permanent residence.

**Early Decision I**
· Application due: November 1
· Financial Support Application due: November 15

**Early Decision II**
· Application due: January 1
· Financial Support Application due: January 15

**Regular Decision**
· Application due: January 1
· Financial Support Application due: February 15

**Student Visas:** NYU Abu Dhabi assists all students in securing visas to study in the United Arab Emirates. If you have any questions or concerns about your eligibility for a visa to study in the UAE, please contact an admissions representative at nyuad.admissions@nyu.edu.
The NYU Abu Dhabi Core Curriculum asks students to grapple with profound and enduring questions about the human condition, society, and the natural world, and helps students develop essential intellectual skills. Students in Core classes explore varied modes of thinking and human creativity from science and technology to literature and music. Students 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. Core courses also provide students the opportunity to improve foundational skills in writing, public speaking, close reading, analysis, and quantitative reasoning.

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 for the 21st century, the NYUAD Core focuses on the books, ideas, and experiences that have been—and continue to be—central to different cultural traditions. These classes are enriched by the varied international backgrounds and experiences of the students at NYUAD, who exchange their ideas and challenge one another in dynamic discussions. Through such classes, students cultivate tolerance and respect for classmates with different values and points of view. Overall, the Core Curriculum fosters the deeper global understanding that is one hallmark of an NYUAD undergraduate education.

The guiding principles of the Core Curriculum include:

- **Small classes: 10–15 students**
- **Sustained interaction with faculty**
- **Seminars based on discussion**
- **Cross-cultural perspectives**
- **Big ideas and transformative works of human thought and invention**
- **Significant emphasis on writing**

The Core Curriculum is organized into four areas. Students are required to take two courses in each area, for a total of eight courses. The courses in the Core Curriculum vary from semester to semester, with extensive choices in each area. Core 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, but are welcome to take EDNW courses.

All Students are required to take one Core course with a Writing Workshop, typically in the first year. Standard Core courses meet twice a week; those with a Writing Workshop meet three times a week. The courses with Writing Workshops are designated by the “W” suffix in the course number. (Students who take Analysis and Expression may defer the Writing Workshop Core course until their second year.) The small size of Core Courses and their emphasis on discussion enable students to practice and improve their ability to articulate ideas clearly, cogently, and persuasively. Core Courses with Writing Workshops establish a solid foundation for more demanding writing assignments in upper-level electives as well as for Capstone Projects.
CORE CURRICULUM COURSES

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

PATHWAYS OF WORLD LITERATURE

Pathways of World Literature introduces students to significant works of literature in different cultural traditions and involves close reading and discussion of primary texts. Courses focus on abiding themes and questions, and examine a range of literary forms, including novels, poetry and drama. 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
1001 Nights: Culture and Difference
Prof. Horta
Fall 2014
Writing Workshop
Crosslisted with Arab Crossroads Studies
This course focuses on questions of religious and cultural difference through the 1001 Nights and related texts. Jewish, Christian, Zoroastrian, Muslim and ‘pagan’ realms co-exist uneasily in the original cycle of tales that often confront their protagonists with such differences as a problem. Even the possession of supernatural powers recurs in the tales in the form of an accusation made against perceived outsiders (the Maghrebi magician, the Jewish professional, the Sapphic witch). The reception of the Nights tales in Europe, Marina Warner contends in Stranger Magic, animated the new sciences of anthropology and psychology, suggesting alternative modes of modernity less strictly beholden to Enlightenment reason. Cultural difference peaked the interest of the translators who brought the Nights to Europe and pioneered travelogues and ethnographies of the Levant, Egypt and Arabia. Their writings would serve as points of departure for seminal works on the engagement with cultural difference and its representation, Appiah’s Cosmopolitanism and Said’s Orientalism. Texts studied include Galland’s history of the coffee trade, folktales, histories, travelogues, ethnographies, polemics, and literary and cinematic retellings.

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, this dynamic movement from ignorance to knowledge is essential, especially when it takes the form of the discovery—or recognition—of previously unknown identity. Tracing an arc from the ancient world to the present day, students study how the epistemology of modern storytelling across cultures disturbs the familiar patterns of clear and comfortable 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
Fall 2014
Prof. Majithia
Writing Workshop
The search for knowledge has been linked historically to the traveler’s experience of new places and peoples. Travel necessitates the creation of translations that reveal how knowledge of otherness necessarily involves comparison to home and self. Drawing on texts that represent travel in realistic, figurative, and fantastic terms, we explore the idea that a journey entails the discovery, not only of a destination, but also of the self. As Rilke wrote, “There is only one journey. Going inside yourself.”

COREP-AD 4W
Reimagining Nature
Spring 2015
Prof. Chaudhuri
Writing Workshop
For the first time in human history, the weather is about us. Growing scientific evidence of catastrophic—and anthropogenic—climate change brings new urgency to an old question: how do we humans conceive of our relationship to “nature”? This course explores how imaginative writers have situated the human in relation to Earth’s many landscapes, plants, climates, and species. How have they depicted meaningful encounters between humans and the other animals? What have they suggested about humans’ responsibilities to the countless other living beings with whom we share this planet? How have they “mapped” the slippery and shifting conceptual ground that lies between the “man-made” and the “natural”? And how might a renewed engagement with this vast theme help us deal with the heavy weather ahead? Readings include Gilgamesh, Genesis, Bacchae, Narrow Road to the North, Walden, Island of Dr. Moreau, Do Androids Dream of Electric Sheep? and Life of Pi.
Ghosts: Constructing The Immaterial
The world seems to be pervaded by ghosts: the narratives of demons or devilish illusions and the spirits 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 visualisations 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.

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.

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

Our Monsters, Ourselves
Fall 2014
Prof. D. Williams
Writing Workshop
We examine work from the past two hundred years as a way to consider the profound transformations that have occurred during this tumultuous period. Some of the issues we consider have to do with very 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 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.

Law and the Imagination
Spring 2015 (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 the weather? Literature—the work of the imagination—guides our great journey towards understanding. Writers dramatize the relations among law, justice, and freedom. Writers also show the effect of law on the fates, fortunes, and feelings of people. The course explores the power of literature to show us what the law is, what it should not be, and what it might be.

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.

Tragedy
Tragic drama originated in ancient Greece and it is 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.

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

COREP-AD 21
Families
Fall 2014
Prof. Neuber
The family has often been described as the nucleus of society. The course studies the representation of families—both biological and symbolic—as a source of blessings and burdens, bonding and betrayal in literary texts from around the world, starting with the Odyssey and moving on through the Middle Ages to modern writing. The course also investigates modern theories of the family as found in the works of such thinkers as Engels, Freud, and Foucault.

COREP-AD 22
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 Art and Art History. 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.”

COREP-AD 23
Doubles and Masks
Fall 2014
Dean Miller
Among the more significant activities of human beings is that of giving shape to fears and desires through art. All cultures participate in this form of emotional exteriorization, including creating “doubles” and “masks” through myths, literature, and other media. Concentrating on doubles and masks in several different cultures, we will chart the meaning and impact of the archetypal masked figures of the commedia dell’arte in French and British theatre; the obsessive concern with the grotesque (the monstrous mask) in French romanticism and in Haitian magical realism; zombification, carnival figures, and ghostly doubles in Latin American, North American, and African cultural forms. We build a repertory of approaches to interpreting and uncovering the many layers of masking and doubling by reading in anthropology, psychoanalysis, aesthetics, and literary theory.

COREP-AD 24W
Contagion
Fall 2014, Spring 2015
Prof. Waterman
Writing Workshop
How do we respond to news that some among us are ill, and that the illness is, perhaps, contagious? Are the healthy ethically obliged to tend to the sick? What are the relationships between contagious disease and verbal communication: rumors, medical information, stories about the dying and the dead? How has illness literally and metaphorically participated in the reimagining of community, kinship, and sexuality in different times and places? This course examines the intersections of contagious disorder and storytelling in a range of cultures, settings, and forms, from ancient Greece to contemporary South Africa, from the Black Death, influenza, and AIDS to the proliferation of zombies and vampires in global popular culture today.

COREP-AD 25W
World as Text
Writing Workshop
How do you write a history of the world? What is the relationship between history and storytelling? How do we fashion meaning in history and interpret other civilizations? This course looks for answers to these questions in the first great histories of the known world, Herodotus’s Histories and Sima Qian’s Records of the Historian. Addressing world history from the vantage point of ancient Greece and Ancient China, these works gave narrative an unprecedented geographical scope and acquired a textual authority 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 Kapuscinski’s memoir and travelogue Travels with Herodotus.

COREP-AD 27
Global Shakespeare
Fall 2014
Prof. K. Williams
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., Cesaíre’s A Tempest, Robbins’s West Side Story, and Kurosawa’s Ran) that appropriate, rewrite, or write back to Shakespeare’s work and consider the processes that have made Shakespeare into an institution of culture worldwide.
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 be conceived 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, and Japanese/Korean 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, Staden), starting with these texts and continuing through the Middle Ages and the Renaissance. It was only in the age of Enlightenment that severe criticism arose, branding physiognomy a pseudoscience 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.
(Japan), Cao Xueqin’s Dream of the Red Chamber (China), Sigmund Freud’s “Dora” (Austria), Alberto Mussa’s The Riddle of Qaf (Brazil), and short stories by Arthur Conan Doyle (Britain), Jorge Luis Borges (Argentina), and Naguib Mahfouz (Egypt).

COREP-AD 34
**Autobiography: Ideas of the Self in a Global World**
*Fall 2014*
*Prof. Hilger*
Storytelling is a way for humans to understand the world and their position in it. This is particularly true for those who write to tell their own life stories. In this course, we explore how these selfnarratives allow their authors to comprehend their position in a globally connected world.

We read autobiographies by public figures and private citizens from different traditions and time periods who travel away from home and then write about their experience. Readings include Augustine’s Confessions (4th century), Al-Ghazali’s Deliverance from Error (11th century), Margery Kempe’s memoirs (15th century), Catalina de Erauso’s Memoirs of a Basque Lieutenant Nun (17th century), Jean-Jacques Rousseau’s Confessions (18th century), Olaudah Equiano’s Interesting Narrative (18th century), N.O. Body’s Memoirs of a Man’s Maiden Years (1907), Buchi Emecheta’s Head Above Water (1986), Edward Said’s Out of Place (2000), and Sophia Al-Maria’s The Girl Who Fell to Earth (2012).

COREP-AD 35
**Exile, Diaspora and Migration**
*Spring 2015*
*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 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, Conrad, Césaire, Naipaul, Rhys, Lamming, Carpentier, Darwish, Edward Said, Julia Alvarez, and Kiran Desai.

COREP-AD 36W
**Rogue Fictions: Tales of Tricksters, Outlaws, and Outsiders**
*Spring 2015*
*Prof. Pomerantz Writing Workshop*
From mythological figures such as Coyote in North America, Hermes of Greek myth, and Eshu in West Africa, to modern icons of global pop culture like Charlie Chaplin, Bugs Bunny, and Bart Simpson, humans have long been fascinated with trickster characters who transgress boundaries, break rules, and unsettle fixed truths. Seemingly heedless of cultural norms, these characters in their many different guises point to the important role of play and disruption in the making of culture. In this course, students consider rogues, outlaws, and outsiders of various types from around the world and their portrayal in stories, novels, dramas, songs, and films. Building a repertoire of trickster characters, types, and tropes, students examine how these characters’ dynamic roles relate to central problems of art, creativity, and life.

COREP-AD 37
**Reflecting the Self: Autobiography and Memoirs**
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 distinction between an author and a narrator (the “I”) applies. Both genres concern themselves with a reflection of the self in contexts that vary across history and civilizations. They may be concerned with the development of the persona in terms of identity, religion, intellectual achievements, political conditions, etc. Autobiography differs from memoir in scope, the first being more comprehensive and pertaining 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 2015 (7 weeks)*
*Prof. Cagidemetro*
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 money, or are there other criteria for wealth? Is someone’s wealth possible without
someone else's poverty? How is human ambition rewarded or punished in the “pecuniary culture”? The course looks for answers to these and other questions in key works of literature, sociology, economics, and other fields, reading classical texts ranging from 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 42
Animals
Fall 2014
Prof. Neuber
Mankind’s relationship to animals has always been ambivalent. Animals have been deified and demonised, petted and abused, cherished and exploited. While modern science is increasingly blurring the supposed demarcation line between animals (equalling nature) and humans (equalling reason), literature has allowed for transgressions that have worked both ways: transformations go from human to animal and vice versa. Not only this; throughout history animals have been thought to possess human qualities (and also: vice versa) such as speech and reason and have been represented to act in a way that often seems more human than the way humans behave. The class starts with the earliest literary document of mankind, The Epic of Gilgamesh, looks at texts from Antiquity and the Middle Ages from various civilisations (Aesopus, The Jataka Tales, The Panchatantra, Apuleius, Lucian, The Physiologus, The Journey to the West) and up to modern times (Darwin, Carroll, Kipling, Kafka, Dick) and also one film which especially reflects upon the strained relationship to an animal and man’s self-perception in the face of nature (Moby Dick).

COREP-AD 43W
Knowledge and Doubt
Spring 2015
Prof. Mitsis
Writing Workshop
We will explore the relation of knowledge and doubt in a wide variety of texts in different genres, historical periods, and cultural contexts. Some our questions will be about sources of knowledge and evidence, while others will be about the nature of our capacities for knowing things. Questions include: what sources of knowledge can we trust, if any? Are there ways to achieve knowledge by transcending our normal sensory and rational capacities? Might we be systematically deceived about the world and, if so, could we still find happiness in such a condition? Is our knowledge inevitably dependent on others or are our best sources of knowledge found within? How can our knowledge be distorted by strong emotions such as hatred or love? Readings will be from Mo-Tzu, Sophocles, Nagarjuna, Ibn Tufayl, Dante, Montaigne, Cervantes, Descartes, Hume, Rousseau, and Proust.
Laughter
Spring 2015
Prof. Celik

Laughter is an essential part of the human experience. Why do we laugh, and what does it mean? How does laughter function within us as individuals, in our local circles, and as a global community? What evokes laughter that transcends culture, and what is culturally specific? In this course students will confront laughter and its capacity to disarm, connect, heal, teach, debunk, humiliate, reform, confront, expose, progress, politicize, humanize, and empower. The course readings will include literature, visual art, theater, film, television, animation, new media, psychology, and biology. Students will encounter such artists, writers and thinkers as Nasreddin Hoca, Aristophanes, Jean-Pierre Jeunet, Margaret Cho, Jim Henson, Frida Kahlo, Oscar Wilde, Jane Austen, Shakespeare, Anton Chekhov, Joss Whedon, Tina Fey, and Takashi Murakami.

Unknowing: Interrogating Western Enlightenment
Spring 2015
Prof. Weinstein

The fundamental issue we probe in “Unknowing” is the phenomenon of knowing itself. To know (as Western Enlightenment conceived it) requires a stable subject moving through lawful space and incremental time—and reporting on the findings. Only in a world mapped by Enlightenment tenets (Cartesian, Newtonian) can questing subjects arrive at knowledge and self-knowledge. We examine a number of Western modernist writers of the 19th and 20th centuries—Kierkegaard, Dostoevsky, Nietzsche, Kafka, Freud, Proust, Beckett—who call into question the certainty (sometimes the smugness) of such knowledge and self-knowledge. Their narratives center on shock (and its fall-out) more than on recognition. We conclude by turning to García Márquez’s *One Hundred Years of Solitude* as a different kind of interrogation—non-Western and magical realist—of the narrative premises that enable Western knowing.

Humans Deformed and Transformed
Spring 1 2015 (7 weeks)
Prof. Crane

All cultures define what it is to be human. This course traces some disagreements among cultures over these definitions of the human. More specifically, all cultures are fascinated by individuals who do not fit definitions of the human—individuals who fall short or soar above their peers by commingling human with nonhuman ways and forms of being. Werewolves, wild men, serpent women, and bird people test human nature against other natures. Sometimes these creatures find human nature lacking, and supplement the lack by reaching out into other natures; other times their transformations stage confrontations between civilization and chaos. We will survey how narrative artists have imagined the commingling of humanity and nonhumanity across several centuries and cultures. What are the attractions of getting beyond, or sinking below, the limits of the human? Why do cultures set those limits? What resources does literature offer for thinking about self-definition in relation to social responsibility? The films and reading include: *Gilgamesh, Beowulf, Journey to the West: The Monkey King’s Amazing Adventures*, by Wu Cheng’En, *Arabian Nights*, and *The Metamorphoses* by Ovid.
COREP-AD 49
Migration
Spring 2015 (7 weeks)
Prof. Sollors

There are more migrants worldwide today than Brazil has inhabitants. China, India, and the Philippines are sending most migrants; the most important host areas are Europe and the United States; and expats make up more than 60% of the total population in Qatar and the UAE. How has migration been represented in and shaped by literature and art? This course reviews exemplary texts, striking images, and important films. Focus is on the United States from around 1880 to World War II and on Europe in the second half of the twentieth century, then opening up toward students’ examination of cultural work by and about contemporary migrants from around the world. Readings include autobiography, reportage, documentary photography and film as well as fiction and creative visual work. Among the topics for discussion are metaphors and theories of migration (from uprooting and bird-of-passage to expatriate and melting-pot); labor arrangements; scenes of departure, voyage, and arrival; vibrant migrant communities and migrant alienation and pain; negotiation between places of origin and of arrival.

COREP-AD 50
Slavery and Freedom
Spring 2015
Prof. Sengupta

This course draws upon literature, folk tales, films, and paintings to connect and compare the ways in which slavery has been imagined, experienced, narrated, and contested in different parts of the world from antiquity to the present. We will start by charting cross-cultural debates over “slave” and “citizen” through the ages, before proceeding to explore texts and images that positioned the “slave” as subject, and used literacy as a mode of resistance. How did these narratives define “freedom” and shape international abolitionist publics? How might we read them for evidence of slave culture and community, and imaginaries of race, gender, and nation? How do novels and films serve as sites of public memory—or amnesia—about slavery? What do they tell us about the threshold between history and literature? How does historical context serve to explain fiction? How do novelists and artists both use and challenge the archives to imagine “agency” in ways that official history writing does not accommodate? Course materials may be drawn from the works of Aristotle, Manu, Kautilya, Bartolomé de las Casas, George Fitzhugh, Olaudah Equiano, Frederick Douglass, Harriet Jacobs, Harriet Beecher Stowe, Toni Morrison, Caryl Phillips, Amitav Ghosh, Rayda Jacob, and Abdurazak Gurnah, as well as the Uncle Remus Tales, and paintings and excerpts from the films Gone with the Wind, Amistad, Beloved, Twelve Years a Slave, Cedral, Razia Sultan, Rue Cases Nègres, and Quilombo.

CORES-AD 1W
Tolerance and Relativism
Writing Workshop

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 2015
Prof. Chacon

This course examines the determinants of economic development in the modern world. The course is divided into two parts. The first part 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.

Structures of Thought and Society

Structures of Thought and Society introduces students to historical and contemporary thought about values, social organizations, political systems, economic arrangements, and belief systems across different societies and cultural traditions. Courses are based on major texts and explore key themes, such as justice, individuality, divinity, truth, and the state. Readings range from Plato and Confucius to Ibn Khaldun, Karl Marx, and Sigmund Freud. Courses may stress moral reasoning and ethical arguments or incorporate a more empirical approach, grounded in the statistical methodology of the social sciences.

CORES-AD 9W
Reinventions of Love
Fall 2014
Prof. Polendo

Writing Workshop
Crosslisted with Core: Art, Technology and Invention
CORES-AD 3

Truth

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

CORES-AD 4W

Prejudice

Writing Workshop

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 5A and 5B

Relationship of Government and Religion

Fall 2014 and Spring 2015

Prof. 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 2015

Prof. L. Minsky

Writing Workshop

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 understandings 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 Workshop

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 10

What is Man?

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

Spring 2015

Prof. Stearns

Writing Workshop

Islamic Studies

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.
This class examines a few universal, global pattern 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.

**Politics and the City**  
*Fall 2014*  
*Prof. Menoret*  
*Writing Workshop*  
*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.

**Family and Kinship**  
*Crosslisted with Anthropology, Social Research and Public Policy*  
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.

**The Social Life of Finance**  
*Crosslisted with Anthropology*  
This is a course about how and why finance matters. From credit derivatives to pyramid schemes, home mortgages to credit cards, finance both underwrites the aspirations and lines the underbelly of the contemporary economy. Finance also shapes the urban environment, producing new city forms and social structures. Drawing on sociology, anthropology, fiction, and film, our seminar examines finance as a mode of social relations and cultural meaning in contemporary capitalism.

**Gender and Globalization**  
*Spring 2015*  
*Prof. Abdulkadir*  
What does gender as category of analysis indicate? How does gender intersect with other axes of identity such as class, nation, and ethnicity in a globalized world? The course introduces students to select women’s issues (e.g. employment, political participation, reproductive rights and healthcare, feminism vs. multiculturalism, gender based violence, and peace building) that have emerged in the global context and the international debates that surround them. In addition, the course looks at the relevance of women’s representation to address barriers to gender equality in the ‘democratic process’ as well as the shortcomings of democratic mechanisms to achieve women’s rights and some proposed solutions to these limitations.

**Cultures and Modernities**  
*Writing Workshop*  
*Crosslisted with Anthropology*  
“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?
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 will include seminal works on gift exchange by Marcel Mauss, Bronislaw Malinowski, Franz Boas, and others.

CORES-AD 26
Legitimacy
Fall 2014
Prof. Ramey
What are the foundations of political legitimacy and to what extent do governments abide by them? In this course, we will explore these questions using both classical and contemporary accounts. The first half of the course will focus on political systems in Ancient Greece, Rome, Medieval Europe, and Early Modern Europe through the lens of great thinkers, including Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, 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 Writing Workshop
Crosslisted with Peace Studies
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 Laotse, 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
Spring 2015
Prof. Mihm
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 understandings of property have 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.

CORES-AD 30
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.

CORES-AD 32
Global Justice and Authority
Crosslisted with Peace Studies
Political governments claim to exercise authority and not merely power. What is the distinction between authority and power, and the basis of governmental claims to legitimately exercise authority? The course will examine theories of legitimate authority. Some claim that political authority derives from God. Others hold that political authority derives from the consent of the governed. Still others argue that political
authority is never legitimate. We shall explore the classical views of Hobbes, Locke, Rousseau and the anarchist tradition embodied by Robert Paul Wolfe, and read in both western and non-western traditions, secular and the non-secular traditions.

CORES-AD 34J
**Polarization**

Polarization has been a feature of societies around the world since the inception of human civilization. To this day, individuals routinely sort themselves into groups based on share political, social, religious, or cultural beliefs. In turn, these sorted groups often find themselves at polar extremes from one another, something that has often led to intense, and sometimes violent, conflict. In this course, we will explore the history, emergence, and pervasiveness of various kinds of polarization: ethnic, linguistic, religious, political, and geographic. We will begin the course by defining polarization and looking at examples of it from antiquity to the present. Thereafter, we will look at the consequences of polarization for politics, social interactions, and economics.

The course will be taught using classical works by kings and statesmen (e.g., Constantine of Rome, Louis XIV of France, Woodrow Wilson), as well as contemporary scholarship from a diverse group of scholars: historians, demographers, political scientists, biologists, and economists. Special attention will be given to social media and social networking, a pervasive aspect of contemporary social polarization; it will serve as the basis for a course-long project. Some familiarity with social networking (e.g., Facebook, Twitter, Tumblr, LinkedIn) and Microsoft Excel would be useful, but not required.

CORES-AD 35
**Hard Choices**

Life is rife with hard choices. Should you become a doctor or a lawyer? How much should you sacrifice in order to help others? Should you marry and have children? This course examines the phenomenon of hard choices by focusing on two questions: (1) what makes a choice hard? and (2) what should/does one do when faced with a hard choice?

We explore answers to these questions from a variety of perspectives—philosophical, religious, literary, psychological, and neuroscientific.

CORES-AD 36W
**Ideas of the Sacred**

Fall 2014

Prof. Couglin

Writing Workshop

The question of God(s) pertains to the existence, manifestations, meaning, and attributes of the sacred. Although conceptions about the sacred are inevitably shaped by history and culture, the fundamental question of God(s) has had an enduring presence throughout human experience. This course takes up this perennial human question from the context of some of the world’s major religious traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoism. What similarities do these great traditions share, and how does their understanding of the sacred differ? Additionally, the course explores the relation between reason and faith. How does the empirical verification characteristic of an increasingly pervasive scientific and technological worldview impact on belief in God(s)? Readings for the course are drawn from a variety of disciplines with a focus on primary sources and seminal works.

CORES-AD 37W
**Slavery and Freedom in Comparative Perspective**

Writing Workshop

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 Orlando 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.”

CORES-AD 38
**What is Law?**

Spring 2015

Prof. Coughlin

Crosslisted with Law

This course poses the fundamental questions: “What is law?”; “What is a legal system?; and “What is the rule of law?” Appreciating that law reflects different cultural and historical facts, the course employs a comparative methodology in order to explore the fundamental questions from the perspective of various legal traditions. This comparative methodology considers jurisprudence from African, Chinese, Hindu, Marxist, Islamic, Southeast Asian, and Western legal traditions. In relation to these diverse legal traditions, the course
examines the topics of natural law, legal positivism, interpretivism, legal realism, justice, human rights, critical legal studies, feminist jurisprudence, critical race theory, and post-modernist jurisprudence.

CORES-AD 39
Revolutions and Social Change
Prof. Derlugian
Spring 2015
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? Why such 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.

CORES-AD 40
Corruption
Spring 1, 2015 (7 weeks)
Prof. Alt
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 as far as possible requires no background knowledge.

CORES-AD 42
Economics of Everyday Life
Spring 2015
Prof. Michael
There is the economics of economists, highfalutin and opaque theoretical models, and then there is economic activity as we experience it in our everyday lives and settings. Between the two stands a wall of incomprehension. From work to love, from social networks to family life, consumption, money, witchcraft, slavery, digital economies, slums, and ghettos, these spheres of everyday life ask us hard questions about the nature of the economic realities we inhabit. This course will seek to explore the everyday life of economic experience in a way that can capture its richness, diversity, and complexity. To that end, we will be drawing on a range of sources, from classical philosophy, to journalism, sociology, anthropology, manga, film, history, literature and even economics in search of a few answers.

CORES-AD 43
Ideology
What is an ideology? How do a series of sometimes disparate beliefs about issues come together to form an ideology? How do ideologies change and reform over time? In this course, we explore these fundamental questions about beliefs in societies across the globe. We begin by defining ideologies and looking at examples from key intellectual movements of the last millennium (e.g., crusaderism/jihadism, liberalism, communism, fascism, religious nationalism, ethnic nationalism). In this intellectual journey, we read some of the great thinkers who have shaped the concept of ideology over time, including Robespierre, Burke, Jefferson, Marx, Lenin, Mosca, and (Benedict) Anderson. Thereafter, we look at how to measure ideologies. Students are introduced to quantitative tools for assessing ideologies from both individual-level surveys, voting behavior, and text (e.g., speeches and Twitter). In the last part of the course, we examine how shifting ideologies beliefs have (or might have) consequences for a wide range of human phenomena, ranging from interpersonal interactions to elections and international conflict.

CORES-AD 44
Consumption and Material Culture
Fall 2014
Prof. Molotch
What are the social, political, and economic forces that bring consumer goods into being, keep them there, and then cause them to disappear from household use and enter the world’s waste stream? Searching for what anthropologist Mary Douglas called “an anthropology of consumption,” we will look across history and places, to pre-modern Japan, Renaissance England, the contemporary UAE and North America. We ask about the politics of things and their shifting roles in everyday life. What is the nature of taste? of shopping? How do shifts occur depending on object, place, and time? We will explore the logistics of fashion, the link between goods and geography, production systems, and distribution through retail markets. We stretch theoretically across the political economy of Marx, neo-classical economics, and the more recent cultural-social schemas of Bruno Latour and Howard Becker. For a final project students will focus on a specific object that they research and present to class, based on readings, discussions and original research.

CORES-AD 45
Language and Thought
Fall 2014
Prof. Schiffer
The course is about the nature of language, of thought, and of the relation between them. Among the questions to be asked are: Are there such things as meanings, and if so, what sorts
of things are they? How do the meanings of linguistic expressions depend on the speech acts the expressions are used to perform? Is linguistic representation to be explained in terms of mental representation? Vice versa? Or is neither to be explained in terms of the other? How from a finite stock of words is it possible for a language to construct an infinite number of sentences, each with its own meaning? How is it possible for a child to acquire—in just a few years and without any instruction—the ability to understand indefinitely many sentences never previously encountered by herself or anyone else? In grappling with these and other questions we will study work in philosophy, theoretical linguistics and cognitive psychology.

CORES-AD 46
Global Population
Fall 2014
Prof. Li
Population is a basic parameter of the society. The size, composition, and distribution of a population may change over time. This course sets out to understand the causes and consequences of population change across the globe, and engage the students in ongoing debates over population policies. Population change takes shape by births, deaths, and migration. These fundamental population processes are influenced by institutions of marriage, education, health care, and the economy. Population change may lead to different cultural phenomena and individual behaviors and varying levels of economic development. It may also have implications for the distribution of human welfare, which may in turn elicit perception of injustice and even political action. We will engage the interdisciplinary scholarship on global population, and contemplate issues faced by different countries. We will emphasize general principles that help us understand global population change, and try to come up with policy solutions to related issues.

CORES-AD 47
Purpose and Consequences of Growth
Fall 2014
Prof. Chu
This course focuses on the purposes and consequences of growth and development, addressing the fundamental questions of why we need economic growth and its impacts on world resources, the environment and social well-being. Concerns about growth and progress are nothing new, but have intensified due to our concern with climate change, sustainability, inequality, and existential risks for humanity. The course explores classical and contemporary schools of thought regarding rationales for growth, as well as social and moral consequences of development. Students will consider philosophical and political arguments for and against growth; analyze complex relationships between individual and society, between humankind and nature, and ultimately, between economic growth and cosmic evolution; recognize unintended consequences of growth, and gain an appreciation for our responsibilities at a time when technological progress poses unlimited potential as well as daunting challenges.

CORES-AD 48
Subjectivity
Spring 2015
Prof. Ganeri
Human beings differ from machines, and perhaps also from other animals, in the way we encounter the world—always from a first-personal perspective, an awareness of oneself in the world and not merely of the world. But what exactly is this peculiarly distinctive way of experiencing the world? What is the essence of our subjectivity? Can it be explained by neuroscience, by finding some particular function of the brain? Has it been better represented in the humanities, in explorations of what is called “the human condition”? Or perhaps the philosophers, who in every age and culture have reflected on the nature of the self more than any single other topic, have had something important to say. We will study important ancient thinkers from Buddhist, Hindu, Islamic, Greek and Jaina intellectual cultures, and look critically at their appeal to metaphors of light, of mirrors, and of interior spaces; at expressions of contemporary subjectivity in modern novelists and film-makers including Fernando Pessoa and Andrei Tarkovskiy; and at dissenters from Vasubandhu to Simone Weil, who have said that subjectivity is merely an illusion—or, worse, a deceit.

CORES-AD 49
The Great Divergence
Fall 2014, Spring 2015
Prof. Robert Allen
In 1500 the economic, social, and political differences between Europe and Asia were small. By the twentieth century, the gaps were enormous. How can we explain this Great Divergence between Europe and Asia? The course will discuss the classical answers to this question given by Weber, Smith, Marx, and Malthus. Has modern research confirmed or contradicted their views? The roles of demography, politics, law, globalization, social structure, science, and technology will be discussed as well as the interconnections between them. The course aims to expose the methods that social scientists and historians use to answer grand questions of social evolution, so that the approaches can be compared, contrasted, and assessed.
CORES-AD 50

Emotions
Spring 2015
Prof. A. Minksy

Emotions have been understood since Antiquity to stand at the heart of human motivation and agency, as well as to influence diverse facets of the human condition, from family formation, empathy, and socialization, to choice-making, aggression, and war. Despite this acknowledged ubiquity, emotions were often treated with suspicion as untamable impulses and animalistic drives, threatening reason, morality, gender identity, or social and political equilibrium. This course explores the evolving forms of emotional experience and expression in a variety of global case studies. By investigating diverse interplays of definition and practice of emotions in philosophical and religious systems, medical, pedagogical, and social-engineering projects, and the collusion of emotional and political regimes, it further interrogates the status of emotions as universal constants, beyond determinants of time, space, and cultural context. Course readings include works by Homer, Aristotle, Dharmakirti, Ibn Sina, Abelard and Heloise, Shigesuke, Descartes, Spinoza, Campe, Darwin, and Freud, as well as relevant secondary scholarship.

CORES-AD 51

Shame and Guilt
Spring 2015
Prof. James Gilligan

We will read and discuss works of major writers to explore the role that the moral emotions, shame and guilt, have played and still play, in our individual and collective lives. We will ask whether these two emotive forces are parallel or antagonistic in their effects on our behavior. We will apply the concepts of shame and guilt to the understanding of psychology and moral value systems, and of different patterns of culture and politics. We will attempt to understand how shame and guilt can both serve adaptive (life-supporting) as well as maladaptive (life-destroying) functions. Finally, we will ask whether developing the capacity to love can enable us to transcend the destructive outcomes that both shame and guilt, and the ethical systems they motivate, can generate. Authors studied will include Homer, Sophocles, the Bible, Shakespeare, Dostoevsky, Nietzsche, Freud, Ruth Benedict, Pierre Bourdieu, Salman Rushdie and Kanan Makiya.

CORES-AD 52

Life’s Ends
Spring 2015 (7 weeks)
Prof. Richardson

The course will examine issues that arise concerning the concept(s) of life. It will particularly consider various attempts to say what the ‘aim’ or ‘meaning’ of life might be. Readings will be from a range of sources, philosophical, scientific, and literary. We begin with biological life (how to distinguish living from non-living entities; the “units” and “levels” of life). We then turn to a more “biographical” notion of life, applying especially to human lives. (Is there a natural or typical structure to “a life”? Is the unity of a life a matter of degree, and what does it depend on? Is narration the best way to describe or understand a life?) Finally we turn to the value of life and lives. (Does all life have value, and by virtue of what? Does each human life have absolute value, or is it legitimate to compare and rank the values of different lives?) Readings will include works or extracts by Aristotle, Euripides, Whitman, Darwin, Schopenhauer, Nietzsche, Sartre, as well as religious texts such as The Bhagavad-Gita, the Diamond Sutra, and the Tao Te Ching.

CORES-AD 53J

What is a Religion?
January Term 2015 (Abu Dhabi)
Prof. Appiah

Course description: Most English-speaking people can answer the question, “What is your religion?” … even if the answer is “I am an atheist, so I don’t have one.” Yet the things we call religions are remarkably diverse. They differ, for example, in whether they address one God, no gods or many; how important they think explicit creeds are; how much attention they give to prayer, fasting and other rituals; and whether adherents are expected to dress or eat or engage in other everyday practices in a distinctive way. In this course we’ll discuss the views of a variety of anthropologists, philosophers and sociologists as to what religions are; theories that seek to explain not just what, if anything, these many diverse religions have in common but the moral, social or cognitive purposes they serve. Among our theorists will be some of the founders of modern Western social science—E. B. Tylor, Max Weber, and Emile Durkheim. Among our questions will be, “Is religion a European concept?”

CORES-AD 54J

Surveillance and Privacy
January Term 2015 (Abu Dhabi)
Prof. Goold

This multidisciplinary course examines the historical, sociological, cultural, and political significance of surveillance, with a particular focus on the relationship between surveillance and privacy. Drawing on a wide range of sources (including academic research, historical documents, literature, film, and social media), the course explores how developments in the practice and technologies of surveillance have shaped the ways in which we think about privacy, identity, and personal information over the last 3000 years. Among the central questions that animate the course are: What is the relationship between surveillance and governance? How has the emergence of various forms of electronic surveillance changed the ways in which we think...
about identity and individual privacy? How do we balance a concern for individual freedom with the pursuit of security in a world characterized by increasingly sophisticated and intrusive forms of state and private surveillance? The course will also focus on key historical debates about the appropriate limits of surveillance, paying particular attention to the ways in which certain major events (such as the 11 September 2001 attacks on the United States) have shaped how we think about surveillance and its relationship to privacy, security, and democracy.

**ART, TECHNOLOGY, AND INVENTION**

**Art, Technology and Invention** draws material from various cultural traditions and from a wide range of genres and media, including architecture, painting, sculpture, photography, theater, music, cinema, and television. Art is a mode of knowledge that arises through the transformation of raw materials, such as sounds, objects, images, and the human body, into representational and expressive forms via the passionate yet disciplined exercise of the imagination. It offers an understanding of self and the world that embraces ambiguity, complexity, and innovation. It also opens avenues to engage with the rapid development of science, technology, and communication that is transforming 21st-century society and culture. These courses stimulate students to make connections between different practices and traditions as well as to 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.

**COREA-AD 1J**

**The Human Voice**  
*January Term 2015 (New York)*  
*Prof. Daughtry*  
This course explores the complexity, strangeness, socio-historical resonance, and expressive power of the human voice, as well as a number of the factors that condition and delimit that power. We begin by discussing the voice’s relationship to the body (both in terms of anatomy and contemporary discourse on “embodiment”) and to a number of technologies, from amplification to autotune. In the second half of the course, we focus on the salience of voice within the experimental music scene in New York. Perhaps most importantly, we treat our class as an experimental vocal collective, 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 2J**

**Idea of the Portrait**  
*January Term 2015 (London)*  
*Prof. Zamir*  
**Crosslisted with Art and Art History**  
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.

**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 why musical cultures need instruments; how these instruments interact with or take the place of vocal music; where they are connected to dance and where they have evolved far from dance; how diverse cultures attribute positive or negative moral values to different instruments and their players; and how a single musical culture may feel the need to exchange, develop or exclude particular musical instruments over time.

**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 media, and ask 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 9W
Reinventions of Love
Fall 2014
Prof. Polendo
Writing Workshop
Crosslisted with 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 Kalidasa, Rumi, and Neruda; plays by Zeami, Euripides, Shakespeare, Lorca, Tennessee Williams, and Sarah Kane; the music of PJ 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 2015
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. Tracing the origins of scapegoating as a tribal rite and as one of the defining aspects of Greek tragedy, this course ultimately poses the question—what is it, in the human psyche, that causes us to demonize and dehumanize the “other,” and demand, in the most extreme cases, witch trials throughout the centuries, mob lynchings, the Holocaust, and the more recent genocide in Rwanda. This course also touches on the technological forms of scapegoating such as cyber-bullying and examines how the Internet itself is used as a scapegoating device.

COREA-AD 12
Catastrophe
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 13W
Maps
Fall 2014
Prof. Hudson
Writing Workshop
What are maps, and what do they tell us? From prehistoric cave paintings to Mercator projection maps to contemporary mobile apps, maps combine the innovation and rigor of art and science. Maps interpret space in and over time. This course examines maps from the ancient and modern worlds, alongside reinterpretations of mapping in paintings, films, video games, and new media, to understand ways that maps produce knowledge visually.

COREA-AD 16
Men and Machines
Spring 2015
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 arts 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
January Term 2015 (London)
Prof. Shiffman
Can we capture the unpredictable evolutionary and emergent properties of nature in software? Can understanding the mathematical principles behind our physical world 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 2015
Prof. Schechner
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. 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 Taziyeh of Shi’a Islam, the Ramila of Hinduism, the Olympic Games, Noh Drama of Japan, American baseball, “deep” and “dark” play.

COREA-AD 19
Communication and Technology
Fall 2014 (7 weeks)
Prof. Stevens
The course will consider the development of and reaction to some of the most transformative of humankind’s inventions—its forms of communication. Through an analysis of the history of image making, writing, printing, photography, the telegraph, radio and television, the course will consider the process through which the uses of such new media are recognized, how they are celebrated and criticized, and what they have made it possible to say and think. In the background, as these histories are analyzed, will be similar questions about the swarm of recent communications technologies loosely known as the Internet. At the end of the course that discussion will move to the foreground.

COREA-AD 21
Gesture in Speech, Poetry, Music, and Dance
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 23
Rhythm
Fall 2014
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 and the visual decorative arts 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, ethnology, crystallography, nuclear physics, calendar design, radio astronomy, architecture, computer graphics, and the Art and Art History. 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
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.
Idea of the Exotic
Spring 2015
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.

Ways of Seeing: Colonialism, Race, and Multiculturalism
Writing Workshop
This course examines the relationship between government and religion. To this end, the course will concentrate 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 will serve as a starting point for the course because they broadly prohibit government entanglement with religion while simultaneously bestowing government with the responsibility to protect religious freedom. The primary texts of the course are the opinions of the United States Supreme Court, the highest Court in the United States and final authority on interpretations of the Constitution. Prior knowledge of the subject matter or the United States is not a prerequisite for this class. This course is continued into the second semester.

Creativity and Innovation
Spring 2015
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.

Fame
Historian Leo Braudy notes that: “the history of 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, The Bible, 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 nationality. Case studies of non-Western celebrities, highlight the formatting of modern stardom in Asia (Jackie Chan and Jet Li), Africa (Fela Kuti), and the Middle East (Umm Kulthum).

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, Suzuki.
COREA-AD 30W
Representations
Spring 2015
Prof. Ampka
Writing Workshop
This course considers representations of social and historical realities within which notions of cultural identity, citizenship, and power are imagined and presented. Using examples from the performing arts, film and photography, we explore formal technologies of creating representations and cultural modes of interpreting them, and compare how reality is abstracted and codified by representations from different parts of the world. 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 l-Malik, and St Joan; photographs by Annie Liebovitz, Brian Duffy, and Yousef 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, Fictions 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.

COREA-AD 31W
Machine Dreams
Writing Workshop
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—mirrors, camera obscuras, 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.

COREA-AD 32
Identity, Image and Place
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 extenuating 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 USA, Europe, the Middle East and Asia, and includes visits to local galleries and artist studios.

COREA-AD 33
Perception in Music and Sound
What is perception and how is it mediated by culture and technology? How much of music is a function of the way our auditory system works and how much is learned as a part of culture? To what extent do objects of perception look the same and sound the same across individuals, cultures, and means of representation? This class examines these questions by looking at the scientific literature (to understand the basics of perception), by looking at cultural objects (for specific examples that bring the ideas into focus) and by looking at the various technologies for storing and reproducing sound.

COREA-AD 34
What is Music?
Spring 2015
Prof. Guedes
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.
Lies and Lying

Lying is an integral part of human communication. It is only in contrast to lies that we are able to construct the concept of truth and “choose” our perception of reality. From white lies and exaggerations to advanced techniques of persuasion such as propaganda and brainwashing, this course will examine the psychological, philosophical, ethical and social aspects of several contexts in which lying commonly occurs: Art, Culture, Literature, Science, Politics, Advertising, Journalism, Relationships, Digital World and History. We will discuss and analyze the motives, techniques, technology and outcomes of some of the biggest lies and liars throughout history, from mythological gods in ancient Greece through fake alchemists in the Islamic Golden Age to contemporary schemers. We will study examples of lying in texts, films, biographies, cartography, Art and Art History, internet, social networking, mass media, advertisement as well as guest liars and lying experts.

Death: Myths, Histories, Metamorphoses

Spring 2015
Prof. Bravo
Writing Workshop

Death is a universal fact of human life, powerfully defining the exigencies of our experience. From ancient times until the present, artistic works have registered changing attitudes towards death in 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 Noh Drama of Japan, also are considered. Students develop a collaborative or individual artistic project and related critical paper demonstrating their engagement with the topic.

Staging the Self

Spring 2015
Prof. Martin
Writing Workshop

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 œuvre 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.

Memory

January Term 2015 (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), 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).
COREA-AD 40

Records
What drives us to create records of human events or experience? And how has that drive shaped not only the history of human communication but of record-keeping itself? What is the relationship between an event and the records or recordings we make of it? Is there tension between the promise of mimetic or documentary fidelity and new possibilities for art and imagination? When is the memorializing goal better served by invention than recording? This course will examine a series of technological innovations in record-keeping and record-making, from cuneiform to cassette culture, mp3s, and beyond. Readings will address histories and theories of orality and literacy, archives, print, photography, film, sound recording, and other media as we explore fundamental questions about memory, history, technology, and the relationship between art and life.

COREA-AD 41

Nomads
Fall 2014
Prof. Darts
What can the unique human ecology and worldview that emerges from mobile ways of life teach us about human ingenuity and culture? This course uses the lenses of philosophy, art, and design to examine the history, influence, and cultural underpinnings of nomadism and nomadic dwelling. Paying special attention to kinetic objects and the built environment, we will probe historical and contemporary conceptions of ownership and ecology, transience and permanence, home and homelessness, and citizenship and belonging. We will study writings by Deleuze and Guattari, Walter Benjamin, and Rosi Braidotti, artworks by Andrea Zittel, Lucy Orta, and Krzysztof Wodiczko and cinematic works including Lawrence of Arabia and Dances with Wolves. All aspects of mobile dwellings, from familiar vernacular models such as tents and huts to developments in humanitarian design and contemporary art, will be considered. Students will be presented with a series of design challenges and will be asked to solve problems by creating new designs and producing prototypes. No previous background or training in design is required.

COREA-AD 42

Art and Emotion
Spring 2015
Prof. Richard Allen
While Aristotle celebrated the capacity of art to elicit emotion, Plato treated it with suspicion. Suspected of irrationality, emotion has continued to hold a contested position in the understanding of art. This course will explore the ways that art both expresses and arouses the emotions and to what value and ends. It asks how stories engage us in prototypical, emotional human situations such as suffering, separation, loss, recognition and reunion. We will think about what aspects of our emotional responses are universal, what are culturally specific, what are gendered, what are individual and personal, and the similarities and differences between art emotions and actual emotions. We will draw on a wide range of artworks from a variety of periods and cultures as case studies, including visual and narrative representations of the Passion of Christ; canonical love stories, like Laila Majnun and Romeo and Juliet; classical and modern tragedy; romantic, popular, and program music; and comic art like The Comedy of Errors and silent film comedy. These studies will be framed by the theories of, among others, Aristotle, Abhinavagupta, Tolstoy, Langer, Bergson, Freud, analytic philosophy (Carroll, Kivy), and cognitive theory (Hogan).

COREA-AD 43

War
Fall 2014
Prof. Bravo
Crosslisted with Peace Studies and Music
What is war? Why do wars exist? What are the differences between wars in the past and those being waged today and how have the conditions of conflict changed throughout history? Is there an art of war? These questions are central to the purview of this course, which examines artistic responses to war across a wide range of historical and cultural contexts from antiquity to the present. The course explores how the arts, particularly music and musical practices, play a critical role in accompanying the sociological rituals of war from the military marches part of deployment, to the laments and requiems that figure centrally in accompanying the sociological rituals of war from the military marches part of deployment, to the laments and requiems that figure centrally in the process of mourning in the aftermath of conflict. Drawing on histories and philosophies of war, we will engage with issues related to propaganda, censorship, detention, internment, torture, heroism, sacrifice, bravery, justice, history, memory, and death and with reference to work by Homer, Thucydides, Sun Tzu, Clausewitz, Tolstoy, Shostakovich, Britten, Picasso, Dix, Mishima, Wiesel, Tarkovsky, Kubrick, and John Lennon, among others.

COREA-AD 44

Time
Fall 2014 (7 weeks)
Prof. Ballon
This course explores the multifaceted nature of time, in different historical, social and religious contexts. We will pursue three main strands: 1) changing conceptions of time, time-keeping systems, and states of time consciousness from antiquity to the present; 2) representations of time in works of art that heighten our apprehension of time and its vertiginous quality or aim to escape the rule of time and induce a quality of timeless suspension; and 3) the technologies of time-keeping from sundials to atomic watches, calendars...
to timelines. Denaturalizing our own conventions of keeping time, we will consider the purposes of time measurement, the history of the hour, the development of the mechanical clock and its impact on society, the relationship between clock time and industrialization, the shift from local to international standard time, and the question whether the human experience of time is common across cultures or is culturally specific and variable.

COREA-AD 45J
Sound(ings)
January Term 2015 (Abu Dhabi)
Prof. Fontana
Crosslisted with Music
This course will explore the meaning of sound in the urban and natural environments within Abu Dhabi and the UAE. An assumption which this course will make and explore is that all situations in the real world have a musical potential. This potential is defined and realized by discovering, recording and mapping the many ways in which the physical reality of places are dynamic systems of significant acoustic patterns. This seminar will start with an introduction to mobile sound recording that explores sound as it travels through the air in acoustic space using varieties of microphones and space mapping techniques. The course will also explore using acoustic measurement technologies such as accelerometers and hydrophones to investigate how sound exists within structures, the sea and other types of fluids. This course will start out with a large group sound mapping project about Saadiyat Island and expand to other environments in Abu Dhabi and the UAE. In addition to the group project, students will also be required to develop their own unique soundscape works. The course will cover all aspects of environmental field recording, editing and presentation of the final results.

COREA-AD 46J
Narrative, Media, and Technology
January Term 2015 (New York)
Prof. Borenstein
Telling stories is a fundamental human activity, but the ways these stories are told depends upon the means in which they are created and transmitted. This course examines the role of technologies ranging from print, cave painting, comics, animation, and film, to hypertext, social media, and viral video. In addition to reading and viewing, the assignments will also include creative technological projects and excursions to the Museum of Moving Image, the Museum of Comics Art, and The Moth story telling theater.

COREA-AD 47
Listening
Spring 2015
Prof. Eisenberg
This course explores ways of listening, and of being a listener, in human experience, with attention to the role of the ear in the constitution of subjects, communities, and societies of different times and places. Topics include debates about the listening subject in Western philosophy and media studies; the role of the ‘ethnographic ear’ in cultural anthropology and ethnomusicology; theories and methods of ‘soundscape research’ and ‘acoustemology’; and aurality as an aspect of culture, explored through case studies ranging from the development of sound reproduction technologies, to deaf culture, to the ethics of sounding and listening in religious practice. Course readings, drawn from a wide range of disciplines, include foundational texts in the emerging interdisciplinary field of ‘sound studies’. In addition to engaging critically with a range of ideas and debates through discussion, presentations, and writing, students will try their ears at specialized modes of training and data collection developed by sound-oriented researchers and artists.

COREA-AD 48
Vision
Fall 2014
Prof. Peters
This seminar concerns the phenomenon of vision. The sense of vision is closely related to processes of understanding, thought, and linguistic interpretation. Seeing is an activity in which the eye and brain work together, but the imagination also affects vision, for we sometimes imagine what we say we see. We will study the connection of image and language using the example of Hollis Frampton’s film Nostalgia, which suggests that vision entails an aspect of imagining. We will approach questions about the nature of vision on the basis of texts, cinematic materials, art works, and experiments we conduct. The texts on which we will work include “classical” ones by authors such as Charles Baudelaire and Maurice Merleau-Ponty, but also more recent theoretical approaches by Serge Daney, for example. We will also focus on the phenomenon of synaesthesia as it is emphasized as ‘haptic seeing’ in the work of Lygia Clark.
What motivates human beings to form collections? How do we select, order, preserve and display information and objects? And, what intellectual processes are involved in these activities? What does the content of these collections say about those who created them? And, what kind of narratives can be traced within the display of these collections? This course surveys the phenomenon of collecting, focusing on key moments in its history, from antiquity up to contemporary times. In the first section of the class, we explore collections of “thought,” that is, how knowledge has been stored, organized and retrieved—and some of the tools we have developed to do so—including mnemonic devices, writing, codices, libraries, information architecture and digital technologies. The second section concerns physical objects, and their collection, classification, organization, and display. Finally, we discuss the work of modern and contemporary artists who incorporate concepts of assemblage and curation. In response to the readings and to the materials covered in class, students will conceive, create, describe and display a collection of their own making.

This course asks how objects from the past obtain meaning long after they were made, and how they have come to express the identity of communities, nations, and religions. We will consider fundamental questions of identity by assessing how objects become imbued with meaning. Who ascribes these objects meaning and why? How do we relate to objects designated to represent us? We will explore object biographies from a range of periods, regions and traditions. We will discuss objects representing contested national and global identities, such as the Cyrus Cylinder from Iraq, and the Koh-i-noor diamond from India, as well as material that facilitates discussion of socially and culturally defined identities. In all of these examples politics plays a constant role. Through case studies of iconic objects from around the world, we will compare significance in the originating society with place and function today to better understand how, why, and by whom identity is constructed.

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

Experimental Discovery in the Natural World (EDNW) focuses on fundamental scientific concepts and phenomena, with a special emphasis on science as a process. All courses in this track have a project-based laboratory component. In the lab component, students practice the experimental or scientific method: they develop hypotheses, design experiments to test those hypotheses, gather evidence, and incorporate that evidence into an argument. Unlike labs in standard science courses, EDNW labs are focused more on the heuristic process of experimentation than on mastery of a particular topic. They pose a series of fundamental questions about experimentation, evidence, and proof: What are observations? What are data? How do you determine if data are robust or weak? Are there different ways to present data, and how do you use them in arguments? What is a valid experiment? What constitutes proof, and what is required in order to disprove a hypothesis?

Science, Society, and History (SSH) explores the relations between the knowledge, theories, and technical practices of scientists, engineers, medical researchers, physicians and lay people, and the local and global contexts in which they operate. Courses ask critical questions about the definition of the various sciences, their history, and how they work in practice; the basis of scientific authority and challenges to it; scientific revolutions; how ethical and political decisions are made about scientific regulation and applications; and how changes in science relate to larger intellectual, cultural, social, political, economic, and environmental trends as well as public policies.
Visualizing in a three-dimensional environment the normal and altered macromolecules associated with some common but complex human maladies.

COREI-AD 15

Microbes

Microbes are tiny organisms that are found on every imaginable surface and habitat. This complex myriad can consist of microbes that are essential to a healthy life, as well as microbes that cause infectious diseases in plants and animals, which may also contribute to many chronic diseases and conditions, such as cancer and environmentally-related diseases. To understand the delicate and complex relationship we have with these different forms of microbes, scientists have looked at their DNA for clues and answers to their causes, developing tools to help with diagnostic tests, and the development of treatments and prevention methods. This information also comes with various social, ethical, and political implications that determine how we use our knowledge of these microbes. This course will introduce students to these issues by first learning the fundamentals of the biological molecules that comprise the cell and through a hands-on research project, students will identify the local microbes through their DNA. Students will also discuss how microbes positively and negatively affect the various policy options that are relevant to the social dilemmas that science created.

COREI-AD 16

Where the City Meets the Sea: Studies in Coastal Urban Environments

Spring 2015

Prof. Burt

Crosslisted with The Environment, Urbanization

Over half of the human population lives within 100 km of a coast and coastlines contain more than two-thirds of the world’s largest cities. As a result, the world’s natural coastal environments have been substantially modified to suit human needs. This course uses the 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. May not be taken by students who have taken Coastal Urbanization and Environmental Change (COREI-AD 25J).
COREI-AD 17
Domain of Crystals
Spring 2015
Prof. Rabeh

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.

COREI-AD 24J
Heuristics

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 heuristics as 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 currencies, 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.

COREI-AD 25J
Coastal Urbanization and Environmental Change
January Term 2015 (Sydney)
Prof. Burt

Crosslisted with The Environment, Urbanization

Over 80% of the Australian population lives within 100 km of a coast and virtually all major Australian cities occur on coastlines. As a result, Australia’s coastal environments have been substantially modified to suit human needs. This course uses 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. May not be taken by students who have taken Where the City Meets the Sea: Studies in Coastal Urban Environments (COREI-AD 25)

COREI-AD 26
Sustainable Energy

How do solar cells work? What is “green” chemistry? What are “smart materials” and why are they important? Focusing on the intersection of the natural sciences, materials science, ecology and sociology, this interdisciplinary course tackles these 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 provokes 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
Fall 2014
Prof. Almeida

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 explore some of the challenges that this vew poses to our common sense understanding of certain attributes, like consciousness and free will, that we ascribe to ourselves as human beings.

COREI-AD 35
Seven Wonders of the Invisible World
Fall 2014
Prof. Magzoub

“In the year of 1657 I discovered very small living creatures in rain water.” This quote is attributed to Anton van Leeuwenhoek, a Dutch merchant whose skillful use of glass lenses allowed him to peer into a world of microorganisms that would otherwise be invisible to the naked eye. His careful observations gave way to advances in microscopy that have allowed scientists to observe detailed structures...
of 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 43**  
**Behavior**  
*Fall 2014*  
Prof. Blau  
Why we behave in a certain way is one of the most fascinating and complex questions and one that we often cannot even explain to ourselves. So what drives behavior? How can behavior be measured? And can behavior be changed? This course will examine behavior from the viewpoints of biology, neuroscience, economics, psychology and philosophy. We will place an emphasis on interpreting and designing experiments that measure behavior in both humans and animals. We will discuss topics as diverse as memory, morality and altruism and examine how being part of small and large groups can affect decision-making and behavior.

**COREI-AD 51J**  
**Biomimetics**  
*January Term 2015 (Abu Dhabi)*  
Prof. Coelho  
How does nature serve as a model for the design of synthetic materials? Biomimetics is defined as the structure and function of biological systems as models for the design and engineering of materials. This introductory course reviews the complexities in natural materials following millions of years of evolution and how efficient they are in comparison to standard engineering materials in performing specific tasks. The course will also present students with the basic concepts of engineering materials (metals, ceramics, polymers, semiconductors) and their structure/property relationship and how current manufacturing techniques inspire scientists to recreate nature-like structures to improve current engineering practice. The course is geared to the classroom and experimental laboratory setting where students manipulate materials and explore material properties for biomimetic design.

**COREI-AD 52J**  
**Computational Tools for Cultural Comparison**  
*January Term 2015 (Abu Dhabi)*  
Prof. Shasha  
Different cultures have both unique and common properties. These can be linguistic properties, properties of politeness, of government, of art, of economics, of food, of gender relationships, and even of war. Tools for cross-cultural comparison should allow those who are familiar with only a few cultures to enter properties and values about those cultures and then allow searchers to compare the cultures in various ways. For example, it should be possible to discover the commonalities and differences among pairs of cultures, to cluster many cultures based on their commonalities, and to find cultural rules of the form “if culture has property x, then it has property y”. This course will begin with the discussion of a key cultural notion—language. You will learn the basics of linguistics and then will interact with a cross-cultural database and analysis platform called Terraling. We will also study data sets that may be useful for cross-cultural analysis mostly from the social sciences, anthropology, and archaeology. After that, you will engage in projects to use Terraling to enter other properties and values about a topic of your choice (e.g. about food, legal structure etc.). Some of that data will come from the data sets others have gathered that are on the web and some will come from data that you yourselves gather. In the process you will learn elements of statistics, machine learning, programming in Python, and experimental design and evaluation.

**SCIENCE, SOCIETY AND HISTORY COURSES**

**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 will address these questions and more, by covering the chemical evolution of the Universe, the formation of our solar system, the search for and study of extra-solar planets, and the possible cosmological implications of life’s existence.*

**COREI-AD 5W**  
**Immortality**  
*Writing Workshop*  
*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.*
relativity and quantum theory. Prof. Camia
Fall 2014

Disease and Society in the Gulf: Local and Global Intersections
How have diseases, and efforts to control them, shaped the nature and course of Gulf societies? This course explores this core question by considering disease as a product of complex intersections between the natural and social worlds and local and global forces. Topics to be discussed include: malaria, agriculture, drainage, and war in the Tigris-Euphrates marshlands; respiratory and sexually transmitted diseases, trade, pilgrimage, and quarantine in Hormuz, Mecca, and Dubai; hunger, offerings, and therapeutics in Persian shrines, mosques, and hospitals; pesticides, food production, diabetes, and the kidney market in India and the UAE; infertility, Islam, assisted reproduction, and medical tourism in Egypt and the Gulf states; and oil, migrant labor, Gulf sovereign funds, and the WHO polio eradication campaign. Readings come from history, anthropology, sociology, and literature.

Knowledge, Inference, Uncertainty, Probability
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?

Quantum Theory and Relativity: The Impact of a Scientific Revolution
Fall 2014
Prof. Camia
At the beginning of the 20th century, a scientific revolution started that was destined to change radically the way we think about the physical world. Einstein’s theory of relativity completely altered notions of time and space, laying the theoretical foundation for the use of nuclear power. At the same time, a new quantum theory was developed to describe the behavior of atoms and nuclei. It led to great technological advances, with much modern technology crucially exploiting quantum effects. But the revolutionary advent of relativity and quantum mechanics came with significant consequences: Physics became detached from the public’s everyday experiences and intuition. Challenging that notion of inaccessibility, this course analyzes some of the basic concepts of relativity and quantum theory.

State and Fate of Earth
January Term 2015 (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.

Innovation in the Ancient World
Crosslisted with 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 pyramids; 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.

Power of Genes
Fall 2014
Prof. Al-Assah
Will genetic manipulation ever improve our well-being? When the gene was discovered and our ability to manipulate it became apparent, a whole new era in science began. Scientists wanted to understand the power that hides in the gene and the effects of its manipulation. The Human Genome Project which was completed in 2003 led to the identification of the genes in the Human DNA. This discovery is now leading the way to trying to understand the roles of those genes in our bodies, the diseases that may result from their malfunctioning, and consequently treating those diseases at the gene level. This growing field is known as Gene Therapy. In another endeavor and due to the increase in the human population size and the depletion of our food resources, biologists
invested in the ability to Genetically Modify Foods; a matter that has raised concerns in some parts of the world. Also, our desire to understand how life was created has led to Cloning investigations; an issue of huge controversy. This course travels through the world of genetics and examines the Human Genome Project, successful stories and challenges in the field of Gene Therapy, Genetically Modified Foods, and Cloning; all being topics that have fundamental implications on the society that will live in and contribute towards.

COREI-AD 20W
Atom and Energy
Writing Workshop
E=mc2: One simple equation encapsulates the power to grant life and death in equal measure. Life associated with fusion in the sun, radiation therapy, and nuclear energy; death via nuclear bombs and nuclear disasters. This course uses nuclear physics as a prism for exploring science as a human endeavor, focusing on the physics of the atomic nucleus and its technological applications. Arguments for and against nuclear power plants are analyzed, while the power and threat of nuclear weapons are assessed. The international treaties designed to limit the spread of nuclear weapons are scrutinized, emphasizing the challenges that lawmakers and citizens face in determining and guiding the uses of nuclear power as we will 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 22
Trust, Risk and Deception in Cyberspace
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 entrust 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 28J
State and Fate of Biodiversity
Crosslisted 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
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 line to the psychological impacts of childhood. 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
This course considers the origins 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 concludes with a survey of contemporary cosmological theories to see how some ancient ideas are retained in modern science.
COREI-AD 32W  
Global Warming and Local Weather  
Writing Workshop  
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 2014  
Prof. Quadflieg  
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 34  
From Vision to Visual  

Fall 2014  
Prof. Gambis  
How does one “visualize” vision? This course examines the scientific tools developed to study the visual system and highlights the visualization methods that are now integral in communicating scientific research. Today, scientists are required to be 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 36  
Disease and Medicine in History: The Challenges We Face  

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 37J  
Light  

January Term 2015 (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 works of art. Ultimately, we wrestle with the “entanglement” of photons and what this reveals about the nature of light and our universe.
mechanisms underlying the phenomenon we call creativity, which characterizes our search for new unknowns in science.

COREI-AD 40
**Idea of the Cell**
*Spring 2015*
*Prof. Gambis*

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

COREI-AD 41J
**Protecting the World’s Health: Triumphs and Challenges**
*January Term 2015 (Washington DC)*
*Dean Healton; Dean Sullivan-Marx*

Crosslisted with Social Research and Public Policy, The Environment

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. These four examples offer excellent learning templates for exploring public health because of their diversity: one has ended (smallpox), one is current near eradication (polio), one is an infectious disease for which no vaccine exists (AIDS), and one is a fully preventable human-manufactured epidemic (tobacco). The course includes a mix of lectures, class exercises, the role of games in health education, CSI-like investigation approaches, guest lectures, and site visits based in Washington, D.C. Students become familiar with how an epidemic emerges, steps taken to measure an epidemic’s scope and distribution, how epidemiologists—the detectives of public health—go about determining the source of an epidemic, the role research plays in answering questions with respect to source and cure, how public health leaders work to arrest an epidemic, and the interplay between society, culture, politics, and health.

COREI-AD 42
**Uncertainty in Science**
*Spring 2015*

Science is fundamentally about exploring the unknown, and a major part of being a scientist is learning how to handle uncertainty. Statistical uncertainty, systematic uncertainty, the range of validity of models, approximations, data outliers, competing interpretations: scientists spend most of their time wrestling with these problems. Unfortunately, in classrooms and in popular culture, science is often presented as a series of proven facts. If uncertainty is acknowledged, it is often portrayed as an argument between two groups of experts with opposing views. While science has resulted in some well established facts, and scientists occasionally have clear-cut divisions of opinion, more commonly they have varying degrees of confidence in models and disagree about the significance of a particular measurement or study. In this class, we familiarize ourselves with the language of probability and statistics, explore how it developed historically to become central to the scientific process, and how it is used by different scientific disciplines. We discuss how scientists express their ignorance, and how individuals and policy makers can still make judgments based on incomplete scientific knowledge. We also explore how scientific uncertainty is often misrepresented to support particular political agendas or personal beliefs. Finally, we discuss the limits of scientific knowledge, and how even when exact solutions to problems are not theoretically possible, we can still put limits on our uncertainty.

COREI-AD 44
**What is a Number?**
*Fall 2014*
*Prof. Pycke*

Numbers pervade our lives, so it may seem self-evident what they are. But like languages, technologies or ideologies, numbers have a history, and understanding of them has changed over time and also been surprisingly controversial. Zero was discovered and accepted as a number 1500 years ago; it was considered a dangerous idea in some civilizations. The existence of infinity was fiercely debated by philosophers as well as mathematicians. Understanding numbers requires insights from the liberal arts of the ancient quadrivium (arithmetic, music, geometry, and astronomy) considered in their unity through their relationships with numbers, Pythagoras, Plato, Al-Kindi, Kepler, Turing, Mandelbrot and others have thought about concepts of measure, order, chaos, harmony, unity, diversity and universality. Reading these authors will help us understand why even today’s science has no definitive answer to the apparently simple question about its faithful servants: what is a number?
Science is a social enterprise, although one traditionally thought to be grounded in facts and reason. Scientists collaborate with each other, undermine one another, and compete for funding of research. Whether a scientific idea ever sees the light of day may depend on these distinctly social factors. So how much of what we call ‘scientific progress’ is the result of social negotiation, and how much is rational deliberation? That is the big question this course investigates—the question of the competing roles of rationality and rhetoric in the development of science. Do theoretical pictures change on account of reasoned argument, or rhetorical persuasion? We’ll examine this question through the lens of several important scientific revolutions, particularly the quantum one.

Our starting point will be Thomas Kuhn’s influential account of scientific progress. Does his picture really fit the historical facts? Several competing models of scientific progress will also be discussed. Along the way, we’ll consider why many scientific revolutions occurred in Europe and not elsewhere. Are some cultural and social features more hospitable than others to scientific inquiry?

Our guiding question emerges from the story of Babel: why are there many languages? Should we view linguistic diversity on par with superficial cultural differences, as reflecting essential differences in modes of thinking, or as products of incommensurate world views? This question will be explored across disciplines, from the philosophical discussion of the (im)possibility of translation, through the literary theoretic debate about the connection between speech and writing, to recent discussions in psychology and anthropology about linguistic determinism (language determining thought or culture determining language). These debates across intellectual traditions center around the key question of the source of linguistic universals: do commonalities among languages reflect an innate brain “organ” or do they reflect commonalities in human culture and in general human cognitive capabilities. The linguist’s argument for an innate universal grammar invites us to view language history in biblical terms, as the cultural fall from a single original language, fixed by biology, but such biological determinism is also consistent with the idea that the multi-lingual cosmopolitan human has always been our natural state.
How does science develop and change? What sorts of considerations are used to assess and evaluate scientific theories, particularly when those theories upend our entire picture of the physical world and our place in it? Are there factors that go beyond the empirical data itself, such as broader conceptual and religious considerations? And are these ‘extra-empirical’ considerations legitimate constraints on scientific inquiry? This course will examine these big questions about the nature of science in the context of Galileo’s groundbreaking theory on the nature of motion—a theory that laid the groundwork for Newton and the rise of modern science. We will look at the many conflicts in which Galileo became embroiled—scientific, religious, and personal—and study the historical developments that eventually led to widespread acceptance of the Galilean worldview. Our aim will be to understand the complicated way in which Galileo’s physics emerged, was resisted, and eventually triumphed, and to situate that evolution within a broader narrative about the nature of scientific development and change.

Today, the cost of human genotyping is dropping faster than Moore’s law is bringing down the price of computer chips. Individuals are genotyping themselves in record numbers using consumer services like 23andme. Emerging from these data, new research on the role of genes in our lives and in society often yields counterintuitive results. For example, it turns out that while genes matter for both IQ and social class, they are just as much an engine of social mobility as they are of class reproduction. Meanwhile, a deeper look at race shows that genetic analysis does not reify our racial categories but instead destroys them. This course will explore this emerging field of socio-genomics. New York City and Abu Dhabi are cosmopolitan centers that draw immigrants from all over the world. What can and can’t the genetic make-up of their respective populations tell us about their pasts and their futures?

Mathematics takes its problems from the real world and puts order into chaos. It sometimes strongly challenges common sense and produces extraordinary dreams of human history. The course concerns questions and concepts from various areas in mathematics, in particular number theory: the “alarm clock numbers” and some of their applications (for example to music); irrational numbers and their intimate links with art and geometry as well as the scandal raised by their discovery in ancient Greece; the Golden Ratio with its surprising mathematical properties, its connections with biology through Fibonacci sequences and art history; prime numbers and their chaos, order and mystery; the fantastic number π, some of its properties, and messy and beautiful formulæ to approach it; continued fractions, the sum of two-squares theorem; the five (or three) Platonic solids from prehistory to modern times; some amazing paradoxes raised by probabilities; and Poincaré finite-infinite universe. Through these and other examples we will consider how and why mathematics is a subversive intellectual activity, relying on passion, imagination, and beauty as much as on logic and rigorous argumentation.
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 Art & Art History undertake both artistic practice and academic study, and establish a balance between practice and reflection, craft and critical study, that suits them best. Those interested in practice have the opportunity to create original works in a variety of media; those with a primary interest in scholarly study may focus on the history, theory, and criticism of art, architecture, film 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.

Anthropology introduces students to the forms and histories of a variety of human cultures and provides them with the tools for understanding and negotiating cultural difference.

The 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 multidisciplinary courses that support the various Arts and Humanities majors. The colloquia create unexpected connections and cross-pollination between disciplines.
From prehistoric cave art to the digital media of today, human beings across the globe and through the ages have used visual forms to understand and shape their world. Painting, sculpture, architecture as well as ornament, design, and photography have provided rich traditions of visual expression and communication, and the development of new media has greatly expanded this visual repertoire. Different cultures, in different places and at different times, have valued and conceptualized vision and made use of Art and Art History in a variety of ways. Art and Art History investigates and re-imagines the physical, social, cultural, and spiritual spheres of human existence and offers arguments about and interpretations of these realms. The Art & Art History major at NYU Abu Dhabi invites students to explore the objects, practices, meanings, and institutions that constitute Art and Art History in diverse cultures from comparative, historical, and cross-disciplinary perspectives.

The Art and Art History curriculum focuses in particular on three broad geographical regions and their traditions: 1) Europe and North America; 2) the Middle East and North Africa; and 3) South Asia and East Asia. They also pay special attention to cross-cultural encounters, to an understanding of art in comparative frameworks, and to the dialogues between Art and Art History and the humanities, sciences and other arts.

The major in Art & Art History integrates the traditions of historical, critical, and philosophical thinking that characterize the disciplines of Art History and Aesthetics with practice-based studio art. The courses are divided into two tracks: Art Practice and Art History. Students have the option of specializing in one track or combining the two in equal measure.

The studio art courses allow students to explore a range of different media and techniques including drawing and painting, sculpture, photography, video, and digital media, while at the same time letting them hone their skills in a chosen medium. They also require students to reflect critically on the nature of art practices and to understand the traditions, theories, and contexts that inform and mold these practices.

The courses in the history, theory, and criticism of Art and Art History address the major issues and debates that have shaped our understanding of Art and Art History. Among the questions we confront are: What is art and the nature of aesthetic experience, and why are they differently understood and valued at different times and in different cultures? What is gained or lost by studying art by focusing on a particular place, time, tradition or genre as opposed to
approaching it from a comparative perspective that puts two or more cultures in dialogue? What might it mean to think of art as the product of cross-cultural contact? 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 Art and Art History?

The NYUAD Art & Art History program is closely related to and crosslists pre-professional courses in Museum and Cultural Heritage Studies, and takes advantage of museums in the region such as the Museum of Islamic Art in Doha and the museums 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 Art & Art History major prepares students for careers not only as artists or professionals in museums, the arts industries or education, but also for any career where creativity, imagination, analytical ability, conceptual clarity, cross cultural understanding and a respect for human achievement and difference are valued.

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

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Quantity</th>
</tr>
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<tbody>
<tr>
<td>2 Foundations of 2D, 3D or 4D</td>
<td></td>
</tr>
<tr>
<td>2 Art Practice electives</td>
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</table>

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>2 Foundations of Art History I &amp; II</td>
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<tr>
<td>2 Art History electives</td>
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ART AND ART HISTORY

ARTS PRACTICE TRACK

SAMPLE SCHEDULE

REQUIREMENTS FOR THE MAJOR
12 courses, distributed as follows:

5 Required Courses: 2 of the following: Foundations of 2D, 3D, or 4D; Foundations of Art History I & II; Advanced Critique and Exhibition Studies

5 Electives: 1 may be taken from the Art History electives

2 Capstone: Seminar and Project

YEAR 1

Fall Semester
CORE
GENERAL ELECTIVE
GENERAL ELECTIVE
FOUNDATION OF ART HISTORY I

Spring Semester
CORE
GENERAL ELECTIVE
FOUNDATION OF 2D, 3D, OR 4D

January Term
GENERAL ELECTIVE

YEAR 2

Fall Semester
CORE
CORE
FOUNDATIONS OF 2D, 3D, OR 4D
ART HISTORY ELECTIVE

Spring Semester
CORE
GENERAL ELECTIVE
GENERAL ELECTIVE
FOUNDATION OF ART HISTORY II

January Term
GENERAL ELECTIVE

YEAR 3

Fall Semester
CORE
GENERAL ELECTIVE
ART HISTORY ELECTIVE
ART HISTORY ELECTIVE

Spring Semester
GENERAL ELECTIVE
GENERAL ELECTIVE
ADVANCED CRITIQUE AND EXHIBITION
ART HISTORY ELECTIVE

January Term
GENERAL ELECTIVE

YEAR 4

Fall Semester
GENERAL ELECTIVE
GENERAL ELECTIVE
ART HISTORY ELECTIVE
CAPSTONE SEMINAR

Spring Semester
CORE
GENERAL ELECTIVE
GENERAL ELECTIVE
CAPSTONE PROJECT
ART AND ART HISTORY
ART HISTORY TRACK
SAMPLE SCHEDULE

YEAR 1
Fall Semester
CORE
GENERAL ELECTIVE
GENERAL ELECTIVE
FOUNDATION OF ART HISTORY I

January Term

Spring Semester
CORE
CORE
GENERAL ELECTIVE
ART HISTORY ELECTIVE

YEAR 2
Fall Semester
CORE
CORE
FOUNDATIONS OF 2D, 3D, OR 4D
ART HISTORY ELECTIVE

January Term

Spring Semester
CORE
GENERAL ELECTIVE
GENERAL ELECTIVE
FOUNDATION OF ART HISTORY II

YEAR 3
Fall Semester
CORE
GENERAL ELECTIVE
ART HISTORY ELECTIVE
ART HISTORY ELECTIVE

January Term

Spring Semester
GENERAL ELECTIVE
GENERAL ELECTIVE
THINKING ART
ART HISTORY ELECTIVE

YEAR 4
Fall Semester
GENERAL ELECTIVE
GENERAL ELECTIVE
ART HISTORY ELECTIVE
CAPSTONE SEMINAR

Spring Semester
CORE
GENERAL ELECTIVE
GENERAL ELECTIVE
CAPSTONE SEMINAR

REQUIREMENTS FOR THE MAJOR
12 courses, distributed as follows:

4 Required courses:
- Foundations of Art History I & II; Thinking Art; and 1 of
  the following Art Practice courses: Foundations of 2D, 3D or 4D
6 Electives: including at least
  one elective on European and North American art before 1800 and one on
  art from the Islamic world before 1800
2 Capstone: Seminar and Project
ART AND ART HISTORY COURSES

REQUIRED COURSES

Please note: the Art History and Art Practice tracks have different requirements. See above.

VISAR-AD 166 and 176
Foundations of Art History I and II
Offered every year
Fall 2014 and Spring 2015
Profs. Falkenburg and Zamir; Prof. Mochizuki

These courses offer detailed engagements with key works of art—masterpieces to material culture across a range of media from different times and places—to develop the critical apparatus of visual analysis. They introduce the methods and fundamental concepts of art history by taking one work of art and constructing around it a web of diverse objects and practices that allow us to grapple with the meanings of art and its histories within global and trans-historical perspectives. Among the questions we ask throughout the course are: What is art? What is art history? What are the institutions that shape the practice and dissemination of art? How is art affected by histories of cultural exchange? What is the nature of tradition? Visits to local museums. Lecture/discussion. Evaluation will be through written assignments, powerpoint presentations, and active class participation. No previous knowledge of art history required. This course fulfills Art and Art History requirements.

VISAR-AD 122
Foundations of 2D
Offered every year
Fall 2014
Prof. J. Torreano

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

VISAR-AD 123
Foundations of 3D
Offered every year
Fall 2014
Prof. Peters

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

VISAR-AD 124
Foundations of 4D
Offered every year
Spring 2015

This course offers an intensive exploration of analog and digital media. Students are introduced to aesthetic, conceptual, and historical aspects of contemporary art by interfacing with a variety of imaging, audio, and communication applications. Students work in photography, video, digital art, performance, gaming, sound, and emerging practices.

VISAR-AD 300
Thinking Art
Offered every year
Spring 2015
Profs. Falkenburg and Zamir

This course offers engagements with the problems and methods of Art History at an advanced level. It examines in detail works of art that reflect upon tradition, aesthetic experience and art practice in complex ways and does so by situating these examinations in rich historical and theoretical frameworks. The course is open to anyone who has completed either Foundations of Art History I or II and at least one Art History elective but it is designed with Art History juniors especially in mind because the course is, in part, a useful preparation for Capstone work in the senior year. The course is a requirement for all students pursuing the Art History track.

VISAR-AD 301
Advanced Critique and Exhibition Studies
Offered every year
Spring 2016

This course is for juniors and aims to prepare them for their Capstone project in Art and Art History practice through a deepening exploration of their individual work as young artists, and the contextualization of that work through the work of their peers. It is also open to Art and Art History majors interested in exhibition preparation. The course includes readings in critical discourses such as art history, critical theory, and exhibition criticism, both contemporary and historical, with a focus on advanced level group critique of student work. This course aims to develop a student’s sense of the context of contemporary and historical art practices, and culminates in a student group exhibition in a professional gallery setting.
VISAR-AD 103X
Introduction to Visual Culture
Offered occasionally
Islamic Studies
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 visuality, such as advertising, internet art, graffiti, museum and exposition architecture, and truck decoration, 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 with an emphasis on visual culture in the Middle East, North Africa, and South Asia.

VISAR-AD 110
Drawing By Seeing
Offered every other year
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
Spring 2015
Prof. Al Ghoussein
Introduction to camera-and lens-based approaches to image making. A range of techniques are covered including film and wet chemistry, digital and data-based imaging, and spatial and installation based uses of cameras and lenses.

VISAR-AD 113
Photography as Art and Practice
Offered every other year
Fall 2014
Prof. Al Ghoussein
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 US in the 1830s, and proceeds to a broader look at photography throughout the world. Photography is considered as art, medium of communication, formulator of political and propaganda concepts, advertising tool, and aspect of popular culture, and students produce a portfolio of their photographs.

VISAR-AD 114
Digital Art Strategies
Offered every third year
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 suggests 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 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.

These techniques are grounded within a thematic survey of issues that have emerged out of photographic media’s transformation of society.
Types of Art: From Calligraphy and Stone Carving to Digital Type

Offered every other year
Spring 2016
Prof. Puccetti

Type Design is the art and craft of designing typefaces. From calligraphy and stone carving to digital type, the history of type recounts the discoveries and technological progress made through human inventions. While some typefaces are insignificant and forgotten, others will survive mankind, such as Futura engraved on the Apollo 11 plaque, left on the Moon. Some of typefaces were revolutionary, others reactionary. But behind each of them there was an inventor. Students will follow the ‘traces’ and the stories of the type masters who shaped our visual typographical landscapes. Western and Arabic versions of typefaces will be examined and students will learn to identify and combine fonts on real visual design layouts. We will see how typefaces can become visual metaphors of towns and nations—Johnston Underground is London—or marketing tools for the advertising industry. Typography and type design in the digital age will be investigated via practical exercises and printing workshops. The course will include calligraphy classes with the UAE State calligrapher Mohammed Mandi at the National Theater Art Workshop, Abu Dhabi.

Graphic Design Studio

Offered every other year
Fall 2014
Prof. Puccetti

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.

Finding The Way: Wayfinding and Graphic Design in the Built Environment

Offered occasionally
Spring 2015
Prof. Puccetti

Wayfinding encompasses all of the ways in which people orient themselves via the organization and usage of sensory cues from the external environment. In visual communication studies nowadaysinformed by the constant advance of technologies, the demand for sustainable models and the inputs from cognitive scientists—the concept of wayfinding has grown to the point that it has become a broad field of research in its own, encompassing interdisciplinary relationship with architecture and design. The course will explore the visual design component of wayfinding, and include lab classes and workshops around the Saadyat Campus signage system, with specific attention to multilingual display and accessible design for people with cognitive or physical disabilities. Students will study and compare sign systems implemented in western capitals and elaborate on the application (and misapplications) of these system in the UAE.

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.

Photographic Practice

Offered every third year

The class challenges students to look at and photograph the local environment/society, and to reflect on their images as a way of understanding how the broader world of photography operates in constructing our image of the world. Any theme/subject and photographic style may be chosen as long as some access to that subject can be gained. Students explore how to approach their subject, develop a theme, and how to choose images that reflect their experiences. They keep a journal, and a final presentation will include a group of photographs and a short personal essay.

Interdisciplinary Projects in the Art and Art History

Offered every year
Spring 2015
Prerequisite: Foundations of 2D, 3D or 4D (VISAR-AD 122, 123, or 124)

This class for experienced students is constructed around a series of projects realized in any available media or medium. How the mind constructs pictures from visual data is an extremely complicated set of behaviors that are biological, psychological, social, and cultural. Students are given in-depth exposure to the conditions that
are necessary for artworks to “read” and how these conditions have a profound effect on the way people engage with art. This exposure allows students to explore ideas of limits and how the limit or horizon of what is possible can be elaborated and expanded on in art. Students engage in group and one-on-one discussions of projects made in response to readings and assignments whose goal is to foster ideas of exploration and consistency in a creative practice.

VISAR-AD 202
Form and Space or Concepts in Three-Dimensional Thinking
Offered occasionally
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.

MDMED-AD 101
Introduction to Interactive Media
Fall 2014
Prof. Fitzgerald
Crosslisted with Interactive Media, and Film and New Media

ART HISTORY ELECTIVES

VISAR-AD 150X
Islamic Art and Architecture
Spring 2015
Crosslisted with Arab Crossroads Studies
Islamic Studies
Pre-1800 Islamic World Art
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. (This course fulfills the requirement of an elective in pre-1800 Islamic art).

VISAR-AD 151
Design and Ornament in Islamic Art
Offered occasionally
Crosslisted with Arab Crossroads Studies
Pre-1800 Islamic World Art
This course outlines the main principles of design in Islamic art and examines its various ornamental modes, including the vegetal, geometric, chromatic, and calligraphic. Drawing on recent studies of Islamic ornament and on a variety of sacred, philosophical, and scientific texts, the course examines the visual and semiotic role of Islamic ornament under specific historical conditions. (This course fulfills the requirement of an elective in pre-1800 Islamic art).

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
This course focuses on topics that are central to the study of the art and culture of China, Korea, and/or Japan. The course investigates the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. The course may also offer comparative perspectives that forge links to other areas of the curriculum.
Topics in Southeast Asian Art
Offered occasionally
This course focuses on topics that are central to the study of the art and culture of such countries as Cambodia, Indonesia, Laos, Myanmar, the Philippines, Singapore, Thailand, or Vietnam. The course investigates the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. The course may also offer comparative perspectives that forge links to other areas of the curriculum.

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

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
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 Qu’ran 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.

Global Renaissance
Offered occasionally
Fall 2015
Prof. Mochizuki
Pre-1800 European and American Art
What did early modern globalization and material exchange across cultures and contact zones look like? This interdisciplinary seminar will study the material culture produced by Europe’s first sustained overseas contact with the rest of the world by following the Portuguese, Spanish, Dutch and British maritime trade routes from the sixteenth through eighteenth centuries. Topics will include formal languages of artistic world-making; interwoven histories of exploration, collecting, and surveillance; technologies of personal or communal identities; and visual aspects of political diplomacy and subversion. Active class participation, brief powerpoint presentations and a research project. An art history course is preferred, but not required.

Contemporary Photography from the Middle East, South Asia, and the Far East
Offered occasionally
Spring 2015
Prof. Al Ghoussein
Crosslisted with Arab Crossroads Studies
This course will introduce students to a wide range of contemporary photographic practices in the Middle East, South Asia, and the Far East. Through slide lectures, readings, museum visits and presentations by local artists, students will explore...
the issues that artists, photography collectives and competitions of the region have concerned themselves with. The course will cover a range of genres, including Landscape, Performance, Portraiture, Documentary.

VISAR-AD 171X
Modern Art of the Arab World
Offered Occasionally
Fall 2014
Prof. Mikdadi
Crosslisted with Arab Crossroads Studies
Islamic 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.

VISAR-AD 172
Iconoclasm and the Image
Offered occasionally
Prof. Mochizuki
Pre-1800 European and American Art
Why has the interpretation of art weighted production over destruction? After all, reformers of all eras have sought to decapitate, maim and otherwise “erase” objects. Taking a long view of iconoclasm as the active interrogation of objects by objects—through case studies from ancient, medieval and reformation art to today’s contemporary crises—this course will consider the power of art from the frankly object-centered perspective of “applied criticism,” censorship and renunciation. Topics will include lineage and cyclical regeneration, protection and preservation, memory and ruin, economies of sight, mimesis and the miraculous object, senses and the infinite hermeneutic, rupture and the failure of the eye, and the hundred-eyed hydra of immediate, interconnected media images that freeze us today. Active class participation, brief powerpoint presentations and a research project. An art history course is preferred, but not required.

VISAR-AD 173
The Sensory Baroque
Offered occasionally
Prof. Mochizuki
Pre-1800 European and American Art
What is “baroque”? This course attempts to understand the trials and tribulations of an intellectual ideal via recent work in sensory studies, the art of excess understood in terms of the body’s corporeal and spiritual senses. The masterpieces of seventeenth-century Baroque art—the work of Bernini, Rembrandt, Rubens, Velázquez and Vermeer—will be considered from the perspective of style, iconology, allegory, philosophy, and social theory. Topics will include unity and overflow, the sensual economy and its limits, continuity and disruption, anecdote and anachronism, subjectivity and objectivity, reason and the problem of saturated phenomena. Active class participation, brief powerpoint presentations and a research project. An art history course is preferred, but not required.
TOPICAL RESEARCH

VISAR-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.

CAPSTONE

ARTS-AD 400-401
Art Practice
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.

HUM-AD 400-401
Art History
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 both semesters of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students refine a thesis topic of their choice, develop a bibliography, read broadly in background works, and undertake research and/or creative work. In the tutorial, students work on a one-to-one basis with a faculty director to hone their research and produce successive drafts of a capstone project. The capstone experience culminates in the public presentation of the work and defense before a faculty panel.
Film and New Media at NYUAD integrates the making of film and new media with the study of their histories, conventions, and practices. Students take both practice and studies courses, and finish their degree with a capstone project that reflects the historical and cultural contexts of their interests and studies.

The intermingling of studies and practice and the relatively easy traffic between majors and concentrations at NYUAD enables Film and New Media majors to connect their study to a broad range of other fields and disciplines, such as Interactive Media, Arab Crossroads, Art and Art History, Literature and Creative Writing, Computer Science, Social Research and Public Policy, and Theater.

Abu Dhabi links students to some of the largest and oldest film industries in the world, including India, Egypt, and the vibrant film and new media cultures throughout the Maghreb and the Mashriq, Iran, Turkey, South and East Asia, Africa, and the Gulf, as well as Europe, East Asia, Southeast Asia, and the Americas. This is a lively training ground for makers, curators, and students of film and new media.

The program encourages students to explore other areas of arts by requiring them to take one or more classes in other arts programs in order to deepen and broaden their understanding of their fields. Students also benefit from the Global Network University’s unique resources and are encouraged to study at our worldwide sites, such as Accra and London, and NYU’s other portal campuses in New York and Shanghai.

The program prepares students for a lifetime of creative and critical thinking and rigorous analysis of media, as well as a solid foundation for graduate and professional programs in a wide variety of disciplines and fields, as well as careers as filmmakers, scholars, curators, critics, educators, innovators and leaders in film and new media organizations and industries.
Major in Film and New Media
The major in Film and New Media emphasizes interdisciplinary and global approaches to film and new media. Students develop critical and interpretive skills for making and understanding documentary, experimental, narrative, and interactive styles of film and new media and learn the methods and theoretical models for analyzing film, new media and their histories. The six electives classes can be taken from any area in the curriculum, but students should work with an advisor in the Film and New Media program to plan a sequence to support a particular interest.

REQUIREMENTS FOR THE MAJOR IN FILM AND NEW MEDIA
12 courses, distributed as follows:

4 Required Courses: Sound, Image and Story, Concepts in Film and New Media, Forms of Writing for Film and New Media, Understanding MENASA Film and New Media
5 Electives: from Film and New Media
1 Elective: from another Arts program *
2 Capstone Seminar and Project

* For students doing a Capstone in FNM Studies, one introductory-level Studies course in another Arts major, such as Interpreting Music, Introduction to Visual Culture, or Thinking Theater; for students doing a Capstone in FNM Practice, one introductory-level Studies course in another Arts major, such as Making Music, Foundations of 2D, 3D, or 4D Art, or Making Theater.

REQUIREMENTS FOR THE CONCENTRATION IN FILM AND NEW MEDIA
4 courses, distributed as follows:

2 Required Courses: Sound, Image and Story, Concepts in Film and New Media
2 Electives: from Film and New Media
### Film and New Media

#### Sample Schedule

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<thead>
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<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>January Term</th>
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<tr>
<td><strong>Year 1</strong></td>
<td><strong>Core</strong></td>
<td><strong>General Elective</strong></td>
<td><strong>Concepts of Film and New Media</strong></td>
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<td><strong>Forms of Writing for Film</strong></td>
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<td><strong>Film and New Media Elective</strong></td>
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#### Requirements for the Major

12 courses, distributed as follows:

- **4 Required Courses:**
  - Concepts of Film and New Media; Sound, Image, & Story; Understanding MENSA Film and New Media; Forms of Writing for Film and New Media
- **5 Electives from Film and New Media**
- **1 Elective from another arts program**
- **2 Capstone: Seminar and Project**

**Sample Schedule 2014–15**

**Arts and Humanities | Film and New Media**
FILM AND NEW MEDIA COURSES

REQUIRED FOR MAJORS

FILMM-AD 101
Sound, Image, and Story
Offered every semester
Fall 2014
Spring 2015
Prof. Joanne Savio
An intensive and practical production workshop introducing the fundamental principles of storytelling through sound, image, and visual sequencing. Using stills and video, integrating theory and practice, students learn the essentials of cinematic language from composition to editing. Themes of Sense of Place, Portrait, and Memoir are explored in the context of projects assigned. Diegetic and non-diegetic sound, and/or voiceover supplement the visual storytelling. Students work individually and in collaboration. Goals of the course include an understanding of professional protocol and the dialogue of critique. Four lab sessions outside of class are mandatory.

FILMM-AD 103
Concepts in Film and New Media
Offered every year
Spring 2015
Prof. Hudson
An introduction to basic concepts in film and new media studies. The course provides an overview of the historical development of film as an art, science/technology, and industry and the role of new media as an extension to and reinvention of models for production, distribution, exhibition, and reception. Students are also introduced to documentary, experimental, and narratives modes within different historical and cultural contexts, comparative aesthetics, and the lines of critical enquiry that have been developed for film and new media in dialogue with other fields in the arts and humanities.

FILMM-AD 104X
Understanding MENASA Film and New Media
Offered every year
Fall 2014
Prof. Hudson
Crosslisted with Arab Crossroads Studies Islamic Studies
This course introduces students to the rich and diverse history of film within the Middle East, North Africa, and South Asia (MENASA) regions as a background for understanding some of the complexities of contemporary film and new media, particularly in the UAE. By examining pre-cinematic artistic practices, aesthetic traditions, cinematic styles, political economies of media, and social change, the course provides a context for understanding productions from major industries in Cairo, Chennai, and Mumbai alongside work by independent filmmakers and new media collectives from throughout the regions. Students are encouraged to attend film festivals and engage in original research with the NYUAD Library special collection of MENASA film.

FILMM-AD 105
Forms of Writing for Film and New Media
Offered every year beginning Fall 2015
Whether narrative or non-narrative, the visceral, emotional, and intellectual power of film and new media depends on understanding the sounds and images within the context of conventions and expectations. This course analyzes and puts into practice principles of different forms of dramatic and dynamic writing: classical, episodic, and parametric in narrative and documentary; rhythmical and contrapuntal in experimental film; episodes and attractions for web platforms; interactive and auto-generative in new media. The course includes field assignments as a study in location and place. Writing assignments include both critical analyses and creative exercises.

FILMS AND NEW MEDIA STUDIES ELECTIVES

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

FILMM-AD 150
Frames of World Cinema: 1960 to present
Offered occasionally
Prof. Jeong
World cinema typically has been studied as a collection of national traditions. What happens when the history of cinema is reframed within a set of regional, transnational, and global traditions? Students use film theory and close analysis to rethink the history of world cinema with particular emphasis on post-1960 Hollywood and New Wave films.
FILMM-AD 151
**French New Wave Cinema**  
*Offered every third year*  
*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 (Sartre, de Beauvoir) and the movement’s theoretical underpinnings in the film criticism of *Cahiers du Cinéma*, we examine a chronological series of films by *Cahiers* directors (Truffaut, Godard, Chabrol, Rohmer), Left Bank directors (Resnais, Duras, Varda, Marker), and Cinéma Vérité (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.

FILMM-AD 152
**Women, Film and Photography**  
*Offered every year*  
*Fall 2014  *  
*Prof. Joanne Savio*

In an art world saturated by men, do women offer another way of seeing? Through the genres of experimental, narrative, and documentary image-making, this course examines the work of women who have pioneered and re-imagined the methods, theories and ideas of the dominant culture.

An eclectic and multi-cultural selection of feature length films, shorts, exhibitions, books and iconic images will be screened and studied. Students will write and critique, and look to their cultural milieu to make an image based project, and create oral/visual presentations. Field trips outside of class are mandatory.

FILMM-AD 153
**Film Style: Theory and Practice**  
*Spring 2015*  
*Prof. Richard Allen*

This course reveals how film style (cinematography, mise-en-scène, and editing) informs how we understand and emotionally respond to films. We will study closely the film style of film directors whose work exemplifies different elements of film style: mise-en-scène and the long take with static camera (Antonioni, Tsai, Tarr); editing in space, shot/reverse shot cutting, eye-line matches, and point-of-view editing (Hitchcock, Ozu); camera movement (Ophuls, Fellini, Tarkovsky); and sound/image montage (Lang, Bresson, Godard). Based on identical scripts, students (working in groups) will be assigned four practical film-based exercises modeled upon the films of these directors.

FILMM-AD 154
**Transtextuality: Adaptation Between Novel and Film**  
*Spring 2015*  
*Prof. Stam*

Crosslisted with Literature

This course treats the theory, practice, and analysis of film adaptations of novels across a broad spectrum that includes novels by such figures as Defoe, Steinbeck, Nabokov, Flaubert, and Clarice Lispector. Combining close readings of the literary source-texts with close analysis of the films, the course will simultaneously explore the “transtextuality” theory that treats the complex and mutating relations between any single text and all the other texts, genres, media, and discourses with which it comes into dialogue. Through these contrapuntal analyses, the course will demonstrate the myriad ways that adaptation study can illuminate both media.

FILMM-AD 155
**Stages of American Cinema: 1960 to present**  
*Offered occasionally*  
*Prof. Jeong*

This course explores temporal stages of post-classical American cinema from the 1960s new wave to the new millennium global Hollywood. It also maps historically significant films on three broadly thematic stages: mind, society, and culture. Students acquire psychological, sociopolitical, and cultural perspectives in this regard, while learning about historical shifts, major genres and auteurs, and key issues on industry and technology. The course aims at shedding new synthetic light on the modern history of the world’s most powerful cinema.

FILMM-AD 156
**Introduction to Film and New Media Curating**  
*Offered occasionally*  

Critical to the making and studies of film and new media are sensitivities to how audiences, spectators and publics are developed and effectively engaged. This course introduces students to contexts of visual literacies, concepts, methods and technologies of designing and mounting exhibitions for varieties of locations ranging from cinema halls to art fairs, museums to online platforms, public displays and other cultural spaces. Such skills will be developed side by side cultural and interpretive studies of politics and infrastructures of power, various social and historical contexts, models of cultural and art management, artistic practices and social movements and attitudes, conceptualizing and designing exhibitions.
FILMM-AD 157J
Cinema and War
Prof. Ben-Ghiat
January Term 2015 (Abu Dhabi)
Crosslisted with Peace Studies
This course investigates the relationship of cinema and war from the early 20th century to the present. From the Libyan War of 1911-1912 onwards, film has been integral to shaping public consciousness of military events as they unfold and public memory of wars after the guns have fallen silent. The course looks at feature films and non-fiction, with government and clandestine short films shown as well as commercial entertainment films and independent documentaries. Topics to be addressed include how war’s many violences are represented; the filmmakers’ circumstances (censorship, political agendas and pressures, physical danger, the politics of funding); national cinemas; the role of sound; the camera as weapon; the uses of history; and the operation of memory. Case studies may include the two World Wars, civil wars (Spain, Lebanon), anti-colonial wars, the fall of Communism, the war in Iraq, Vietnam, the Israel-Palestinian conflict; and the Egyptian revolution.

FILMM-AD 221
Shorts into Series, Back Again, and Beyond
Offered occasionally
This course examines migrations of the short format from the silent era through its serialization as episodes in long-format narrative, such as television series and video games. The course explores the aesthetics and politics of looking from peep shows and television flows into video-on-demand and webcam surveillance, focusing professional and nonprofessional productions. Topics may include: exhibition platforms from nickelodeons to social media, music videos, Brazilian and Mexican telenovelas, Indian mythologicals, Nollywood video-films, Ramadan serials, Korean dramas, video mashups and GIFs, console video games, vlogs, global talent-show and reality-television franchises, and animated series including Freej.

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, exhibition, and reception in Africa, Latin America, indigenous nations, Middle East, North America, South Asia, and through transnational collaborations.

FILMM-AD 231
The World Through the Documentary Lens
Offered occasionally
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 documentary filmmaking. Through frequent screenings and discussions, and a required reading list, the students study specific subjects in depth. Both classical and contemporary films are shown. Specific examples of fields of study include: civil rights, human rights, the environment, biographies, and societies at war.

FILMM-AD 232
Theories and Methodologies of Film and New Media
Offered every other year
Spring 2016
Prof. Jeong
This course surveys theories and methodologies in film and new media studies through debates on aesthetic, psychological, philosophical, sociocultural, and technological issues, such as illusion, representation, spectatorship, mediation, and interface. It also explores useful methods of archival research and historiography. Theories are examined through a diverse body of films. Students learn to use critically and develop creatively intellectual approaches to film and new media.

FILMM-AD 233
Docu-Fiction
Offered every year
Fall 2014
Prof. Gambis
Crosslisted with Film and New Media: Practice
Fact may or may not be stranger than fiction, but invariably both exert strong influences in creating narrative. The course explores how documentary and fiction are combined throughout history and in different cultures. We will examine the work of ten filmmakers who have merged both formats creating singular hybrid films. Dramatic reconstructions, manipulated imagery or fictional interstitials are frequently incorporated into documentaries to elevate realism. Conversely, fiction occasionally crosses over into documentary to create a sense of authenticity or truthfulness. Lastly, the division is sometimes completely eradicated making it difficult to distinguish the reality from the imaginary. Over the course of the semester, students will create their own docu-fiction short films. They will bring together fiction and non-fiction story elements reflecting on how each form complements the other.
FILM AND NEW MEDIA PRACTICE ELECTIVES

FILMM-AD 110
Writing the Short Screenplay
Offered occasionally
Crosslisted with Literature and Creative Writing
A workshop designed to develop short screenplays from concept to structure to final draft. Topics include theme, character, research, story, conflict, dialogue, and script editing. The course aims to make a connection between the ancient traditions of the oral storyteller and the professional practice of the contemporary screenwriter when pitching to producers. Screenings and discussions focus on classical and contemporary examples of the short film from a variety of genres, traditions, and cultures. All students complete two short screenplays.

FILMM-AD 117
Directing the Camera I
Offered every year
Fall 2014
Prof. Sissel
Prerequisite: Sound, Image, Story (FILMM-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.

FILMM-AD 201
Intermediate Filmmaking
Offered every year
Fall 2014
Prof. Katz
Prerequisite: Sound, Image, Story (FILMM-AD 101) and Forms of Writing for Film and New Media (FILMM-AD 105)
This course is designed to develop techniques and skills in generating ideas for short films that are shot on digital video and edited on nonlinear editing software. It will focus on strong visualization of story and camera techniques, as opposed to dialogue-based work. Students will develop skills in the elements of visual storytelling through the process of storyboarding and creating shot lists, then working in small crews to direct and shoot the projects. Students will gain knowledge of new photographic techniques, moving the camera dynamically, and the ways in which the craft of editing and sound design can be used to support story.

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

FILMM-AD 210
Introduction to Animation
Offered occasionally
A practical introduction to the basic techniques of animation. Topics include flipbook, clay, collage, and drawing from the model. Cameraless animation, optical toys and 2-D digital animation are also explored. Principles of motion are stressed such as anticipation, follow-through, staging, overlapping action, and exaggeration, among others. All work is tested on video. At the end of the course each student will have an edited two-minute reel.

FILMM-AD 214
Developing the Feature
Offered every other year
Spring 2015
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 distinctive dialogues. Students workshop their story ideas and screenplay pages in class.
FILMM-AD 215
**Film Techniques: Story and Style**
Offered every other year
Fall 2015
Prof. Segal
Prerequisite: 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-scène, editing, and sound design. Emphasis is given to translating a script into techniques that create a coherent style. The course emphasizes weekly exercises (outside of class, with digital camera), critical readings, and close reading of clips from films produced around the world from the early 1900s to today.

FILMM-AD 216
**Directing the Non-Actor: Singular Drama**
Offered every year
Spring 2015
Prof. Copti
This practical workshop offers 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 219
**Communication Lab**
Offered every Spring
Spring 2015
Prof. Fitzgerald
Crosslisted with Interactive Media
A production based course that surveys various technologies including digital imaging, video, audio, animation, and basic web development. The forms and uses of new communications technologies are explored in a laboratory context of experimentation and discussion. Principles of interpersonal communications and media theory are introduced.

FILMM-AD 223
**Documentary Techniques**
Offered occasionally
Prof. Segal
The course provides a review of current documentaries and a comparison with those made in earlier decades. We examine influential works such as Robert Flaherty’s *Nanook of the North*, propaganda films, cinéma vérité, social and educational documentaries, the personal documentary, re-enactment and dramatization, experimental works, and the unique voices of artists such as Errol Morris. The course explores the different genres of documentary filmmaking and identifies the specific elements employed in the context of their time, their objective, and their audience. The final project: a 5-7-minute documentary portrait of “a character work.” This course also includes a final exam.

FILMM-AD 224
**Methods of Editing**
Offered every Spring
Spring 2015
Prof. Copti
The emphasis of the course is on storytelling. The class has two components: lectures, in which concepts are discussed and demonstrated and work-in-progress sessions in which students screen and critique each others work. Students work toward the completion of a short film. Seniors are encouraged to edit their Capstone films.

FILMM-AD 233
**Docu-Fiction**
Offered every year
Fall 2014
Prof. Gambis
Crosslisted with Film and New Media: Studies

FILMM-AD 234
**Experiential Video Art**
Offered every other year
Prof. Fitzgerald
Crosslisted with Interactive Media
The advent of video heralded a new, mediated form of expression, quickly embraced by artists, journalists, and provocateurs. This course provides an overview of video art since its inception in the late 1960s and is designed to trace the path of the medium to contemporary practices. Emerging methods of video interaction in the context of performance and installation will be applied. Students will develop their own work while examining technical and aesthetic concepts embedded in existing pieces.
FILMM-AD 301  
**Advanced Filmmaking**  
*Fall 2014*  
Prof. Copti  
*Prerequisite: Intermediate Filmmaking (FILMM-AD 201) or its equivalent*

In this intensive course, Film and New Media majors will produce their Capstone short films. This course expands and nurtures the student’s individual and unique voice as a filmmaker. With the emphasis on emotional responses to situations and scenes, we will learn how to translate scripts into shooting scripts and shot lists. We will explore different approaches in casting and working with actors and cover topics such as script breakdown, budgeting, location managing, and scheduling. Each student will learn the different roles and responsibilities of a film production crew by participating in all productions.

FILMM-AD 302  
**Capstone Greenhouse**  
*Offered occasionally*  
This workshop is designed for Film and New Media majors who plan to make a film or new media project to fulfill their Capstone requirement. Students will explore a variety of forms through a series of written and visual exercises. The class will focus on screening and analyzing existing work, writing exercises, and producing visual exercises that will further the develop the capstone project. Students are expected to explore the UAE landscape and to incorporate relevant findings into their stories. This class is a “greenhouse” for Capstone projects and primarily focuses on the creative process and the development and testing of ideas. The class aims to develop one’s personal voice in the context of particular themes.

FILMM-AD 219  
**Communication Lab**  
*Offered every Spring*  
*Spring 2015*  
Prof. Fitzgerald  
Crosslisted with Film and New Media: Studies

FILMM-AD 234  
**Experiential Video Art**  
*Offered every other year*  
Prof. Fitzgerald  
Crosslisted with Film and New Media: Studies

MDMED-AD 110  
**Applications of Media**  
*Spring 2015*  
Prof. Fitzgerald  
Crosslisted with Interactive Media

MDMED-AD 111  
**Mobile Media**  
Crosslisted with Interactive Media

MDMED-AD 302  
**New Media Lab**  
Crosslisted with Interactive Media

MUSIC-AD 213  
**Collaborating in a Digital Domain**  
*Spring 2015*  
Prof. Guedes  
Crosslisted with Interactive Media, Music

MUSIC-AD 215  
**Designing Sound for Scene and Screen**  
*Fall 2014*  
Prof. Guedes  
Crosslisted with Music, Theater  
*Pre-requisites: Music Technology Fundamentals (MUSIC-AD 106) and Making Music (MUSIC-AD 120) or equivalent*

THEAT-AD 110  
**Fundamentals of Acting**  
*Fall 2014*  
Prof. Coray  
Crosslisted with Theater

THEAT-AD 113  
**The Collaborative Art: Fundamentals of Stage Design and Production**  
*Fall 2014*  
Crosslisted with Theater

THEAT-AD 115  
**Directing the Actor**  
Prof. Polendo  
Crosslisted with Theater

THEAT-AD 230  
**Advanced Design and Production**  
*Spring 2015*  
Crosslisted with Theater
CAPSTONE

FILMM-AD 390
Capstone Seminar
Offered every Spring
Spring 2015
The capstone seminar provides third-year majors with the opportunity to develop the concept for their senior Capstone Project. Students should aspire to integrate studies and practice, whether they plan to write a research paper or screenplay, curate an exhibition, or make a film or multiplatform new media object. During the capstone seminar, students define the parameters of their projects and begin exploratory work and research.

FILMM-AD 401
Capstone Project
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 capstone experience culminates in the public presentation of the Capstone Project. Students may also elect to participate in a Capstone Project with students majoring in other disciplines in the humanities, the natural and social sciences. Collaborating students work with a faculty member to define the overall goals of the group Capstone Project, as well as the particular goals of each participant.

Students doing a Capstone in Film and New Media Practice must take the following 3 courses of the 6 electives:
FILMM-AD 110 Writing the Short Film or equivalent or any other screenwriting course
FILMM-AD 201 Intermediate Filmmaking
FILMM-AD 301 Advanced Filmmaking

Students doing a Capstone in Film and New Media Studies must take the following course of the 6 electives:
FILMM-AD 232 Theories and Methodologies in Film and New Media (taught as Film and Media Theory in Spring 2015)
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 durées 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, Southeast Asia, East Africa, and parts of the South Pacific.

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

**Atlantic World**, which encompasses Europe (including Russia and the USSR), the Americas, West Africa, and the Caribbean. Mediterranean World, which encompasses all those areas adjacent to the Mediterranean and contiguous seas, including the historic scope of the Habsburg, Venetian, and Ottoman empires, parts of southern and central Europe, North Africa, and the Near East.

Students wishing to develop regional expertise with regard to the history of Abu Dhabi and the UAE 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 *Introduction to Global Histories* as well as *The Theory and Practice of History* (offered every fall semester, both courses must ideally be completed by the fall of junior year) and a minimum of six additional elective courses that meet the following distributive requirements: at least one global thematic course; at least two courses in two different regional areas (Indian Ocean, Asia-Pacific, Atlantic, and Mediterranean); and at least one course that primarily covers a period before 1800. The capstone project, also required for majors, 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. At least three courses counted towards the concentration in History must be designated History courses.

**REQUIREMENTS FOR THE CONCENTRATION IN HISTORY**

4 courses, distributed as follows:

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

SAMPLE SCHEDULE

REQUIREMENTS FOR THE MAJOR
10 courses, distributed as follows:

- **2 Required Courses:**
  - Introduction to Global Histories; Theory and Practice of History
  - 1 Pre-1800 course

- **2 Capstone:** Seminar and Project

- **6 Electives:** including 1 global thematic course; 2 courses in 2 different regional areas;

### YEAR 1

**Fall Semester**
- **CORE**
- **CORE**
- **GENERAL ELECTIVE**
- **INTRO TO GLOBAL HISTORIES**

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

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

### YEAR 2

**Fall Semester**
- **CORE**
- **CORE**
- **GENERAL ELECTIVE**
- **THEORY AND PRACTICE OF HISTORY**

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

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

### YEAR 3

**Fall Semester**
- **CORE**
- **GENERAL ELECTIVE**
- **HISTORY ELECTIVE**
- **HISTORY ELECTIVE**

**Spring Semester**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **HISTORY ELECTIVE**

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

### YEAR 4

**Fall Semester**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **HISTORY ELECTIVE**
- **CAPSTONE SEMINAR**

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

REQUIRED FOR MAJORS

HIST-AD 101
Introduction to Global Histories
Offered every Fall
Fall 2014
Prof. Swislocki
What is global history? How does it differ from world history? International history? Transnational history? And why has writing global histories become a new intellectual imperative for historians today? This gateway course for the history program provides students with skills to answer these questions. It challenges them to examine when categories like the nation and civilization enhance or inhibit historical understanding, and to consider alternatives to identifying meaningful units of place and space for historical inquiry.

HIST-AD 102
Theory and Practice of History
Offered every Fall
Fall 2014
Prof. A. Minsky
What is history? This course offers an introduction to theories and practices of history. Students engage with a wide array of sources (written documents, material artifacts, oral histories, and visual culture), are introduced to methods of archival research, and learn to critically assess the influence of such elements as narrative, rhetoric, underlying interests and perspective on the reliability of historical accounts.

GLOBAL THEMATIC COURSES

ELECTIVES

HIST-AD 110
Global Cold War
Offered every other year
Profs. Kirasirova and Klimke
The subject is the Cold War as global conflict. The course focuses on Europe and the Global South, as well as on the United States and the Soviet Union. 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
This course offers an overview of global environmental history with a focus on the period from 1500 C.E. to the present—a time marked by a dramatic intensification in the use of land, water, and energy resources around the world. Our central goal is to understand the relationship between globalization, natural resource use, and environmental change, and to explain how this relationship unfolded (and continues to unfold) differently in major world regions. This course assumes no background knowledge in either world or environmental history.

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 114
Global Sixties
Offered every other year
Fall 2014
Prof. Klimke
This course explores the artistic and intellectual avant-gardes, counter-cultures and protest movements of the 1960s and the early 1970s from a global perspective, assessing their impact on individual identities, social and gender hierarchies, domestic politics and international relations during the Cold War. It traces the history of the various protest movements and explores a plethora of national experiences with respect to domestic and transnational networks of dissent as well as global imaginaries. Taking into account the aesthetics and performativity of protest, the course examines the role of cultural practices, action repertoires, the media, visual representations, lifestyle and fashion, the politics of memory, and the impact of dissent on political decision-makers and society at large.

HIST-AD 115
Topics in Global History
Offered occasionally
Course topics may include: slavery; world history of science and technology; global history of women and gender; labor migrations; global revolutions; history of the modern city; empire and globalization; the industrial age; consumption and modernity; pirates and piracy in world history; opium; and others.
In a world dominated by transnational organizations, historians have begun to look beyond nation-states and to re-evaluate the important place of empires in world history. Despite different geographies and cultures, empires of similar size and complexity emerged across the entire fertile Eurasian landmass in the second half of the first millennium BCE. Each in its own way, the Achaemenid Persian, Roman, and Qin-Han Chinese empires established the legacy of imperial rule that later Iranian, European, and Chinese statesmen and intellectuals felt compelled to embrace or self-consciously reject. By comparing the histories of these three ancient empires, we will see what they had in common, how they differed, and whether they can still help us understand global conflict and cooperation.

HIST-AD 116
Global Revolutions 1789–1989
Offered every other year
Spring 2015
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.

HIST-AD 117
Offered every other year
Spring 2015
Prof. Roth
Crosslisted with Urbanization
This course explores the emergence of the “modern city” in three significant urban centers (Paris, Istanbul, Berlin) in relation to the demographic, economic, and political pressures of the nineteenth and twentieth centuries. Attention is given to the foundations of community, the changing uses of public space, the appearance of new strategies of urban planning, and the contested process of defining the “modern” within a specific local culture.

HIST-AD 118J
World War I: A Case Study in the Causes and Consequences of War
January Term 2015 (Abu Dhabi)
Profs. Berdahl and Kimball
Crosslisted with Peace Studies
The First World War was the seminal event of the 20th century. It left ten million soldiers and six million civilians dead. Under the strain of war and defeat, Russia, Germany, Austria-Hungary, and the Ottoman Empire collapsed in revolution. Large portions of France lay in ruins and England’s wealth shattered. The war set the stage for the disastrous events of the 20th century. In this course we will examine the broad background to the war: the roles of nationalism, colonialism, and militarism, and the consequences of the decline of the Ottoman Empire. We will analyze the immediate responses to the crisis of 1914, the judgments and misjudgments that started the conflict. We will examine war strategies, the costs and futility of its battles. By looking at diaries, letters, and contemporary writings, we will study its human impact. And we will study the larger outcomes of the war: changes in society, the revolutions, the peace settlements and their consequences. History listing in Global Thematic.

SRPP-AD 110
The World System
Prof. Derlugian
Crosslisted with Social Research and Public Policy
REGIONAL COURSES:
INDIAN OCEAN WORLD

HIST-AD 124X
Islam in the Indian Ocean World
Offered every other year
Prof. L. Minsky
Islamic Studies
This course explores how to write histories of Islam as a global religion. Its focus is on the wider Indian Ocean world—aptly characterized as the cradle of globalization—where trade has long connected a vast region stretching from the Mediterranean to the South China Sea and where most Muslims have historically resided. The course readings include empirically rich scholarship from the fields of global, Indian Ocean, and Islamic history, as well as selected primary sources. By engaging critically with these materials, we will work towards developing a nuanced understanding of the changing nature of Muslim ideas, subjectivities, identities, institutions, and practices in distinct, but interconnected and interwoven, localities over time. Throughout, we will also necessarily probe the relationship between power and the production of knowledge about Islam—interrogating especially the limits and legacies of conventional European colonial and US imperial ethnic and area studies paradigms.
South Asia in the Indian Ocean World
Offered every other year
Fall 2014
Prof. L. Minsky
Islamic Studies
Situated at the center of the Indian Ocean world, South Asia is home to over a billion people, and is the site of a richly interconnected history with regions around the wider Indian Ocean world. The course explores this history, with a focus on understanding major political, economic, cultural, and environmental connections and changes as they affected ordinary people and shaped the nature of collective identities (religious, caste, class, gender, regional, linguistic, ethnic and national) over time. Learning how collective identities have been produced historically will ultimately enable us to appraise and navigate competing models of nationalism, cosmopolitanism, and universalism in South Asia and the wider Indian Ocean world today.

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

Global Asia
Spring 2 2015 (7 weeks)
Prof. Ludden
Crosslisted with Asia Pacific World
This course elaborates a vision of historical space based on the history of globalization, whose vast spatial and temporal scale appears nowhere in the world more visibly than in regions spanning the Mediterranean, Pacific, Silk Road, and Indian Ocean. In this perspective, Asia becomes a kaleidoscope space, transformed over and again by long-distance mobility and by ever more expansive, multi-layered configurations of territorial power and authority. This course will emphasize spatial histories of Global Asia that preceded, propelled, shaped, and sustained Western expansion, modernity, and capitalism, after 1500, and then composed the world of contemporary globalization, in the late 20th century.

Islam in Africa
January Term 2015 (Accra)
Prof. Gomez
Crosslisted with History: Atlantic World
Drawing on both secondary and primary sources, this course begins with an examination of the history of Islam in Africa, focusing primarily on developments in the western Sudan, al-Maghrib, and East Africa. Introduced by merchant activity in the eighth century CE, Islam by the fifteenth century had become the religion of ruling elites throughout much of the western Sudan and along the East African littoral, where it was the foundation for a celebrated urban development. A sustained period of Islamic reform ensued in the western Sudan from the seventeenth through the nineteenth centuries, coterminous with the transatlantic slave trade, whose end arguably stimulated slaving activity across the Sahara and Indian Ocean (activity that long antedates that of the Atlantic). By means of these various trades and other mechanisms, many African Muslims were transported into the Americas as well as the Indian Ocean, and the course will follow their experiences as well as their legacies among African-descended populations, concluding with a consideration of their relationship, as well as that of Africa itself, to developments in the broader Muslim world up to the present day.
HIST-AD 140
China in the Global Context
Offered occasionally
Pre–1800
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
Pre–1800
Explores empires that have emerged, expanded, and competed in Eurasia. Topics include the Turkic, Xiongnu, and Mongol empires; their technological achievements, imperial strategies, intersections with empires, peoples and cities on their edges, as well as the impact of these empires on politics and culture across Eurasia.

HIST-AD 142
Russia’s Multiethnic Empire
Offered every other year
Fall 2014
Prof. Kirasirova
Crosslisted with History: Atlantic World
What was it that kept the Russian empire together for centuries? This course is designed as a survey of Russia’s multiethnic empire from the conquest of the Khanate of Kazan to the early Soviet-era formation of the “affirmative action empire.” Topics to be covered include patterns of imperial expansion, gender and the nature of autocratic authority, religious institutions and practices, colonialism, intellectual debates and key thinkers, serfdom and emancipation, radicalism and the revolutions of 1905 and 1917, early Soviet nationalities policies, the “New Soviet Person,” and revolutionary culture.

HIST-AD 143
Silk Roads Past and Present (Pre–1800)
Offered occasionally
Crosslisted with History: Indian Ocean World
Pre–1800
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, India and points west along the various ancient routes that became known as the Silk Roads. The area they covered, corresponding to most of today’s Central and Inner Asia, remains a contested area drawing global attention from various powers vying for control.

HIST-AD 144
Topics in Asia-Pacific History:
Offered occasionally
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.

America’s Wars, Past and Present
Spring 2015 (7 weeks)
Prof. Young
Crosslisted with Peace Studies
This is a course taught in wartime—however invisible—about wars. We shall begin by considering the post-1945 wars of the 20th century and then move on to discuss the series of wars that have marked the 21st century. The history, political uses, memory and forgetting of the Korean and Vietnam Wars will be the subject of the first part of the course. The ongoing influence of those wars on contemporary politics will occupy the second part of the course. The way Gulf War I (Operation Desert Storm) was fought and reported upon was shaped by the specific understanding the administration of George H.W. Bush had of the Vietnam War. The 2nd war in the Gulf (Operation Iraqi Freedom) and the war in Afghanistan were shaped by the outcome of the first Gulf War. But they were also fought in the shadow of Vietnam analogies that were used by those who supported and those who opposed the war. The course will examine these analogies with some care. There are two connected questions: can history teach? What does it teach?

HIST-AD 145J
Food and Drugs in Chinese History (Pre–1800)
Offered occasionally
Pre–1800
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 (Pre–1800)
Offered every other year
Prof. Swislocki
This course examines empire building and cultural encounters in the East Asia region, comparing the character of empires across time and space, as well as the politics of human diversity. We look at the nuts and bolts of empire building, as well as how cultures of conquest shape identity (especially ethnicity and gender) and regional geopolitics.

HIST-AD 147
Environmental History of China
Offered every other year
Fall 2014
Prof. Swislocki
Crosslisted with The Environment
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
Prof. Swislocki
Crosslisted with History: Indian Ocean World
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 2015 (Shanghai)
Prof. Benite
Crosslisted with Arab Crossroads Studies

MDURB-AD 124J
Urban Form of Shanghai
Offered Occasionally
Crosslisted with Urbanization

REGIONAL COURSES: ATLANTIC WORLD

HIST-AD 130
Islam in Africa
Prof. Gomez
January Term 2015 (Accra)
Crosslisted with History: Indian Ocean World

HIST-AD 142
Russia’s Multiethnic Empire
Offered every other year
Fall 2014
Prof. Kirasirova
Crosslisted with History: Asia-Pacific World

HIST-AD 155
The Age of Euro-American Empires, 1492-1821
Offered occasionally
Spring I 2015 (7 weeks)
Prof. Eustace
Pre–1800
Examines European expansion in the early modern period and the creation of an interconnected Atlantic world with particular emphasis on North America and the Caribbean; the roles of Europeans, American natives, and Africans in forming systems of trade and patterns of settlement; the evolution of slavery; and the development of new political structures, changing religious beliefs, and evolving family relationships in America. The course also assesses the imperial context of these developments.

HIST-AD 156
History of Colonial Latin America
Offered occasionally
Pre–1800
Introduces students to the colonial origins of Latin America and the ways these have shaped the present. It follows the unfolding and demise of a new social order under European rule, over a period spanning from the 16th-century conquest through the early 19th-century wars of independence. Specific topics include: Inca and Aztec worlds, Indian-European confrontations; the Catholic Church and popular religiosity; patriarchy and honor codes; racial dynamics and slavery; the development of capitalism; anti-colonial struggles; imperial rivalry; reform; decline; and colonial legacies.

HIST-AD 157
The Holocaust: The Third Reich and the Jews
Offered occasionally
This course offers a historical investigation of the evolution of Nazi policies toward Jews; of Jewish behavior in the face of those policies; and of the attitudes of other countries, both within and outside the Nazi orbit, toward the situation of Jews under the rule of the Third Reich.
HIST-AD 158
The Two Europes: Islam and Christendom, 711–1529
Offered every third year
Pre–1800
The course explores the economic, political, and cultural asymmetries of the long symbiosis when Europe was divided at the Pyrenees into a Muslim and a Christian sphere. Al-Andalus (Muslim Spain) was religiously tolerant, culturally rich, and economically robust. Carolingian and post-Carolingian Europe were economically retarded and culturally impoverished. By the beginning of the 12th century, a Christian reconquest overwhelmed the Muslim Andalusia. Nevertheless, an Indian summer of interfaith collaboration of Christian, Muslim, and Jew persisted.

HIST-AD 161
Islam in Africa and the Americas
Offered every third year
Introduced by merchant activity in the 8th century C.E., by the 15th century Islam had become the religion of ruling elites throughout much of the western Sudan, and was the foundation for significant urban development in East Africa. This course examines both the impact of 17th-19th-century Islamic reform in West Africa and the transatlantic slave trade, and the influence and legacy of African Muslims exported to the Americas via the slave trade. Finally, we consider the contemporary Muslim experience in both Africa and the Americas.

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

HIST-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 “Long Nineteenth 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.

HIST-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 US history, this course explores America’s past from a transnational and global perspective. Chronologically, it covers America’s interaction with the wider world from the earliest European settlements to the 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, reevaluating the allegedly “exceptional” elements of US history in relation to networks, identities, and events that transcended the nation-state.

HIST-AD 168
United States in a Transnational and Global Perspective 2: America and the World Since 1898
Offered every other year
Prof. Klimke
Rethinking the traditional narratives of US history, this course explores the country’s past from a transnational and global perspective. Chronologically, it covers America’s interaction with the wider world from the Spanish-American War to the presidency of Barack Obama, examining America’s emergence as a global power leading up to World War I, the progressive reform movement, the Great Depression and the New Deal, World War II, the Cold War, 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 US history in relation to networks, identities, and events that transcended the nation-state.
REGIONAL COURSES: MEDITERRANEAN WORLD

HIST-AD 171
The Ancient Mediterranean World
Offered occasionally
Crosslisted with the Ancient World
Pre–1800
The ancient Mediterranean, from Spain to Egypt and the Levant, is the cradle from which Western civilization grew. This course covers the different cultures of the region, with particular interest in their interaction and the conquest of the entire region by Rome. The course examines the complex dynamics of Rome’s relationship to its subject peoples, as Roman trappings were overlaid upon native traditions.

HIST-AD 172
The Crusades
Offered every other year
Crosslisted with Arab Crossroads Studies
Pre–1800
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.

HIST-AD 173
Central Asia and the Middle East
Offered every other year
Spring 2015
Prof. Kirasirova
Crosslisted with Arab Crossroads Studies
Islamic Studies
Pre–1800
This course examines the interconnected histories, cultures, and societies of Central Asia and the Middle East. It will begin with an overview of the Mongol empire and its legacies in Central Asia and the broader Muslim world. We will compare the emerging post-Mongol Eurasian and Ottoman states through the lenses of law, political legitimacy, succession, and ruling institutions. We will then compare Russian and Ottoman civilizing missions, imperial nationalisms, treatments of sectarianism and ethnic minorities, constitutionalisms, public health policies, responses to Islamic modernism, Marxist and other radical leftist ideas, and women’s emancipation. The course will conclude by considering how post-imperial modernization projects transformed identity, gender, and religion in Central Asia and the Middle East.

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

HIST-AD 177J
Renaissance Humanism and Humanity Today
January Term 2015 (Florence)
Prof. Geroulanos
Pre–1800
This intellectual history course examines the emergence of Renaissance humanism, particularly in Florence from Petrarch to Pico and Machiavelli, by examining the political and cultural foundations of humanism, the turn toward Ancient Greece and Rome, and the establishment of a human-centered point of view in poetry, philosophy, religious thought, and art. What picture of the human being emerged with this turn? How did the turn toward the Classics contribute to the development of modern humanism? How was this humanism itself taken up in the Enlightenment and the development of modern education systems, and what remains of humanism today? History Listing: Mediterranean, pre–1800.

ACS-AD 131X
Emergence of the Modern Middle East
Spring 2015
Prof. Menoret
Crosslisted with Arab Crossroads Studies
Islamic Studies
Pre–1800

ACS-AD 201X
Making of the Muslim Middle East
Fall 2014
Prof. Stearns
Crosslisted with Arab Crossroads Studies
Islamic Studies
Pre–1800

ACS-AD 202
Paradise Lost: Muslims, Jews, and Christians in al-Andalus
Prof. Stearns
Crosslisted with Arab Crossroads Studies
Pre–1800

ACS-AD 204J
Interwoven Pasts of Spain and Morocco
Crosslisted with Arab Crossroads Studies
Islamic Studies
Pre–1800
ACS-AD 206X
**Jews in the Muslim World in the Middle Ages**
*Fall 2014*
Prof. Cohen
Crosslisted with Arab Crossroads Studies
Islamic Studies
Pre-1800

ECON-AD 214X
**Economy History of the Middles East**
*Fall 2014*
Prof. Allen
Crosslisted with Arab Crossroads Studies, Economics
Islamic Studies
Pre-1800

**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
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 both semesters of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students refine a thesis topic of their choice, develop a bibliography, read broadly in background works, and undertake research and/or creative work. In the tutorial, students work on a one-to-one basis with a faculty director to hone their research and produce successive drafts of a capstone project. The capstone experience culminates in the public presentation of the work and defense before a faculty panel.
Literature has been central to the formation of collective identities across cultures, nations, and historical epochs. Though literary works are anchored in a particular time and place, many of them are read widely in other times and other places and by cultures to which they would seem not to belong. The Literature and Creative Writing major at NYUAD is uniquely organized around problems presented by translation, adaption, and circulation. Unlike many college literary curricula that restrict majors to the study of works in a single language or from a specific national tradition, this major aims to engage students in critical conversations that cut across fields and in doing so help to rethink the very foundations of literary studies.

How are literary forms and the histories of literature and literary exchanges shaped by translation, by military victory and defeat, by colonization and postcolonialism, and by the rise of an economic world system? How do new forms and traditions of literature arise and is there such a thing as an emergent world or global literature? How might the imaginative encounter with other cultures renew our engagements with ourselves and our world? Can cultural, class, racial, or sexual difference paradoxically sustain a vision of a common world? How do literary studies and creative writing dialogue with the other arts as well as with cultural analysis and theory? What is the role of literary writing in contemporary local and global contexts? What is the relationship between the written, the oral, and performance? How do we define aesthetic significance across different cultural traditions and different literary modes? Students discuss these and other questions intensively with a distinguished faculty of scholars and writers who come from and work across a wide variety of literary cultures.

The Literature and Creative Writing major fosters students’ skills as interpreters of literature and as analysts of culture, history, and politics. Creative writing seminars—open to the entire NYUAD student body—include instruction in poetry, fiction, non-fiction, literary journalism, and writing for stage and screen.

Though most course materials are written in or translated into English, they are drawn from an array of cultural traditions. Students with fluency in other languages are encouraged to read assigned texts in the original. All majors take at least one course in creative writing; In advanced coursework, students may pursue a specialization in either literary studies or creative writing, culminating in a capstone thesis or creative project.
A major in Literature and Creative Writing prepares students for careers that require critical thinking, forceful and lucid writing, and the ability to undertake discerning research, to read deeply and creatively, and to be receptive to the perspectives of others. The major might lead to graduate school in literature but could just as readily form a strong foundation for work in journalism, publishing, international relations, law, public policy, or media.

**Concentration in Literature**
The concentration in Literature, open to all NYUAD students, offers a solid introduction to literary scholarship and critical thinking by building on the skills acquired in the 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 four courses as listed below.

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

| 2 | Foundations of Literature I and either Foundations of Literature II or Literary Interpretation |
| 2 | Literature 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, literary journalism, dramatic writing, and screenwriting.

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

| 1 | Introduction to Creative Writing |
| 3 | Creative Writing Electives |
# LITERATURE AND CREATIVE WRITING

## LITERARY STUDIES TRACK

### SAMPLE SCHEDULE

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## REQUIREMENTS FOR THE MAJOR

12 courses, distributed as follows:

- 5 Required Courses: Literary Interpretation; Foundations of Literature I: Epic and Drama; Foundations of Literature II: Lyric Poetry and the Novel; Problems and Methods of Literary Studies; Into to Creative Writing
- 5 Electives in Literature, one of which must be pre-modern
- 2 Capstone: Seminar and Project

### 5 Required Courses:

- Literary Interpretation
- Foundations of Literature I: Epic and Drama
- Foundations of Literature II: Lyric Poetry and the Novel
- Problems and Methods of Literary Studies
- Into to Creative Writing

### 5 Electives in Literature:

- One must be pre-modern

### 2 Capstone:

- Seminar
- Project

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LITERATURE AND CREATIVE WRITING

CREATIVE WRITING TRACK

SAMPLE SCHEDULE

YEAR 1

Fall Semester

| CORE: PATHWAYS OF WORLD LIT | CORE | CORE | GENERAL ELECTIVE |

Spring Semester

| CORE: PATHWAYS OF WORLD LIT | CORE | GENERAL ELECTIVE | LITERARY INTERPRETATION |

YEAR 2

Fall Semester

| CORE | GENERAL ELECTIVE | INTRO TO CREATIVE WRITING | FOUNDATIONS OF LITERATURE I |

Spring Semester

| GENERAL ELECTIVE | GENERAL ELECTIVE | FOUNDATIONS OF LITERATURE II | ADV. CREAT. WRITING ELECTIVE |

YEAR 3

Fall Semester

| CORE | GENERAL ELECTIVE | ADV. CREATIVE WRITING ELECTIVE | LITERATURE ELECTIVE |

Spring Semester

| CORE | GENERAL ELECTIVE | GENERAL ELECTIVE | ADV. CREAT. WRITING ELECTIVE |

YEAR 4

Fall Semester

| GENERAL ELECTIVE | GENERAL ELECTIVE | LITERATURE ELECTIVE | CAPSTONE SEMINAR |

Spring Semester

| GENERAL ELECTIVE | GENERAL ELECTIVE | LITERATURE ELECTIVE | CAPSTONE PROJECT |

REQUIREMENTS FOR THE MAJOR

12 courses, distributed as follows:

4 Required Courses:
- Introduction to Creative Writing; Literary Interpretation; Foundations of Literature I: Epic and Drama; Foundations of Literature II: Lyric Poetry and the Novel

3 Electives in Literature, one of which must be pre-modern

3 Electives in Advanced Creative Writing

2 Capstone: Seminar and Project

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LITERATURE COURSES
REQUIRED FOR MAJORS

LITCW-AD 100
Literary Interpretation
Offered every semester
Fall 2014 and Spring 2015
Prof. D. Williams
This course introduces students to the demands and pleasures of university-level investigation of literature. Students develop the tools necessary for advanced criticism, including close-reading skills, knowledge of generic conventions, mastery of critical terminology, and introduction to a variety of modes of analysis, from the formal to the historical. The course emphasizes the writing and revision strategies necessary to produce sophisticated literary analysis.

LITCW-103
Foundations of Literature I: Epic and Drama
Offered every year
Fall 2014
Profs. Pomerantz and Waterman
This course introduces students to two major genres of literature—epic and drama—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. Each unit of the course is constructed around an anchoring text or texts that will be contextualized both historically and generically through a wide range of primary and secondary readings. For Fall 2014, the anchoring texts are Ferdowsi’s The Shahnameh, Virgil’s The Aeneid, and Sophocles’ Oedipus the King.

LITCW-AD 104
Foundations of Literature II: Lyric Poetry and the Novel
Offered every semester
Fall 2014
Prof. Patell
Spring 2015
Profs. Pomerantz and Waterman
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. Each unit of the course is constructed around an anchoring text or texts that will be contextualized both historically and generically through a wide range of primary and secondary readings. For Fall 2014, the anchoring texts are Wordsworth and Coleridge’s Lyrical Ballads and Melville’s Moby-Dick; for spring 2015 they are Arabic and Persian ghazals and Austen’s Pride and Prejudice.

LITCW-AD 105
Problems and Methods of Literary Studies
Offered every semester
Fall 2014 and Spring 2015
Prof. K. Williams
This course develops students’ understanding of the central questions and problems that drive literary studies. Drawing upon a long history of theoretical approaches, the course considers such questions as: What is literature? What is a text? What does a literary critic or scholar do? What does it mean to read literature in translation? How does language shape meaning? How do we construct meaning from a text—and why does that meaning matter? And, crucially: what is at stake in why we ask and how we answer these questions? This class will engage these questions by reading widely, from primary theoretical and critical texts to examples from print and digital material, and by exploring particular practices of literary scholarship—from archival research to work in digital humanities—that offer necessary skills for effective critical practice.

LITCW-AD 110
Introduction to Creative Writing
Offered every semester
Fall 2014
Prof. James Savio
Spring 2015
Prof. Magi
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.

LITERATURE ELECTIVES

LITCW-AD 101
Major Texts in Critical Theory
Offered every other year
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.
Humanism—which in some regions coincides with Renaissance—was a cultural movement initiated in Italy in the 14th century, spreading all over Europe until it reached its end in the 17th century. Its programmatic energy derived from the desire to remember something that seemed to have been obliterated and forgotten in the course of the Middle Ages, i.e., pagan antiquity. Basing their European—national and transnational—identities on something much older than Christianity, scholars (poets, painters, architects, composers, and philosophers) revived and developed scientifically the Greek and Roman legacy and laid the founding stones for Enlightenment and Modernity.

The Postcolonial Turn
Offered occasionally
Fall 2014
Prof. Majithia
In postcolonial literature, representation and revolution intersect, as writers reinvent literary forms and seek to reconceive colonialism, nationalism, and modernity. The course compares 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.

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

Classical Literature and Its Global Reception
Offered occasionally
Crosslisted with the Ancient World
An introduction to three genres of literature from the ancient Greco-Roman world—drama, epic, and lyric poetry—together with an investigation of their continuing impact on the modern world.
of Gilgamesh, the quatrains of Khayyam, sonnets of Shakespeare and Camões, and modern and contemporary works by Borges, Pessoa, Saramago, Kundera, Ondaatje, and Paz Soldan.

LITCW-AD 119
Literatures of the Americas
Offered occasionally
A hemispheric approach 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
How do global cultural forms emerge? This course charts Magic Realism, a staple of global art, film, and fiction at the start of the new millennium. It traces how this malleable form has served different historical moments, cultural contexts, and political ideologies, and asks why Magic Realism has been privileged as a global form. Materials include art, art criticism, film, and fiction from Europe, the Americas, and the Middle East.

LITCW-AD 121
Travel, Geography, and Imagination in Arabic and Islamicate Literatures
Offered every third year
Crosslisted with Arab Crossroads Studies, The Ancient World
This course considers travel and geography as a theme in pre-modern Arabic and Islamicate literary cultures from the 7th century to the 19th century. During the semester, students will read from a wide variety of literary genres including love poetry, popular epics, travelers’ accounts, geographical works and sufi mystical treatises from many different regions of the Muslim world, ranging from West Africa to South East Asia. Exploring the movement of people, goods, and ideas within works of literature and tracing the formation, circulation and transformation of Islamicate literary genres, the course focuses on the ways that literary works mediate between local, translocal, and global identities.

LITCW-AD 122
Comparative Poetic Traditions
Offered occasionally
An introduction to the development of ancient and modern epic, lyric, and other 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 US 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 US 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 US culture makes available. The course explores the ways in which the novel dramatizes the multicultural, transnational, and cosmopolitan experiences that mark the 21st century, with an emphasis on the ways in which US writers have sought to engage global traditions, past and present.

LITCW-AD 126J
Tales of Love and Death
Offered occasionally
Crosslisted with Literature: Creative Writing Electives
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 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 127
Classic American Literature
Offered occasionally
This course focuses on works that have been considered classics of American Literature. It examines the various factors that lead a work to be canonized 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 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 occasionally
Why do some texts—and not others—travel well enough to be read and taught with interest outside of their cultures of origin? Why this beautiful piece of writing, and not that one? Who are the arbiters of international taste? What is lost and gained in translation? The course addresses fundamental practices of interpreting world literature such as how to read across time, across cultures, and in translation.

LITCW-AD 131J
Performative Literature: Acting Epics, Romances, Ballads and Stories
January Term 2015 (Abu Dhabi)
Prof. Vitz
This course presents narrative literature as a set of springboards to performance, rather than as a series of books simply to be read privately. In this strongly performance-oriented course, students approach literature as works that were acted out, sung, and narrated from memory, as part of a storytelling tradition. Students are invited to draw on their dramatic and musical skills and interests, and on their language abilities. For their final project, students collaborate in staging and performing a substantial piece of traditional narrative. Works discussed and performed include epics, romances, ballads, and short tales of various kinds, drawn from world literature. In J-term 2015, students will perform from the medieval French Arthurian romance Yvain or The Knight with the Lion by Chrétien de Troyes and from the Spanish epic The Song of the Cid. Short works (in a Course Packet) will be taken from the following—and will thus represent a wide range of kinds of narrative and modes of performance: ballads from Spain and India; tales from Latin (The Scholar’s Guide), medieval French (various types of tales), Turkish (The Book of Dede Korkut), Hebrew (Tahkemoni), Arabic (Kalila and Dimna, 1001 Nights), and Urdu (Amir Hamza). Students will be invited to perform in the original languages wherever possible, and an attempt will be made to include works from the students’ own traditions.

LITCW-AD 133J
Tales that Travel: Storytelling and Storytellers in Eurasia, 10th-16th c.
Offered occasionally
Long before modern media sent stories around the world at lightning speed, good tales traveled. This course explores the travel of tales and considers the ways in which a common culture of story and storytelling can be found throughout pre-modern Europe, Middle East, South and East Asia. Drawing on stories and scholarship from many different traditions, it examines the role of storytelling in human culture, discusses the performance and circulation of stories, and reflects on examples of the types of tales that traveled—including tales of origin, of wisdom (and folly), of trickery (and truthfulness), of success (and failure), of youth and age, of love and the battle of the sexes—and many others.

LITCW-AD 134
Literatures of Arab America
Offered every other year
The Arab presence in the Americas is a mix of history and legend, fact and fantasy. Twelfth-century geographer al-Idrisi reports that eight Arabs sailed west from Lisbon to discover what lay beyond the “Sea of Darkness” (the Atlantic ocean), and arrived somewhere in South America. Columbus reportedly had a copy of al-Idrisi’s book with him when he embarked on his first voyage in 1492, and he took with him Louis de Torre, a converted Moor, to act as an Arabic interpreter once the expedition reached India. Some of the earliest slave narratives were written in Arabic by literate Muslim captives from West Africa. However, large-scale Arab immigration to the Americas did not begin until the nineteenth century, and since then those immigrants and their descendants have participated in a substantial, though little known, literature in Arabic, English, French, Portuguese, and Spanish. We will examine this tradition within the emergent paradigms of inter-American and hemispheric studies and discuss recent scholarship on the globalization of US American studies and its interface with Latin American and Arabic studies. We will then read a selection of literary works by and about Arab immigrants and their descendants throughout the Americas.

LITCW-AD 136
Modern Epic: Tolstoy, Joyce, and García Márquez
Spring 2015
Prof. Weinstein
This course will examine three “encyclopedic” texts (War and Peace, Ulysses, One Hundred Years of Solitude) that rehearse and interrogate inherited paradigms of cultural identity, purpose, and destiny. Through sustained attention to formal and ideological tenets of these specific texts, we will also seek to interrogate some of the salient procedures of realism, modernism, and postcolonialism.
AHC-AD 134  
Women's Voices  
Prof. Carol Gilligan  
Spring 2015  
Crosslisted with Arts & Humanities Colloquium

AHC-AD 135  
Reading the Earth: World Literature and the Environment  
Prof. Kalantzakos  
Spring 2015  
Crosslisted with Arts & Humanities Colloquium

FILMM-AD 154  
Transtextuality: Adaptation Between Novel and Film  
Spring 2015  
Prof. Stam  
Crosslisted with Film and New Media

THEAT-AD 151  
Dramas from the African Continent and the African Diaspora  
Spring 2015  
Prof. Vorlicky  
Crosslisted with Theater

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.

CREATIVE WRITING ELECTIVES

LITCW-AD 126J  
Tales of Love and Death  
Crosslisted with Literature: Literature Electives

LITCW-AD 128  
Advanced Creative Writing: Nonfiction Essay  
Offered every other year  
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 130J  
Fiction Writing: Craft Workshop  
January Term 2015 (Abu Dhabi)  
Prof. Strauss  
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.

LITCW-AD 320  
Advanced Creative Writing: Workshop in Fiction  
Offered every other year  
An advanced fiction workshop that offers students the opportunity to hone their writing through peer critique and in-depth craft discussions. Extensive outside reading deepens students' understanding of fiction and broadens their knowledge of the evolution of literary forms and techniques.

LITCW-AD 321  
Advanced Creative Writing: Workshop in Poetry  
Offered every other year  
This course focuses on writing poetry by experimenting with a variety of poetic forms and writing prompts, including 20th-century and contemporary poetry and statements and essays written by poets.
Students will write poetry as well as learn terms for critical analysis. Some of the threads of inquiry and inspiration that will run through the workshop include: What is poetry? What does it do? What is the state of poetry now? What does it mean to write and read poems in English if it is not your home or only language? In addition to workshopping peers’ poetry, participants will learn about the chapbook tradition, make their own small books of between 15 and 25 pages, and organize readings to experiment with various performance-based approaches to poetry.

**FILMM-AD 110**  
*Writing the Short Screenplay*  
*Crosslisted with Film and New Media*

**FILMM-AD 214**  
*Developing the Feature*  
*Spring 2015*  
*Prof. Sanders*  
*Crosslisted with Film and New Media*

**THEAT-AD 160**  
*Fundamentals of Playwriting*  
*Spring 2015*  
*Prof. Drukman*  
*Crosslisted with Theater*

**LITCW-AD 116**  
*History of Drama and Theater*  
*Offered occasionally*  
*Crosslisted with Literature: Literature Electives*

### CAPSTONE

For Literature track:  
**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 both semesters of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students refine a thesis topic of their choice, develop a bibliography, read broadly in background works, and undertake research and/or creative work. In the tutorial, students work on a one-to-one basis with a faculty director to hone their research and produce successive drafts of a capstone project. The capstone experience culminates in the public presentation of the work and defense before a faculty panel.

For Creative Writing track:  
**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.
The music program is committed to educating a new generation of musicians capable of understanding and making music on a transnational and interdisciplinary scale, in an eclectic yet rigorous fashion. Students majoring in music acquire skills in composition, technology, and performance, and they develop ways to consider music from a theoretical and historical perspective. The program offers students the opportunity to learn firsthand about a diverse range of traditional and popular musics spanning various cultures and styles. This is accomplished by drawing on the uniqueness of Abu Dhabi as a cosmopolitan city and an international hub, and by taking special advantage of its location next door to the thriving media scene of Dubai, as well as its close proximity to major regional music centers, including Istanbul, Beirut, Cairo, Delhi and Accra.

The 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 expressions. Consistent with the NYUAD ethos a forward-thinking, decentered approach to music education, where all musical traditions are treated with equal value and significance, is the hallmark of the program. Music students must go beyond simple, surface tolerance and appreciation for music cultures and instead recognize, promote, help create and sustain both local and global 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 the decentered approach to music apprenticeship, NYUAD Music majors are encouraged to make music in interdisciplinary contexts, cross-pollinating music with other art forms and fields of study, such as film, theater, new media, science and engineering, and exploring new areas of inquiry.

The strong programs at NYU in New York in music technology, music production, composition, performance, ethnomusicology, musicology, music business, music journalism and theory, are all accessible to students in Abu Dhabi through courses taught by affiliated faculty. Many of these subjects can also be explored at study abroad semesters spent in New York or other global sites. As a result, the major and concentration in Music may be excellent gateways for a wide variety of studies: those hoping to ultimately pursue graduate study in music and related fields in the Arts and Humanities; those hoping to pursue careers in the music, media, and culture industries; or for those pursuing any occupation that demands clear and original thinking, command of the written word, analytical skills, and creativity.
The Major in Music
The music major requires a minimum of 12 courses, and has two tracks: Artistic Practice and Music Studies. The courses offered by the music program are grouped into four disciplinary areas: Music Practice, Ethnomusicology/Musicology, Music Theory, and Music Technology. Different combinations of courses in the four disciplinary areas define the track for the major.

Note: Private Instruction (Music Performance or Composition) and Ensembles are 2-credit courses. All other courses in the Music Program are 4-credit courses.

Common to both tracks:
4  Required Courses: Music Technology Fundamentals, Music Theory & Analysis I, Music Histories, Making Music
2  Capstone: Seminar and Project

Artistic Practice track:
1  elective course in Music Theory or Ethnomusicology & Musicology
20  credits of elective course work in Music Practice and/or Music Technology including
at least two 2-credit private instruction and/or ensemble experiences
at least two 3-or 4-credit courses in Music Technology and/or Music Practice

Music Studies track:
8  credits in Music Practice and/or Music Technology
16  credits of elective courses in Music Theory and/or Ethnomusicology & Musicology

Note: Regardless of track, private instruction cannot be taken for more than 8 credits in either instrument or composition and cannot be more than 10 credits in total.
MUSIC
SAMPLE SCHEDULE

Requirements for the Major
48 credits, distributed as follows:

- 4 Required Courses selected from the following: Music Technology Fundamentals; Music Theory and Analysis I; Music Histories; Making Music
- 24 credits of Electives
- 2 Capstone: Seminar and Project

**Year 1**

**Fall Semester**
- **Core**
- **General Elective**
- **Music Theory and Analysis I**
- **Music Technology Fundamentals**

**Spring Semester**
- **Core**
- **Core**
- **General Elective**
- **Making Music**

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

**Year 2**

**Fall Semester**
- **Core**
- **Core**
- **Music History Fundamentals**
- **Music Elective**

**Spring Semester**
- **Core**
- **General Elective**
- **General Elective**
- **Music Elective**

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

**Year 3**

**Fall Semester**
- **Core**
- **General Elective**
- **General Elective**
- **Music Elective**

**Spring Semester**
- **General Elective**
- **General Elective**
- **General Elective**
- **Music Elective**

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

**Year 4**

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

**Spring Semester**
- **Core**
- **General Elective**
- **Music Elective**
- **Capstone Project**

48 credits, distributed as follows:

- 4 Required Courses selected from the following: Music Technology Fundamentals; Music Theory and Analysis I; Music Histories; Making Music
- 24 credits of Electives
- 2 Capstone: Seminar and Project

**Sample Schedule**

**Year 1**

**Fall Semester**
- **Core**
- **General Elective**
- **Music Theory and Analysis I**
- **Music Technology Fundamentals**

**Spring Semester**
- **Core**
- **Core**
- **General Elective**
- **Making Music**

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

**Year 2**

**Fall Semester**
- **Core**
- **Core**
- **Music History Fundamentals**
- **Music Elective**

**Spring Semester**
- **Core**
- **General Elective**
- **General Elective**
- **Music Elective**

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

**Year 3**

**Fall Semester**
- **Core**
- **General Elective**
- **General Elective**
- **Music Elective**

**Spring Semester**
- **General Elective**
- **General Elective**
- **General Elective**
- **Music Elective**

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

**Year 4**

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

**Spring Semester**
- **Core**
- **General Elective**
- **Music Elective**
- **Capstone Project**
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 music 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: Music Technology Fundamentals, Music Theory & Analysis I, Music Histories, Making Music
2–4 Music Electives totaling at least 8 credits
MUSIC COURSES

COURSES FOR NON-MAJORS

MUSIC-AD 100
Music Theory Fundamentals
Spring 2015
Offered every year
Prof. Quayle
This course provides students with essential musical skills and conceptual frameworks that will ready them for future coursework in music theory. These fundamentals are explored in relation not only to canonic Western “classical” music, but also to popular music and musics from around the globe. Topics include Western music notation (reading music), tuning systems, the science of sound, instruments, scales, modes, keys, intervals, chords, jazz/pop/rock chord symbols, figured bass, harmonic analysis using Roman numerals, species counterpoint, basic four-part chorale writing, and common forms and genres. A weekly lab session serves to develop listening skills, basic keyboard skills, sight-singing, and dictation.

REQUIRED FOR MAJORS

MUSIC-AD 105
Music Theory & Analysis I
Offered every year
Fall 2014
Prof. Quayle
Prerequisite: Music Theory Fundamentals (MUSIC-AD 100) or equivalent on placement test. Please contact the instructor or Head of Music Program for details
Required for all music majors. This course views musical structures and constructs broadly, referencing phenomena from musics around the world. The bulk of the course is devoted to an exploration of 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: listening, sight-singing, dictation, and basic keyboard skills.

MUSIC-AD 106
Music Technology Fundamentals
Offered every year
Fall 2014
Prof. Guedes
Crosslisted with Interactive Media
Students will learn the basics of different aspects of music and technology. This will include digital audio representation and formats, basics of studio and location recording, music communication protocols (MIDI and OSC), audio and MIDI sequencing using Live and Logic, and an introduction to Max. This course will also provide students with a base in elements of sonic design.

MUSIC-AD 120
Making Music
Offered every year
This practical course endeavors to expose students to the various processes and tools by which music is creatively conceived and brought to public life. Students of various skill sets gain the necessary footing to develop/envision themselves as music practitioners/makers in a changing global landscape, as we endeavor to focus on cosmopolitan music practices that draw on the uniqueness of the UAE as a global site. Students work in teams to develop creative music projects involving original writing/composition, recording, 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.

MUSIC-AD 233
Music Histories
Offered every year
Fall 2015
Prof. Bravo
This seminar is a survey that provides a forum for exploring music and musical practices across a wide range of historical and cultural situations from ancient times to the present. Beginning with music in the myths and ancient history of Sumeria, Egypt, and Greece, the seminar concludes with an examination 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. Within broad scope of this overview, we will examine the historical repertoire that has come to be known as “classical music.” The course explores the idea of a permanent canon of musical masterworks, which as a nineteenth-century invention, expanded gradually to include much earlier music as it became increasingly known. The course is not limited to the European musical tradition and canon but also examines non-Western musical traditions in the Middle East, Asia, and India, which grew out of complex confluence of established practices.
MUSIC PRACTICE ELECTIVES

MUSIC-AD 171
Group Music for Beginners
Fall 2014
Prof. Bravo
This course will focus on establishing a basic foundation at the instrument that will become the basis for developing a comfortable posture and beautiful tone. Basic musicianship will be explored through movement and singing games and note-reading introduced.

MUSIC-AD 181-191
Ensembles
Offered every semester
Profs. Charlier, Feldman, and Bravo
2 credits
A diverse array of vocal and instrumental ensembles is offered each semester. Participants develop skills in active musicianship: performance, listening, communication, and collaboration. Ensembles are offered at beginner, intermediate, and advanced performance levels. Please contact the instructor or Head of the Music Program for details.

MUSIC-AD 192
Private Instruction in Composition
Offered every semester
Profs. Guedes and Quayle
2 credits
Private Instruction in Composition is designed for students willing 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 will be presented in concert or at a similar public artistic manifestation.

MUSIC-AD 193
Private Instruction in Music Performance
Offered every semester
Profs. Charlier, Quayle, Bravo, et al.
2 credits
Private Instruction in Music Performance is designed for students willing to learn or develop their skills in performing an instrument. Acceptance to Private Instruction in Music Performance is subject to approval by the instructor.

MUSIC-AD 215
Designing Sound for Scene and Screen
Offered every year
Fall 2014
Prof. Guedes
Prerequisite: Music Technology Fundaments (MUSIC-AD 106)and Making Music (MUSIC-AD 120) or equivalent
Crosslisted with Film and New Media, Theater
This course provides hands-on experience with music and sound design for film, theater, and multimedia works. In this course students design sound for theater, film productions, or installation work and learn how to approach sound design for these diverse media. This course exposes students to a variety of design and communication styles for the expression of soundscapes and musical content.

MUSIC TECHNOLOGY

MUSIC-AD 213
Collaborating in the Digital Domain
Offered every year
Spring 2015
Prof. Guedes
Crosslisted with Film and New Media, Interactive Media
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.

MUSIC-AD 216
Recording and Producing Techniques
Offered every year
Fall 2015
This course will expose students to the fundamentals of audio theory and engineering, audio production technique within the studio environment as well as location specific recording, playback, and the world of post-production. This class will introduce students to everything from international standards and formats in music production to mixing and editing workflows. The class will fuse audio theory and music technology practice leveraging a variety of DAW software tools including Pro Tools, Logic, Live, MIDI, software instruments and plugins.
Producers Transcultural Pop
Spring 2016
Prof. King
World Music originally meant that celebrity musicians from the West, like Paul Simon, Peter Gabriel and David Byrne, traveled to developing countries to work with local artists, or they would incorporate sounds from developing countries into their musical output. In the 21st century, however, a more complex model of transcultural music-making has emerged, one made increasingly possible by the ubiquity of digital and mobile recording technologies. That cosmopolitan model—deployed by artists ranging from Damon Albarn, Angeline Kidjo, MTMK, Gustavo Santoalalla to A.R. Rahman—involves cross-cultural and transnational collaboration between musicians of different stylistic traditions, often toward the goal of creating syncretic musical and sonic results. This course aims to teach students certain best practices for creating cross-cultural, transnational popular music. Students travel and work collaboratively with guest artists and local musicians to compose, arrange, record and produce. Emphasis is placed on DIY and portable recording in makeshift or transitional locations.

Mastering
Offered every year
Spring 2016
Prerequisite: Recording and Producing Techniques or equivalent
This course will expose students to a variety of mastering approaches including spatial, frequency and visual mastering, as well as advanced recording techniques. Students will become equipped with the tools to explore the design process of mixing and mastering for different contexts and different size projects, including an understanding of a variety of formats (Super Audio CD, compressed formats, Film, etc.).

Programming Music and Audio
Offered every year
Fall 2015
Prof. Guedes
Prerequisite: Music Technology Fundamentals (MUSIC-AD 106) or previous knowledge of working with Max and/or SuperCollider
A course designed to develop skills in sound synthesis techniques and procedural music, with a focus on their specific application in games and NIME. Extensive exploration of Max and SuperCollider (software: Max, SuperCollider).

Advanced Topics in Music Technology
Offered occasionally
Affiliate or visiting faculty

Music of the Middle East and North Africa
Offered every year
Fall 2014
Prof. Aisanberg
Crosslisted with Arab Crossroads Studies
The Near East (including North Africa, Turkey, Iran and the Gulf) has experienced enormous upheavals over the past century, in large part because of borders drawn by political rather than cultural considerations. Today’s Levant, Maghreb and Gulf offer an enormous wealth of cultural diversity and local variation that a strictly political reading fails to recognize. Each year the course focuses on two different regions from among North Africa, the Levant, the Gulf, Turkey and Iran, in order to understand the complex socio-cultural dynamics of the broader region. Focusing on issues of gender, religion and nation, the course pays particular attention to the development of the Maqam system, ritual practices of religious minorities, and the popular musical styles that mobilize social movements.

Introduction to Maqam and Usul: Modality, Rhythm and Improvisation in the Art Music of the Middle East
Offered occasionally
Spring 2015
Prof. Feldman
Crosslisted with Arab Crossroads Studies
The central tradition of Middle East art music was based in the Ottoman capital, Istanbul, where it achieved its mature form from the early 18th until the beginning of the 20th century, and interacted with the music of major cities such as Aleppo, Baghdad and Cairo, as well as the music of the Byzantine church. This course presents the development of maqam (mode) as both theory and practice, based on classical texts, compositions from the 17th until the 20th centuries, and the music of modern masters, since the advent of sound recording. The principal focus will be on the analysis of 1) modality, intonation and modulation, 2) relations of melody and rhythm (usul) in compositions, 3) non-metrical improvisation (taksim).
MUSIC-AD 261
**Opera: Power, Politics, and Patronage**
Offered every other year  
**Spring 2016**  
**Prof. Bravo**
This course provides a forum for exploring the development of opera across a wide range of historical and cultural contexts. Focusing on the shifting nature of power, politics, and patronage that have shaped the history of the genre from the time of its birth in the late sixteenth-century Italian courts, the seminar concludes with an examination of newly commissioned works that reflect radical changes in the artistic production and of the genre. Beginning with Monteverdi’s *Orfeo* from 1607, the course explores the development of opera in nineteenth century Europe and Russia where the interaction of cultural, political, and social factors made it the most important genre of that period. Whether examining Wagner’s radical transformation of opera in works like *Tristan and Isolde* and *Parsifal* or narratives of contemporary history in John Adams’ *Nixon in China*, we explore opera as a genre shaped by the power, politics, and patronage of its given age.

MUSIC-AD 262
**History of Rock ‘n’ Roll**
Offered every other year  
**Spring 2016**
The explosion of rock ‘n’ roll into the popular music scene of the 1950’s took the world by surprise. Although it seemed as if the music had come out of nowhere, it had a long evolution with roots in Afro-American music traditions. This survey examines the roots and evolution of rock ‘n’ roll, focusing in particular on the critical role it played in the anti-war and peace movements of the 1960s as well as in movements for civil rights and social justice from that time to the present. Interdisciplinary in its conception, the seminar draws on materials from diverse disciplines in order to provide a critical frame for the exploration of the topic.

MUSIC-AD 263
**Music and the Environment**
Offered occasionally
This course explores the complex relationship between music and the environment as it is articulated in the emerging field of “ecomusicology,” which considers music and sonic issues, whether textual or performative, as related to ecology and the natural environment. Although the field developed parallel to growing concerns about the environment since 1970, the course begins its trajectory with nineteenth century conceptions of nature in the writings of Emerson and Thoreau, exploring parallel musical conceptions of nature and landscape in the works of nineteenth-century American composers such as MacDowell and Charles Ives. Focusing attention on the use of nature and landscape as powerful and contested functions of the formation of national identity in the nineteenth century, the course explores later conceptions of “nature” in the music and sonic landscapes and urban design of the twentieth and twenty first centuries in light of the current environmental crisis.

MUSIC-AD 360
**Advanced Topics in Ethnomusicology**
Offered occasionally
This class offers a survey of the music of a particular region of the world, such as India, China, Africa or the Caribbean. It will introduce students to the terminology and performance practice of the region, as well as notation systems when applicable. The subject matter will vary from year to year, but each local case study will focus on a folk, classical, religious or popular tradition from an ethnomusicological perspective.

**MUSIC THEORY ELECTIVES**

MUSIC-AD 205
**Music Theory & Analysis II**
Offered every year  
**Spring 2015**  
**Prof. Quayle**
Prerequisites: Music Theory & Analysis I
Further exploration of melody, harmony, and counterpoint in tonal music through projects in directed composition and analysis, transitioning into 20th-century and contemporary musical developments. Topics include small-and large-scale musical forms, modulation, mixture, chromaticism, and an array of modernist and post-modernist compositional practices. A weekly lab session develops skills in musicianship and reinforces theoretical concepts.

MUSIC-AD 206
**Musics of the World: Approaches to Theory**
Fall 2015
Prerequisite: Music Theory Fundamentals or equivalent on placement test. Please contact the instructor or Head of Music Program for details.
Techniques of analyzing Western “classical” tonal music are well codified, but investigating the workings of non-Western traditions demands creativity, research, and careful consideration of the practical and cultural perspectives. This course surveys a variety of musics, with a particular emphasis on careful listening and aural analysis. Assigned readings 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 361
**Advanced Topics in Ethnomusicology**
Offered occasionally
This class offers a survey of the music of a particular region of the world, such as India, China, Africa or the Caribbean. It will introduce students to the terminology and performance practice of the region, as well as notation systems when applicable. The subject matter will vary from year to year, but each local case study will focus on a folk, classical, religious or popular tradition from an ethnomusicological perspective.
MUSIC-AD 361
Advanced Topics in Music Theory
Offered occasionally
Innovative and rigorous courses intended for advanced students (primarily juniors and seniors), developed in accordance with the expertise and interests of the faculty.

COREA-AD 34
What is Music?
Spring 2015
Prof. Guedes
Crosslisted with the Core: Art, Technology, and Invention

COREA-AD 43W
War
Fall 2014
Prof. Bravo
Crosslisted with the Core: Art, Technology, and Invention, Peace Studies

COREA-AD 45J
Sound(ings)
January Term 2015 (Abu Dhabi)
Prof. Fontana
Crosslisted with the Core: Art, Technology, and Invention

TOPICAL RESEARCH

MUSIC-AD 198
Directed Study
Offered by application
Prerequisite: The instructor’s consent
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

CAPSTONE

For Artistic Practice track:
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.

For Music Studies track:
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 both semesters of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students refine a thesis topic of their choice, develop a bibliography, read broadly in background works, and undertake research and/or creative work. In the tutorial, students work on a one-to-one basis with a faculty director to hone their research and produce successive drafts of a capstone project. The capstone experience culminates in the public presentation of the work and defense before a faculty panel.
Philosophy—perhaps the oldest academic discipline—explores enduring fundamental questions about the world and our place in it: What is the ultimate nature of reality? What really exists, and what is mere appearance? What, if anything, can we genuinely know? How are our conscious minds related to our physical bodies? What is value, and which values should we adopt? What makes for a good or valuable life? Are we ever responsible for the actions we perform, or are we merely victims of our environment and our genetic inheritance? How should societies be organized? How should we understand the relationship between science and religion, or between reason and faith?

Such questions are not the inventions of philosophers, of course. Many of us ponder them as children. Yet later we come to ignore them—or simply accept answers to them unreflectively. Philosophers, though, strive to keep pondering, and to address these questions as thoroughly as possible through reasoned discussion and argument.

By engaging in this process, philosophers illuminate aspects of the world that people routinely take for granted: phenomena such as perception, causation, consciousness, meaning, and obligation structure our lives and our practices in ways we rarely notice or pause to consider. We are everywhere guided by unexamined assumptions about truth, knowledge, reality, goodness, beauty, freedom, and justice. Philosophy lays bare these assumptions and then analyzes and questions them. And so those who aspire to live reflective lives cannot help but be gripped by philosophical inquiry. For them, philosophy is essential.

The aim of the Philosophy program at NYU Abu Dhabi is to introduce students to a broad range of philosophical problems, to acquaint students with influential philosophical responses to these problems, and above all to train students to grapple with these problems themselves in a way that meets the highest intellectual standards.

Many philosophical problems have been studied, in many different places, for thousands of years; others have arisen only with more recent developments in science or culture. Today philosophy has become a fully global discipline. The Philosophy program at NYU Abu Dhabi strives to integrate the study of contemporary international philosophy with an understanding of philosophy’s rich multicultural history.
The Philosophy major prepares students for advanced study in philosophy or related fields, as well as for any profession that requires rigorous and cogent thinking, reasoned argumentation, and clear and persuasive writing. Most importantly, the study of philosophy prepares students for a more reflective and examined life—one of deepened awareness and understanding.

The major in Philosophy consists of ten courses. All students should begin with an Introductory Elective. Satisfactory completion of an Introductory Elective is a prerequisite for all of the other courses required for the major, except Logic Courses. Students who are considering a Philosophy major should also take Introduction to Logic as early as possible—preferably before the end of their second year. Students who choose to double major in Philosophy and another discipline and who choose to complete their Capstone project in that other discipline must still complete ten Philosophy courses. Instead of the two-semester Capstone Research Project in Philosophy, these students may elect any two additional Philosophy courses (other than Introductory Electives).

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

**Concentration in Philosophy**

The concentration in Philosophy provides students with a strong foundation of philosophical knowledge and trains students to engage with a wide array of philosophical problems. It is designed to be combined with a major in another discipline so as to enhance the investigation of the more philosophical aspects of that discipline, to help students develop the analytical, logical, and persuasive skills required by nearly all professional pursuits, and it to enrich students’ intellectual lives.
REQUIREMENTS FOR THE CONCENTRATION IN PHILOSOPHY
4 courses, distributed as follows:

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

Students pursuing the concentration in Philosophy are also encouraged (but not required) to take Introduction to Logic.

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY
10 courses, distributed as follows:

- 1 Introductory Elective
- 1 Logic Course
- 1 History of Philosophy Elective
- 1 Theoretical Philosophy Elective
- 1 Practical Philosophy Elective
- 1 Advanced Seminar
- 2 Capstone Research Project

The remaining two courses can be any Philosophy courses (other than Introductory Electives). Only one Introductory Elective may count toward the major in Philosophy.
**PHILOSOPHY**

**SAMPLE SCHEDULE**

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

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>January Term</th>
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</thead>
<tbody>
<tr>
<td>1 Introductory Elective</td>
<td>1 Logic Course</td>
<td>Elective</td>
</tr>
<tr>
<td>1 History of Philosophy Elective</td>
<td>1 Advanced Seminar</td>
<td>1 Theoretical Philosophy Elective</td>
</tr>
<tr>
<td>1 Practical Philosophy</td>
<td>2 Additional Courses (excluding Introductory Electives)</td>
<td>2 Capstone: Seminar and Project</td>
</tr>
</tbody>
</table>

### YEAR 1

#### Fall Semester
- **CORE**
- **CORE**
- **GENERAL ELECTIVE**
- **INTRO ELECTIVE**

#### Spring Semester
- **CORE**
- **CORE**
- **GENERAL ELECTIVE**
- **PHILOSOPHY ELECTIVE**

### YEAR 2

#### Fall Semester
- **CORE**
- **CORE**
- **GENERAL ELECTIVE**
- **LOGIC CLASS**

#### Spring Semester
- **CORE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**

### YEAR 3

#### Fall Semester
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **PHILOSOPHY ELECTIVE**
- **PHILOSOPHY ELECTIVE**

#### Spring Semester
- **CORE**
- **GENERAL ELECTIVE**
- **PHILOSOPHY ELECTIVE**
- **ADVANCED SEMINAR**

### YEAR 4

#### Fall Semester
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **PHILOSOPHY ELECTIVE**
- **CAPSTONE SEMINAR**

#### Spring Semester
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **CAPSTONE PROJECT**
These courses require no background in philosophy. Satisfactory completion of an Introductory Elective is a prerequisite for all of the other courses required for the major, except Logic Courses.

PHIL-AD 101
Central Problems in Philosophy
Offered every semester
Fall 2014
Prof. Rabin
Spring 2015 (7 weeks)
Prof. Foley
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 nature of causation, the ethics of punishment, the nature of meaning, the existence of God, the requirements of justice, the relation between mind and body, the status of moral principles, and various logical paradoxes.

PHIL-AD 111
Minds and Machines
Offered occasionally
An introduction to philosophy through the study of issues at the intersection of philosophy and cognitive science. We will focus on the conflict between computational and biological approaches to understanding the mind. Topics will include whether a machine could think, the Turing Test, mental imagery, the possibility of artificial intelligence, the reduction of the mind to the brain, and the function of consciousness.

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

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

PHIL-AD 116
Reason and Religion
Offered occasionally
Fall 2014
Prof. Kukkonen
An examination of various questions that arise in philosophical discussions of religion, such as: Can philosophical reflection help us to prove the existence of God or clarify such puzzling matters as God's relationship to time? How could a benevolent and omnipotent God permit the existence of evil and misfortune? Is it ever rational to form beliefs about matters which transcend the realm of the empirical? Is the concept of a specifically religious experience a coherent one? If not, can religious beliefs be supported by other means? Alternatively, is the entire project of evaluating religious discourse as a set of claims about transcendent realities misguided? What should we make of the alternative explanations of religion and religious phenomena offered by philosophers from al-Farabi to Marx and Nietzsche?

PHIL-AD 118
Fear of Knowledge
Offered occasionally
It is often thought that knowledge is inherently valuable and that “truth” is an objective notion independent of social considerations. This course examines various reasons we might have for holding these views and various challenges that have been raised against them. Why should we care about knowledge as long as our beliefs prove useful and efficacious? Is truth—and thus knowledge—more accurately understood as a culturally relative notion, so that what’s true for you might not be true for me? 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?
LOGIC COURSES

PHIL-AD 180
Introduction to Logic
Offered every Fall except Fall 2014
All philosophers are wise, and Socrates is a philosopher. Therefore, Socrates is wise. Our topic is the nature of this “therefore.” Logic is the science of reasoning—the study of the ways in which statements support or contradict one another. In this course, we will investigate and expose the logical structure of everyday language and see how the correctness or incorrectness of reasoning depends on this structure. To aid us, we will develop a formal language that makes this underlying structure more perspicuous. With this formal language at our disposal, we will be able to construct elaborate proofs and explore the logical relations among the various steps of complex arguments.

PHIL-AD 280
Advanced Logic
Offered occasionally
Prerequisite: Introduction to Logic (PHIL-AD 180)
An advanced investigation of various aspects of symbolic logic and reasoning, with an emphasis on subjects of philosophical relevance. Specific topics vary by semester, but are generally drawn from the following: modal logic (the study of reasoning about necessity, possibility, counterfactuals, and tense); metalogic (the study of provability, completeness, and other higher-order properties of logical systems); nonclassical logic (the study of three-valued logical systems, free logics, and the logic of relevance); and mathematical logic (the study of logical systems intended to model arithmetic reasoning).

HISTORY OF PHILOSOPHY ELECTIVES

All courses have a prerequisite of one Introductory Elective in Philosophy (i.e., PHIL-AD 101–119).

PHIL-AD 220
Ancient Mediterranean Philosophy
Offered every other year
Fall 2014
Prof. Mitsis
Prerequisite: One introductory elective (i.e., PHIL-AD 101–119)
Crosslisted with The Ancient World
An examination of the origins of Western philosophical thought in ancient Greece and Rome, with a special focus on the views of Plato and Aristotle. Through their work, we will grapple with a range of pressing philosophical questions, including: Is happiness more than a subjective state of consciousness? Is death harmful? Do we have free will? Do we have obligations to others that override the pursuit of our own self-interest?

What is the relation between the mind (or the soul) and the body? Since most of the philosophers we will be studying thought that philosophy must be systematic in its approach, we will also try to evaluate the strengths and weaknesses of this kind of approach to philosophical questions.

PHIL-AD 221X
Classical Arabic Philosophy
Offered every other year
Spring 2015
Prof. Kukkonen
Prerequisite: One introductory elective (i.e., PHIL-AD 101–119)
Crosslisted with Arab Crossroads Studies and The Ancient World
An introduction to the original continuation of Western philosophy in its post-ancient phase: Arabic philosophy in the form of falsafa, as developed and debated by Muslims, Christians, and Jews from the eighth to the twelfth century. The Arabic authors were heirs to the entire Greek philosophical legacy and took it in a number of important and innovative directions, some of which have remained with us to the present day. Topics broached include knowledge, certitude, and the rules of rational debate; the metaphysical distinction between essence and existence and the attendant notions of necessity and contingency; the medieval analysis of the soul, the psychic faculties, and moral psychology; and the role of religion in society and the analysis of religious claims within philosophy. Islamic Studies

PHIL-AD 223
Classical Indian Philosophy
Offered every other year
Prerequisite: One introductory elective (i.e., PHIL-AD 101–119)
Crosslisted with The Ancient World
An exploration of the thought of major philosophers from the Indian subcontinent, beginning with the ancients in the fifth century BCE and concluding with thinkers on the eve of colonialism in the eighteenth century CE. Indian philosophy has been and continues to be a major world philosophy. The reach of its ideas has been vast, both historically and geographically, spanning the philosophies of Buddhism, Jainism, Islam, and Hinduism, as well as the philosophy of law, of medicine, of mathematics, and of politics and society. It is most strongly associated with wide-ranging discussions in the philosophy of mind, the study of language, epistemology, and metaphysics. The aim of the course is to present a balanced and impartial picture of the richness, diversity, and depth of philosophy in this region.
PHIL-AD 224

**Early Modern European Philosophy**

Offered every other year  
Prerequisite: One introductory elective  
(i.e., PHIL-AD 101-119)

A survey of European philosophy in the seventeenth and eighteenth centuries—one of the most exciting and formative periods in the history of Western thought. We will focus on six philosophers: René Descartes, Gottfried Wilhelm Leibniz, John Locke, George Berkeley, David Hume, and Immanuel Kant. Through their writings, we will 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 225

**Nineteenth-and Twentieth-Century European Philosophy**

Offered occasionally  
Prerequisite: One introductory elective  
(i.e., PHIL-AD 101-119)

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

**THEORETICAL PHILOSOPHY ELECTIVES**

All courses have a prerequisite of one Introductory Elective in Philosophy (i.e., PHIL-AD 101-119).

PHIL-AD 240

**Epistemology**

Offered every other year  
Prerequisite: One introductory elective  
(i.e., PHIL-AD 101-119)

Epistemology is the study of knowledge and rational belief. In this course we will examine various central epistemological questions, including: What is knowledge, and how does it differ from belief? Can we have knowledge of things outside of our own minds, such as physical objects or other minds? Or is there no answer to the skeptic’s attack on our commonplace claims? What is the relation between knowledge and perception? In the absence of evidence, is it ever rational to believe?

PHIL-AD 241

**Metaphysics**

Offered every other year  
Prerequisite: One introductory elective  
(i.e., PHIL-AD 101-119)

Metaphysics is the investigation of the nature of reality. In this course we will wrestle with some of the most fundamental questions we are capable of posing, such as: What kinds of things exist? Minds? 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 242

**Philosophy of Language**

Offered every other year  
Prerequisite: One introductory elective  
(i.e., PHIL-AD 101-119)

“Socrates was poisoned.” With those vocal sounds or marks on a page, we can make a claim about 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? Through a reading of seminal works by twentieth-century thinkers, we will explore these and other philosophical questions about language and meaning.

PHIL-AD 243

**Philosophy of Mind**

Offered every other year  
Spring 2015  
Prof. Ganeri  
Prerequisite: One introductory elective  
(i.e., PHIL-AD 101-119)

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 will examine various answers to these questions, drawing readings from classical and contemporary philosophy as well as from cognitive science.
Philosophy of Science
Offered every other year
Fall 2014
Prof. Coffey
Prerequisite: One introductory elective
(i.e., PHIL-AD 101–119)
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.

PRACTICAL PHILOSOPHY ELECTIVES

All courses have a prerequisite of one Introductory Elective in Philosophy (i.e., PHIL-AD 101–119).

PHIL-AD 260
Ethics
Offered every other year
Prerequisite: One introductory elective
(i.e., PHIL-AD 101–119)
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 will grapple 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 will also encounter one of modern morality’s harshest critics: Friedrich Nietzsche.

PHIL-AD 261
Applied Ethics
Offered every third year
Prerequisite: One introductory elective
(i.e., PHIL-AD 101–119)
Torture, abortion, taxes, physician-assisted suicide, terrorism. People disagree fiercely about the morality of these and countless other human concerns. What moral theories and concepts shape these debates? Can we use these debates to refine or evaluate those theories and concepts? Is it possible to find common ground in shared ethical principles that will allow us to engage in rational debates rather than in disrespectful shouting matches (or worse)? These will be our guiding question as we investigate many of the contemporary moral issues that divide us.

PHIL-AD 262
Medical Ethics
Offered occasionally
Prerequisite: One introductory elective
(i.e., PHIL-AD 101–119)
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 263
Aesthetics
Offered occasionally
Prerequisite: One introductory elective
(i.e., PHIL-AD 101–119)
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? Should our judgment of the aesthetic value of a supposed work of art change if we discover that the work is a forgery? What is beauty, and how is it related to the sublime? What is the relation between aesthetic and moral values? Can there be great works of art that are morally questionable? Why do we respond emotionally to fictional characters? Why do we enjoy horror films? How and what do pictures represent? How does music express emotions? What does it mean to give an ‘authentic’ performance of a piece of music? How does our aesthetic appreciation of art differ from our aesthetic appreciation of nature?
What justifies the state’s exercise of this authority? Could it be justified because we have at least implicitly given our 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 confront such questions, we will draw on writings from both classical and contemporary philosophers.

ADVANCED SEMINARS

Prerequisite: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy Elective (PHIL-AD 220–279).

PHIL-AD 320
Topics in the History of Philosophy
Offered every other year
Prerequisite: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy Elective (PHIL-AD 220–279)
An advanced seminar that involves the careful study of some particular movement, philosopher, or issue in the history of philosophy. Examples: German Idealism, Ibn Rushd, Kant, theories of causation in Indian philosophy, Aristotle.

PHIL-AD 340
Topics in Theoretical Philosophy
Offered every other year
Prerequisite: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy Elective (PHIL-AD 220–279)
An advanced seminar that involves the careful study of some particular theory, philosopher, or set of issues in contemporary theoretical philosophy. Examples: reliabilism, David Lewis, theories of truth, realism and antirealism, the philosophy of logic, consciousness

Fundamentality and Metaphysical Dependence
Spring 2015
Prof. Rabin
The world has more and less fundamental aspects. Quarks, bosons, and gravity are likely among the fundamental features. Cars, koalas, and coffees are not. The latter metaphysically depend on the former. The relation of metaphysical dependence, or ground, has applications in a wide variety of philosophical areas, from metaphysics to philosophy of mind to metaethics. For the most part, physics is in the business of discovering the fundamental features of reality. But debates about methodology in the search for the fundamental have rich philosophical dimensions. What is the nature of the relation of metaphysical dependence? Is it a genuinely explanatory notion? What are the rules of the game for positing relations of metaphysical dependence? When should we take some feature as fundamental? What role do our epistemic limitations play in the search for the fundamental? Need there be a fundamental level at all, or might there be an infinite descent of ever deeper levels? How can thinking in terms of fundamentality, or dependence, shed light on philosophical debates? No knowledge of physics is required.

PHIL-AD 360
Topics in Practical Philosophy
Offered every other year
Prerequisite: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy Elective (PHIL-AD 220–279)
An advanced seminar that involves the careful study of some particular theory, philosopher, or set of issues in contemporary practical philosophy. Examples: consequentialism, empirical moral psychology, the philosophy of law, the ethics of gender, Rawls, metaethics.

TOPICAL RESEARCH

PHIL-AD 398-399
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

PHIL-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 year-long capstone seminar and a year-long individualized thesis tutorial. During the capstone seminar, students define a thesis topic of their choice, develop a bibliography, read broadly in background works, and begin their research. In the tutorial, students work on a one-to-one basis with a faculty member to hone their research and produce successive drafts of a senior thesis. The capstone experience culminates in the public presentation of the senior thesis. Students may also elect to participate in a College Capstone Project, collaborating with students majoring in other disciplines, such as the arts or the natural and social sciences. Together students will work with a faculty member to define the overall goals of the College Capstone Project, as well as the particular
Theater and performance have shaped the civic, religious, and ideological lives of human beings throughout history. Plays and performances do not represent only what we know and what we have done; they are also tools that can demonstrate the possibility of new worlds, new modes of social interaction, and how we might revise our relationship to the past.

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

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

Theater and performance are collaborative arts at NYUAD. These experiences happen in many ways: in practice-based classes and in scholarly seminars, in apprenticeships with professional companies in residence, as students host visiting artists, as collaborators on faculty research projects, by generating extra-curricular experimental performances and staged readings and, in their senior year, by producing a sustained and fully developed theater Capstone project. Theater students learn teamwork, discipline, leadership, effective modes of creative expression, improvisation, adaptability, and collective problem-solving, as well as interpretive and textual analysis. All these are critical skills necessary for a sustained career in the arts and which are transferable to many careers in the humanities and social sciences.
The Theater program at NYUAD welcomes majors and non-majors to join us in creating a thriving performance program for the college community, with events ranging from full productions to informal readings, solo performances, student-directed plays, and site-specific events on campus and beyond.

**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.

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

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

SAMPLE SCHEDULE

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 Interdisciplinary Art Elective

YEAR 1

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

Spring Semester
- CORE
- CORE
- GENERAL ELECTIVE
- MAKING THEATER

YEAR 2

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

Spring Semester
- CORE
- GENERAL ELECTIVE
- THINKING THEATER
- THEATER ELECTIVE

YEAR 3

Fall Semester
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- INTERDISC ART ELECTIVE
- THEATER ELECTIVE

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

YEAR 4

Fall Semester
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- THEATER ELECTIVE
- CAPSTONE SEMINAR

Spring Semester
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- THEATER ELECTIVE
- CAPSTONE PROJECT
THEATER COURSES

REQUIRED FOR MAJORS

THEAT-AD 100
Making Theater
Offered every year
Spring 2015
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. This intensive engagement with theatrical practice reveals how the stage has been structured to produce and communicate new knowledges. 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 scripted 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 101
Thinking Theater
Offered every year
Spring 2015
Prof. Martin
This seminar offers an overview of theatre and its intersectionalities with other disciplines in the arts, sciences, and humanities. The course introduces key terms and methodologies for understanding performance as an object of analysis and a means of expressive behavior. We explore how particular theories of drama emerge at historical moments and why; we do so by looking at those theories’ embodiment on the stage, in dramatic literature, in public, and in everyday life. The aim of this class is to provide a performance vocabulary that will serve as a foundation and framework for advanced studies. Although this is not a survey of theatre history, the course will draw from a wide variety of historical plays and performances to elucidate the critical concerns of the field.

ARTS PRACTICE ELECTIVES

THEAT-AD 110
Fundamentals of Acting
Offered every Fall
Fall 2014
Prof. Coray
Crosslisted with Film and New Media
Students begin to build a performance vocabulary by using a range of techniques for translating the actor’s imagination into stage action. Students are introduced to the internal and external demands of turning psychology into behavior. Students explore acting fundamentals, such as investing yourself in the moment, genuinely listening, personalizing fictional material; and playing objectives are initially explored via games, improvisations, and exercises, followed by partnered scene work, ensemble technique, and solo performance.

THEAT-AD 111
Body at Work: Voice and Movement for the Artist
Offered every year
Spring 2015
Prof. Kuhlke
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 113
The Collaborative Art: Fundamentals of Stage Design and Production
Offered every year
Fall 2014
Crosslisted with Film and New Media
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 115

Directing the Actor
Offered occasionally
Spring 2015
Prof. Kuhlke

Crosslisted with Film and New Media

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

Voice, Speech, Text
Offered every year
Fall 2014
Prof. Celik

Students learn the fundamentals of voice, vocal production, and vocal expression. The course is designed to help students discover their vocal potential, to reduce obstructive physical habits and tensions and to move towards free, full-range voices. This course is built to cultivate vocal-physical development and sensorial acuteness. Students will begin to understand, in themselves, the connection between thought/impulse/idea, voice, communication and audience.

THEAT-AD 160

Fundamentals of Playwriting
Offered every year
Spring 2015
Prof. Drukman

Crosslisted with Literature and Creative Writing

This course engages the basic principles of the craft of playwrighting with strong emphasis on characterization, dialogue, and structure, including identification of the major dramatic incident and turning points. Classes will focus on both analysis of dramatic texts from contemporary playwrights and student scripts. Professor will give notes on all final projects. Coursework includes reading and writing assignments and a completed full-length play is the required final project.

THEAT-AD 210

Character and Action
Offered every year
Spring 2015
Prof. Celik

Prerequisite: Fundamentals of Acting (THEAT-AD 110) or Body at Work: Voice and Movement for the Artist (THEAT-AD 112)

Crosslisted with Literature and Creative Writing

Students develop advanced performance skills by using techniques associated with Patsy Rodenburg, Shin’ichi Suzuki, Stanislavski, Anne Bogart, and Yoshi Oida, among others. Training exercises are used to develop kinesthetic awareness, focus, listening, character, action, creativity, imagination, and collaboration. Through a holistic approach connected to recent findings in cognitive science, students build technical craft as well as begin to remove obstructive physical, vocal and mental habits, so as to release the full potential of the responsiveness, expressivity, and presence of their actor/performer instruments: the body-mind.

THEAT-AD 230

Advanced Design and Production
Offered every year

Prerequisites: The Collaborative Art: Fundamentals of Stage Design and Production (THEAT-AD 113) Crosslisted with Film and New Media

This advanced course engages topics in the history of stage practice (including theatre architecture, stage structure, costume, scenery and lighting design, theatre technology, and contemporaneous cultural and art history), and provides training to various aspects of current production and theatre technology. Interested students can receive focused training in lighting, scenery and costuming. All students participate in production design.

MUSIC-AD 215

Designing Sound for Scene and Screen
Fall 2014
Prof. Guedes

Prerequisites: Music Technology Fundaments (MUSIC-AD 106), Making Music (MUSIC-AD 120) or equivalent

Crosslisted with Film and New Media, Music

HISTORY, THEORY, CRITICISM ELECTIVES

THEAT-AD 132

Roots of Global Performance
Offered occasionally

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,
THEAT-AD 134JX
Theater in the Arab World
Offered occasionally
January Term 2015 (Abu Dhabi)
Crosslisted with Arab Crossroads Studies
Islamic 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 conflation and the control of territories under the modern state. Strategies addressed include: the conflation and the control of territories under the modern state. Strategies addressed include: the conflation and the control of territories under the modern state. Strategies addressed include: the conflation and the control of territories under the modern state. Strategies addressed include: the conflation and the control of territories under the modern state. Strategies addressed include: the conflation and the control of territories under the modern state. 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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 Natyasastra 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, Kutiyyattam, Rasila, and P’ansori. The dramatization of religious beliefs, myths, and legends are examined in a contemporary context. Different focuses include: Middle Eastern performance, Japanese theater, traditional Asian performances on contemporary stages, religion and drama in Southeast Asia, and traditions of India.

THEAT-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.

THEAT-AD 151
Dramas from the African Continent and the African Diaspora
Offered occasionally
Spring 2015
Prof. Vorlicky
Crosslisted with Literature and Creative Writing
In this course, we critique 20th- and 21st century plays from the African continent, including works from Kenya, Nigeria, Ghana, Uganda, Ethiopia, and South Africa (the Sub-Saharan countries) as well as from Tunisia, Algeria, Egypt, Libya Morocco, and Tunisia (North African countries). From a variety of critical theoretical discourses, our discussions focus on the theatrical practices demanded by the texts, along with the intersections and divergences of structures and topics shared by continental plays, such as blackness and race, exile, colonialism and post-colonialism, violence, gender inequality, family, moral and social values, interraciality, religion, and political resistance. The plays from North Africa that align with the Arab world will serve as a bridge to introduce noteworthy works from the African diaspora, with plays written by Africans or those of African ancestry living in the Middle East, Europe, and the United States.

THEAT-AD 152
Art, Performance, and Social Practice
Offered occasionally
Spring 2015
Prof. Levine
How do we begin to know each other differently from the way in which dominant social systems and communicative technologies structure our daily interactions? This question drives art and performance’s “social turn” to real-world collaborations between artists and performers who act in the role of instigators or catalysts with the communities around them. The social turn explicitly rejects the artist’s more traditional role as the producer of a consumable aesthetic object or theatrical performance and instead proposes that the conscious processes of collaborative engagement—activist, participatory, coauthored—must be understood and valued as art. In this intertwining of art with performance, cooperative processes are foregrounded as frameworks to understand and shift the impact of political and social policy, architecture, art history, urban planning, and new media on our lives. The social practice of art proposes that in making encounters where artists engage with the members of communities as “expert participants,” we might construct more livable alternatives through social cooperation. Art as social practice also insists that this process is an aesthetic practice. In this course
we will read recent critical theories and histories of the aesthetics and politics of the social practice of art, explore case studies of “relational art,” and collaborate on our own “living as form” project that engages with the built and social environment of Abu Dhabi.

LITCW-AD 116

History of Drama and Theater

Offered occasionally
Crosslisted with Literature and Creative Writing

TOPICAL RESEARCH

THEAT-AD 198

Directed Study

Offered by application
Prerequisite: the instructor’s consent
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

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.
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 and write 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. The colloquia are conceived as advanced electives with a serious research component and are most appropriate for Juniors and Seniors. These courses are open to all NYUAD students, but students pursuing any Arts or Humanities major are especially encouraged to take at least one Arts and Humanities Colloquium.
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 ever greater distances? We address these questions by taking a global view of humanity, from hunter-gatherers up to the beginnings of modern globalization 500 years ago. We examine the biological evolution of humans; the creation of art and religion; the origins of agriculture; the invention of hierarchy, gender inequality, and slavery; and the rise of cities, states, and empires.

AHC-AD 114  
Translation as Multimedia Practice and Metaphor  
Offered occasionally  
Spring 2015  
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, studies 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.”
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 legacy in what has been described as our “Warhol economy.” What can Warhol’s output and reception tell us about class, gender and sexuality, religion, and media over the last half century? And how should we understand his role in the making of global culture today?

Global Text: Moby-Dick
Offered every other year
Is there such a thing as global cultural heritage?
This course resituates 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 Art and Art History. 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?

Children and Childhood: Medical, Historical and Cultural Perspectives
January Term 2015 (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.
Royal Academy (1768). Imagine our curriculum 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.

AHC-AD 132J
Prague, Capital of Europe
Offered occasionally
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
Offered occasionally
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.

AHC-AD 134
Women’s Voices
Spring 2015
Prof. Carol Gilligan
Crosslisted with Literature and Creative Writing

As cultural traditions have for the most part carried the voices of men, this course will consider the question: what can we learn from listening to women? We will listen to a range of women’s voices: novelists and poets, including Emily Dickinson, Adrienne Rich, Virginia Woolf, Toni Morrison, and Arundhati Roy; film-makers, including Shawn Slovo (“A World Apart”) and Haifaa al-Mansour (“Wadjda”); and scholars, including Martha Nussbaum (The Fragility of Goodness) and Leila Ahmed (Border Passage). Students will be asked to consider how these readings illuminate the human condition or throw light on aspects of human experience that challenge traditional assumptions, including assumptions about women and men.

AHC-AD 135
Reading the Earth: World Literature and the Environment
Spring 2015
Prof. Kalantzakos
Crosslisted with Literature and Creative Writing

This course introduces students to several genres of literature—drama, the novel, poetry, and the short story—and to some fundamental categories of literary criticism including Marxism, feminism, post-colonial theory, and eco-criticism. We will be examining conceptions of nature and how “the natural” is represented in texts, especially after the explosive growth of industrialization in Victorian England and its subsequent global diffusion. Each unit of the course is constructed around a particular problem that will be contextualized historically through a variety of primary and secondary readings. In an attempt to address a representative range of eco-critical dilemmas, we will examine texts from around the world not only in terms of local and regional issues, but also with an eye towards a more global perspective. In attempting to conceptualize nature and the environment, it has become difficult not to think globally. Thinking about literature is increasingly becoming a parallel kind of exercise and students will be encouraged to explore the connections between a global world of texts and the larger natural environment that both shapes and is, in turn, shaped by them.
AHC-AD 136J
Art, Culture and Self
January Term 2015 (Shanghai)
Prof. Gish
An interdisciplinary look at different ways of construing the self and how they both affect and are affected by culture, with a focus on China and the arts. Topics will include the contrast afforded by self construction and its reflection in the arts in the West; originality and the Chinese copycat phenomenon; the autobiographical impulse; and hybridity. Exercises in cultural psychology and readings and lectures on art, architecture and literature will be supplemented by field trips to a variety of museums, such as the Shanghai Museum, the Shikumen Museum, the Rockbund Art Museum, the Chinese Imperial Examination System Museum, and the Propaganda Poster Art Museum, as well as to the Novartis research lab, where cross-cultural issues affecting scientific research are being addressed through architecture.

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

**REQUIREMENTS FOR THE CONCENTRATION IN ANTHROPOLOGY**

4 courses, distributed as follows:

1. Introduction to Anthropology
2. Electives
ANTHROPOLOGY COURSES

REQUIRED COURSES

ANTH-AD 101
Introduction to Anthropology
Offered every year
Fall 2014
Prof. Balzani
This course provides students with a broad overview of the discipline, history, research methods, and selected contemporary issues in the field. The approach taken selects key ethnographies and uses them to explore questions of a methodological, theoretical, and substantive nature. This course is designed to introduce students to anthropological investigation and to facilitate understanding of how the discipline engages with and represents the everyday realities, challenges, and concerns of the people with whom anthropologists work.

ANTHROPOLOGY ELECTIVES

ANTH-AD 102J
Anthropology of Indigenous Australia: Art, Politics and Cultural Futures
January Term 2015 (Sydney)
Prof. Myers
Crosslisted with Museum and Cultural Heritage Studies
This course offers an introduction to some of the current issues in the anthropology of Indigenous Australia, considering a range of Aboriginal forms of social being, ranging historically and geographically and giving significant focus to the changing relationships between Indigenous people and the settler nation of Australia. We will explore a range of sites of representation and imagination—in the expressions of visual art, film, and the performativity of political activism—in studying how Aboriginal people have struggled to reproduce themselves and their traditions in their own terms. While those in the dominant society thought at first that Aboriginal people and their culture would “die out” and later that they would or could be simply “assimilated,” we will trace a history of indigenous people from urban and remote communities intervening on what W.E.H. Stanner called “the great Australian silence” and asserting their right to a cultural future. This will include assessing the contentious history of debates over the very rights of representation of Aboriginal culture and realities. This course will make use of several museums in Sydney, and a few prominent Indigenous scholars and artists will present their work relevant to the theme.

ACS-AD 101X
Anthropology and the Arab World
Fall 2014
Prof. Caton
Crosslisted with Arab Crossroads Studies, Social Research and Public Policy
Islamic Studies

ACS-AD 203X
Heritage, History, and Memory in the Modern Middle East
Spring 2015
Prof. Peutz
Crosslisted with Arab Crossroads Studies, Museum and Cultural Heritage Studies
Islamic Studies

CORES-AD 16
Family and Kinship
Crosslisted with the Core: Structures of Thought and Society, Social Research and Public Policy

CORES-AD 22W
Cultures and Modernities
Prof. Peutz
Writing Workshop
Crosslisted with the Core: Structures of Society and Thought

CORES-AD 25W
Gift and Exchange
Fall 2014
Prof. Balzani
Writing workshop
Crosslisted with Core: Structures of Thought and Society

SRPP-AD 125
Ethnographic Field Research
Fall 2014
Prof. O’Brien
Recommended prerequisite: Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Arab Crossroads Studies, Social Research and Public Policy
Language is the principal means through which humans communicate and a major vehicle in the development of thought, culture, and aesthetic expression. Studying language makes one aware of other conceptual and cultural worlds and able to reach more effectively into those worlds and bridge cultures. 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 four courses: Intermediate Arabic 1 & 2 (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
4 courses, distributed as follows:

- 2 Intermediate Arabic 1 and 2 (or equivalent)
- 1 Colloquial Arabic (or equivalent)
- 1 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.
ARABL-AD 101
**Elementary Arabic 1**  
Offered every Fall and Spring  
Fall 2014 and Spring 2015  
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 2014 and Spring 2015  
Arabic language faculty  
Prerequisite: 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 131
**Arabic Language and Heritage I**  
Offered every year  
Fall 2014  
Prerequisite: The consent of the Arabic Program  
This course is the first in a series of courses meant for students who come from Arabic-speaking families and who grew up in an Arabic-speaking environment but have not had sufficient training in Arabic. These courses are designed to help those students master formal Arabic language skills and empower them, as citizens, to become more engaged in their society, culture, and heritage. The series achieves this goal by reactivating the students’ acquired but dormant knowledge of their native tongue even as it provides new accessible and relevant instruction in the language. In ALH 1 the student will perfect their knowledge of the Arabic writing/reading system; will learn how to produce accurate and coherent sentences in Arabic; and will utilize a variety of audio-visual material to begin to re-discover, debate, and express some of the key characteristics of Arab culture and identity.

ARABL-AD 201
**Intermediate Arabic 1**  
Offered every Fall and Spring  
Fall 2014 and Spring 2015  
Arabic language faculty  
Prerequisite: 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 2014 and Spring 2015  
Arabic language faculty  
Prerequisite: 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 219
**Colloquial Arabic: Egyptian**  
Offered every other year  
Fall 2014  
Prof. El Araby  
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 2015 (Abu Dhabi)  
Prof. Isleem  
Prerequisite: 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 231
**Arabic Language and Heritage II**
Offered every year
Fall 2014
Prerequisite: Arabic Language of Heritage I (ARABL-AD 131) or the consent of the Arabic Program
This course is the second in a series of courses meant for students who come from Arabic-speaking families and who grew up in an Arabic-speaking environment but have not had sufficient training in Arabic. These courses are designed to help those students master formal Arabic language skills and empower them, as citizens, to become more engaged in their society, culture, and heritage. The series achieves this goal by reactivating the students’ acquired but dormant knowledge of their native tongue even as it provides new accessible and relevant instruction in the language. In ALH 2 the student will work to perfect their command of Arabic syntax; will learn to produce longer argumentative pieces; will begin to access, assess and taste some of Arabic’s key modern literary and cultural products and will continue to debate, and explore various aspects of Arabic culture.

ARABL-AD 301
**Advanced Arabic 1**
Offered every Fall
Fall 2014
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 2015
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 315
**Arabic Cultural Explorations**
Offered every year
Spring 2015
Prof. Al Khalil
Prerequisites: Colloquial Arabic: Levantine Dialect (ARABL-AD 219) and Advanced Arabic 2 (ARABL-AD 302)
This course completes the student’s sequenced language learning experience with an opportunity to explore the cultural and artistic diversity of the Arab world using the acquired language skills. Students cap their language achievement by accessing and studying such cultural forms as literature, song, film, folklore, etc., in the original language. The course includes fourteen modules: twelve already set, and two final modules to be worked out over the semester by two student teams. The modules center on key texts in categories like language, place, family, and customs, which inform and shape modern Arab identities, civilizations(s), and consciousness.

ARABL-AD 329
**Introduction to Islamic Texts (in Arabic)**
Offered occasionally
Prerequisite: 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.

ARABL-AD 331
**Arabic Language and Heritage III**
Offered occasionally
Prerequisites: Arabic Language and Heritage II (ARBL-AD 231) or the consent of the Arabic Program
This course is the last in a series of courses meant for students who come from Arabic-speaking families and who grew up in an Arabic-speaking environment but have not had sufficient training in Arabic. These courses are designed to help those students master formal Arabic language skills and empower them, as citizens, to become more engaged in their society, culture, and heritage. The series achieves this goal by reactivating the students’ acquired but dormant knowledge of their native tongue even as it provides new accessible and relevant instruction in the language. In ALH 3 the student will focus more on understanding and learning some of Arabic’s major rhetorical styles; will continue to study original Arabic literature both classical and contemporary; will produce publication-quality output; and will engage in more critical study of the main intellectual debates in Arab life today.

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CHINL-AD 101
Elementary Chinese 1
Offered every Fall
Fall 2014
Prof. Shao
Open to students with little or no training in Chinese, this course is designed to develop and reinforce language skills in listening, speaking, reading, and writing as Chinese language relates to everyday life situations. The objectives are: to master the Chinese phonetic system (pinyin and tones) with satisfactory pronunciation; to understand the construction of commonly used Chinese characters (both simplified and traditional) and learn to write them correctly; to understand and use correctly basic Chinese grammar and sentence structures; to build up essential vocabulary; to read and write level-appropriate passages; to become acquainted with aspects of Chinese culture and society related to the course materials.

CHINL-AD 102
Elementary Chinese 2
Offered every Spring
Spring 2015
Prof. Shao
Prerequisites: Elementary Chinese 1 (CHINL-AD 101) or equivalent
A continuation of Elementary Chinese I. The course is designed to reinforce and further develop language skills in listening, speaking, reading, and writing as these relate to everyday life situations.

CHINL-AD 201
Intermediate Chinese 1
Offered every Fall
Fall 2014
Prof. Shao
Prerequisites: Elementary Chinese 2 (CHINL-AD 102) or equivalent
This course is designed to consolidate overall listening and speaking proficiency, with the focus gradually moving toward semi-formal usage of Chinese language in topic-oriented discussions. The objectives are: to be able to obtain information from extended conversation; to both express and expound on, in relative length, feelings and opinions on common topics; to expand vocabulary and learn to decipher the meaning of compound words; to develop reading comprehension of extended narrative, expository, and simple argumentative passages; to solve non-complex textual problems with the aid of dictionaries; to write in Chinese mid-length personal narratives, informational narratives, comparison and discussion of viewpoints with level appropriate vocabulary and grammatical accuracy, as well as basic syntactical cohesion; to continue being acquainted with aspects of Chinese culture and society related to the course materials.

CHINL-AD 202
Intermediate Chinese 2
Offered every Spring
Spring 2015
Prof. Shao
Prerequisite: Intermediate Chinese 1 (CHINL-AD 201) or equivalent
A continuation of Intermediate Chinese I, focusing on semi-formal usage of Chinese language when discussing more academically-inflected cultural or social topics.

CHINL-AD 301
Advanced Chinese 1
Offered every Fall
Fall 2014
Prof. Shao
Prerequisite: Intermediate Chinese 2 (CHINL-AD 202) or equivalent
This course is designed to further develop proficiency in speaking and writing through readings on and discussions of socio-cultural topics relevant to today’s China. The main focus is the improvement of reading comprehension and writing skills. The objectives are: to further improve oral communicative competence by incorporating semi-formal or formal usages; to acquire vocabulary and patterns necessary for conducting semi-formal or formal discussions of socio-cultural topics; to increase reading speed of texts with more advanced syntax; to learn to make context-based guesses about the meaning of a new word, conduct sentence analysis and solve textual problems with the aid of dictionaries; to write and present more fully developed narratives or reasoned and structured arguments; to learn to employ basic rhetorical methods; to learn to appreciate stylistic usage of Chinese language.

CHINL-AD 302
Advanced Chinese 2
Offered every Spring
Spring 2015
Prof. Shao
Prerequisite: Advanced Chinese 1 (CHINL-AD 301) or equivalent
Continuation of Advanced Chinese I. Designed to reinforce and further develop students knowledge of formal usage of Chinese language.
WRITING COURSES

WRIT-AD 110
Analysis and Expression: The Human Condition
Offered every Fall and Spring
Fall 2014 and Spring 2015
Writing faculty
This course provides comprehensive instruction in the language and critical thinking skills essential for success in a liberal arts curriculum. Students engage with a variety of texts, learn how to analyze and express complex ideas in both written and spoken form, and complete assignments that range from shorter reviews and editorials to longer persuasive essays. Each assignment is the result of a progression of structured exercises with an emphasis on drafting and revision strategies. Students work collaboratively, offering constructive critique through class discussion, peer-group workshops, and one-on-one writing conferences. Those who place into Analysis and Expression after taking a placement exam must complete the course before enrolling in a Writing Intensive Core Curriculum course.

WRIT-AD 111X
Analysis and Expression: Contemporary Debates about Islam
Offered every Fall and Spring
Fall 2014 and Spring 2015
Writing faculty
Islamic Studies
This course develops the same skills as Analysis and Expression: The Human Condition. However, the readings and writings in this section of Analysis and Expression focus on debates about Islam. The course satisfies the Islamic Studies requirement.

WRIT-AD 130
Analysis and Expression II
Offered every Spring
Spring 2015
Writing faculty
Continuing to explore our human experience through written and visual texts, A&E II is a bridge class to the Writing Intensive and Core courses at NYUAD. It builds on the critical reading, thinking and writing skills acquired in Analysis and Expression I, and offers students an opportunity to fine tune those skills in a supportive and challenging environment.

WRIT-AD 131X
Analysis and Expression II: Contemporary Debates about Islam
Offered occasionally
Islamic Studies
Continuing to explore our human experience through written and visual texts, A&E II is a bridge class to the Writing Intensive and Core courses at NYUAD. It builds on the critical reading, thinking and writing skills acquired in Analysis and Expression I, and offers students an opportunity to fine tune those skills in a supportive and challenging environment.

WRIT-AD 210
Advanced Seminar in Writing and Speaking
Offered occasionally
This course builds upon the skills from Analysis and Expression and the Writing-Intensive Core courses to prepare students for advanced writing across the curriculum. The course calls upon students to be creative, critical, and curious, as they rigorously practice their written and spoken expression. Students engage with a variety of texts and research topics to gain greater self-awareness and confidence with their writing. Each major assignment is the result of a progression of exercises with an emphasis on drafting and revision strategies. Students work collaboratively, offering constructive critique through class discussion, peer workshops, and one-on-one conferences.
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, of our societies, and of the issues we face, there is a shared pedagogical commitment that the ideal education should foster the development of knowledge across disciplines. 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. 178–179.
SOCIAL SCIENCE FOUNDATIONS COURSES

SOCSC-AD 101
Mathematics for Social Scientists I
Offered every Fall and Spring
Fall 2014
Prof. Hernandez; Prof. Baul
Spring 2015
Prof. Ouazad
Crosslisted with Economics, Political Science, Social Research and Public Policy
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 2014
Prof. Ouazad; Prof. Ezgi
Spring 2015
Prof. Ouazad; Prof. Ezgi
Crosslisted with Economics, Political Science, Psychology, Social Research and Public Policy
This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions including multiple regression analysis. Applications to empirical situations in the Social Sciences are an integral part of the course.

SOCSC-AD 112
Logic of Social Inquiry
Offered every Fall and Spring
Fall 2014
Prof. Li
Spring 2015
Prof. Harris
Recommended prerequisite: Foundations of Modern Social Thought (SOCSC-AD 116)
Crosslisted with Economics, Political Science, Social Research and Public Policy
This course examines the major approaches to empirical studies in the social sciences, and studies the relationship between social questions raised and methods employed. It offers skills in developing research designs for explorative, descriptive, explanatory, and evaluation research. Special attention is paid to causal inference and to the use of experiments in social research.

SOCSC-AD 113
Statistics and Probability for the Social Sciences
Offered every year
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)
Crosslisted with Economics, Political Science, Social Research and Public Policy
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/interval 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
Crosslisted with Economics, Political Science, Social Research and Public Policy
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. The course mainly focuses on discourses that stem from liberal, conservative and radical schools of thought. This course also provides comparative empirical case studies of capitalistic economic institutions around the world e.g. USA, continental Europe, East Asia and the Middle East. In other words, the course looks at contending theories of political economy that shed
light on historical and contemporary processes of socio-economic change and on the complex relationship between politics and economics in different parts of the ‘global village’.

SOCSC-AD 116
Foundations of Modern Social Thought
Offered every Fall and Spring
Fall 2014
Prof. Michael
Spring 2015
Prof. Michael; Prof. Holmes
Crosslisted with Economics, Political Science, Social Research and Public Policy
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 2014
Prof. Bochet
Spring 2015
Prof. Bochet; Prof. Rogers
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)
Crosslisted with Economics, Social Research and Public Policy
Building on Calculus or Mathematics for Social Scientists I, 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.

SOCSC-AD 300
Sophomore-Junior Seminar for Social Scientists
Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Economics, Political Science, Social Research and Public Policy
0 Credits
This optional, no-credit seminar is designed to help sophomores and juniors to develop a research proposal for a second term abroad, a capstone project, or an undergraduate research funds application. The seminar meets bi-weekly and will help students to develop strategies to advance from a vague idea to a concrete proposal; to write a concise literature review; and to make an effective case for the chosen research question and methodology.
Economics is the study of human decision-making, considered in relation to the economic tasks of life. It looks at how individuals within larger social groups, including communities, organizations, markets, and economies, make decisions about how much to work and play, spend and save. Economic analysis also 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 the economic frameworks for thinking about them.
2. Meaningful study of economics requires being able to think about problems from local, regional, and global perspectives.
3. Effective economic reasoning increasingly involves a multidisciplinary approach combining the best economic thinking with the best thinking in psychology, history, 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
The specialization in finance is open to economics majors and requires 3 courses, distributed as follows:

1  Foundations of Financial Markets counting as 1 Economics Elective
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
1  Advanced Macroeconomics in place of Intermediate Macroeconomics
1  Statistics and Probability for the Social Sciences in place of Statistics for the Social and Behavioral Sciences

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. Breadth electives do not count toward the Economics concentration.

Students going out of Principles of Microeconomics and/or Principles of Macroeconomics must substitute the comparable Intermediate Theory class.

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

1  Principles of Microeconomics
1  Principles of Macroeconomics
2  Economics Electives
ECONOMICS

SAMPLE SCHEDULE

16 courses, distributed as follows:

9 Required Courses:
- Mathematics for Social Scientists I and II; Principles of Micro; Principles of Macro; Principles of International Economics; Intermediate Micro; Intermediate Macro;
- Statistics for the Social and Behavioral Sciences; Intro. to Econometrics
- Economics Electives
- Breadth Electives
- Capstone Project

YEAR 1

Fall Semester
- CORE
- CORE
- MATHEMATICS FOR SOCIAL SCIENTISTS I
- PRINCIPLES OF MICRO ECONOMICS

Spring Semester
- CORE
- PRINCIPLES OF MACRO ECONOMICS
- STATISTICS FOR SOCIAL SCIENCES
- MATHEMATICS FOR SOCIAL SCIENTISTS II

January Term
- GENERAL ELECTIVE

YEAR 2

Fall Semester
- CORE
- INTRO TO ECONOMETRICS
- INTERMEDIATE MICRO-ECONOMICS
- GENERAL ELECTIVE

Spring Semester
- CORE
- ECONOMICS ELECTIVE
- BREADTH ELECTIVE

January Term
- GENERAL ELECTIVE

YEAR 3

Fall Semester
- CORE
- INTERMEDIATE MACRO-ECONOMICS
- INTERNATIONAL ECONOMICS
- GENERAL ELECTIVE

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

January Term
- GENERAL ELECTIVE

YEAR 4

Fall Semester
- ECONOMICS ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CAPSTONE SEMINAR

Spring Semester
- ECONOMICS ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CAPSTONE PROJECT
ECON-AD 101  
**Principles of Microeconomics**  
Offered every Fall and Spring  
Fall 2014  
Prof. Nikiforakis; Prof. Paik  
Spring 2015  
Prof. Siga  
Crosslisted with Business and Organizational Studies, Leadership and Social Entrepreneurship, Social Research and Public Policy  
This course offers students an introduction to how economists look at the world and approach problems. It focuses on individual economic decision-makers (households, business firms, and government agencies) and explores how they are linked together and how their decisions shape our economic life. Applications of supply and demand analysis and the role of prices in a market system are explored. Students are also exposed to game theory, the theory of the competitive firm, the idea of market failure, and policy responses. The course relies on cases and examples and incorporates readings from classical and contemporary sources to shed light on modern economic principles and their application to solving the problems that face the global economy.

ECON-AD 102  
**Principles of Macroeconomics**  
Offered every Fall and Spring  
Fall 2014  
Prof. Haefke  
Spring 2015  
Prof. Saint-Paul; Prof. Haefke; Prof. Leahy  
Prerequisites: Principles of Microeconomics (ECON-AD 101)  
Note: can be taken with ECON-AD 101 as a co-requisite, but this is not recommended Crosslisted with Social Research and Public Policy  
This course offers an introduction to the study of aggregate economies in the long and short runs of time. The course begins with a discussion of some basic data used to analyze the relationships between macroeconomic aggregates such as production, inflation, and unemployment. Next, determinants of long run growth in national per capita incomes are discussed followed by a discussion of economic booms and recessions. The course concludes with descriptions of the tensions inherent in the formulation of monetary and fiscal macroeconomic policies and the pitfalls and opportunities afforded to nations within the context of an emergent global economy.

ECON-AD 103  
**International Economics**  
Offered every Fall and Spring  
Fall 2014  
Prof. Malik  
Spring 2015  
Prof. Imbs and Ranciere  
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.

ECON-AD 104  
**Intermediate Macroeconomics**  
Offered every other year  
Fall 2014  
Prof. Blakeslee  
Spring 2015  
Prof. Blakeslee  
Prerequisites: Principles of Microeconomics (ECON-AD 101), Principles of Macroeconomics (ECON-AD 102), Intermediate Microeconomics (ECON-AD 105)  
Building on the material in Principles of Macroeconomics, Intermediate Macroeconomics addresses in depth four foundational aspects of macroeconomic theory and policy: (1) theories of exogenous and endogenous growth in per capita incomes; (2) theories of fluctuations in output, employment and other macroeconomic aggregates with a focus on policy and other economic stimuli that can lead to booms and recessions; (3) determinants of inflation including capacity constraints, money, credit and expectations; (4) the aims, objectives and tools of monetary and fiscal policies and their relationship with financial intermediation and its regulation. Students pursuing a specialization in theory must take Advanced Macroeconomics (ECON-AD 306), instead of Intermediate Macroeconomics.
**ECON-AD 105**  
**Intermediate Microeconomics**  
Offered every Fall and Spring  
Fall 2014  
Prof. Thom  
Spring 2015  
Prof. Mihm  

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 microeconomic 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 Microeconomics (ECON-AD 305), instead of Intermediate Microeconomics. Students pursuing a specialization in theory must take Advanced Microeconomics (ECON-AD 305), instead of Intermediate Microeconomics.

**ECON-AD 210**  
**Introduction to Econometrics**  
Offered every Fall and Spring  
Fall 2014  
Prof. Noury  
Spring 2015  
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 prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)  

Crosslisted with Political Science, Social Research and Public Policy  

Application of statistics and economic theory to problems of formulating and estimating models of economic behavior. Matrix algebra is developed as the main tool of analysis in regression. Acquaints students with basic estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroskedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation models and the concept of identification is provided.

**SOCSC-AD 101**  
**Mathematics for Social Scientists I**  
Offered every Fall and Spring  
Fall 2014  
Prof. Hernandez; Prof. Baul  
Spring 2015  
Prof. Ouazad  

Students may substitute Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)  

Crosslisted with Political Science, Social Research and Public Policy  

**SOCSC-AD 110**  
**Statistics for the Social and Behavioral Sciences**  
Offered every Fall and Spring  
Fall 2014  
Prof. Ouazad; Prof. Ezgi  
Spring 2015  
Prof. Ouazad; Prof. Ezgi  

Students may substitute Statistics and Probability for the Social Sciences (SOCSC-AD 113)  

Crosslisted with Economics, Political Science, Psychology, Social Research and Public Policy  

**SOCSC-AD 201**  
**Mathematics for Social Scientists II**  
Offered every Fall and Spring  
Fall 2014  
Prof. Bochet  
Spring 2015  
Prof. Bochet; Prof. Rogers  

Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)  

Crosslisted with Social Research and Public Policy  

Note: Students may substitute Multivariable Calculus (MATH-AD 112)  

**ECONOMICS ELECTIVES**  

**ECON-AD 106J**  
**Understanding the Financial Crisis**  
Offered occasionally  

Crosslisted with Political Science, Social Research and Public Policy  

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 198  
Directed Study

ECON-AD 211  
Macroeconomic Policies and Growth  
Offered every year  
Recommended: Principles of Microeconomics (ECON-AD 101); Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Science I (SOCSC-AD 201)  
Why is the average US American or European of today more than ten times richer than the average American or European one hundred years ago? And why is income of the average US American or European of today thirty times higher than the income of the average Sub-Saharan African? What explains “growth miracles” like modern day China? This course reviews data about growth and development, as well as the theories that have been developed in order to explain empirical regularities observed in the data. An exploration of the link between growth, institutions, and infrastructure, and evaluation of what types of policies are more growth-conducive, conclude the course.

ECON-AD 213J  
Economic Development and Urbanization in Africa  
January Term 2015 (Accra)  
Prof. Buckley  
Crosslisted with Social Research and Public Policy, 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 discussed. Emphasis is given to 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 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 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.

ECON-AD 214X  
Economic History of the Middle East  
Fall 2014  
Prof. Allen  
Prerequisite: Principles of Microeconomics (ECON-AD 101)  
Crosslisted with Arab Crossroads Studies, History Islamic Studies  
The Middle East was the cradle of civilization and one of the most vibrant regions of the world for thousands of years. Since the middle ages, however, it has been surpassed by Europe in economic performance. This course explores this reversal in fortune. Was it due to culture, religion, law, geography, agrarian structure, globalization, or state policy? What attempts have been made to catch up with the West? Which have been successful? How has the history of the Near East compared to that of other parts of the world and what light do those comparisons shed on the region’s experience?

ECON-AD 216  
Labor Economics  
Fall 2014  
Prof. Thom  
This is a one-semester course on labor economics for undergraduate students. This class will study the various ways that workers and firms interact in labor markets. What factors determine how much labor individuals supply to the market? What determines labor demand by firms? How do firms design contracts to provide the right incentives to their workers? What determines wage inequality in the economy? What can insights from labor economics contribute to debates surrounding policies such as immigration reform, welfare reform, and income taxation? The class will expose students to the basic theoretical models used by economists to tackle these issues. We will also survey evidence from empirical studies on these topics. Unlike traditional undergraduate elective courses, this course will focus on tools for conducting research. Through assignments and a course paper, students will analyze real data on labor market outcomes and interpret statistical results through the lens of economic theory. Thus, this class will not be a comprehensive survey of labor economics, but will combine coverage of important topics in labor economics with coverage of some basic tools in applied econometrics. The course will culminate in students producing a research paper using survey data.
ECON-AD 217
Technology and Economic Development: Markets and Networks
Spring 2015
Prof. Nyarko
Prerequisites: Principles of Microeconomics (ECON-AD 101) or Introduction to Computer Science (CS-AD 101)
Crosslisted with Computer Science
This course will cover topics on the interface between economics and computer science, with special emphasis on issues of importance to economically developing regions. Students will work in teams to tackle real-world and interdisciplinary problems. Students will address questions of markets and economic development using Information and Communications Technologies for Development (ICTD) techniques in the context of development through visits to NYU field sites in the UAE, Ghana and Ethiopia.

ECON-AD 218J
Growth and Development: An Economic Perspective on Argentina's History
January Term 2015 (Buenos Aires)
Prof. Tvede
Compared to most other countries the economic development of Argentina has been disastrous in the last 100 years. In 1908 GDP per capita in Argentina was around 80% of GDP per capita in US, where GDP per capita is the value of production divided by the size of the population. One hundred years later, in 2008, GDP per capita in Argentina was around 35% of GDP per capita in US. In the course we aim to understand why the development of Argentina has been so disastrous focussing on economic factors. We will compare Argentina with other countries in order to gain insight into the crucial factors for economic growth and development. We will first study the history of Argentina with emphasis on its economic development. Next we will go into the mechanisms of growth by studying basic economic theory about supply and demand, production, consumer choice and growth. Using our knowledge about the history of Argentina and economics, we will try to understand some of the main causes of the actual economic development of Argentina. The insights we gain from studying the Argentinian experience will help us understand that economic growth and development are sensitive and delicate phenomena, not just for Argentina but for any country. The course includes excursions to see traces of earlier times and their current impact on Buenos Aires and its culture.

ECON-AD 298
Internship

ECON-AD 300
Development Economics
Offered every year
Fall 2014
Prof. van der Windt
Prerequisite: 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 growth and income inequality. The course provides an overview of foreign aid in the economic development process and the policies of international institutions like the IMF and World Bank. The course also includes: the study of randomized experiments in evaluating aid projects and development interventions; rural land markets; credit markets in imperfect and fragmented capital markets; the household migration decision; and nutrition and fertility decisions.

ECON-AD 301
Development and Public Policy
Offered every year
Spring 2 2015 (7 weeks)
Prof. Bourguignon
Prerequisites: Principles of Microeconomics (ECON-AD 101), Principles of Macroeconomics (ECON-AD 102)
This course will cover the international aspects of contemporary economic development and poverty reduction in developing countries, including the various dimensions of globalization (trade, migration, capital movements, knowledge transfer, global public goods ...), the potential conflicts of interest between developing and developed countries, the need for global governance and the role of international organizations.

ECON-AD 304
Behavioral Economics
Offered every other year
Fall 2014
Prof. van der Windt
Prerequisite: Intermediate Microeconomics (ECON-AD 105)
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 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 313 Cooperative Games and Applications
Prerequisite: Intermediate Microeconomics (ECON-AD 105); Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Science I (SOCSC-AD 101)
International alliances for the purpose of military defense, partnerships of doctors or lawyers, the Organization of Petroleum Exporting Countries, and the members of clubs or social networks, are all examples of coalitions of agents with only partially converging interests, coordinating actions for their mutual benefit. Modeling the subtle mixture of strategic interactions across those “ coalitions”, and equitable compromises within coalitions, is the difficult task of cooperative game theory. The course introduces the formal models of cooperative behavior, both from the normative viewpoint of sharing the benefits of cooperation, and the positive analysis of coalition formation. Applications include competitive markets, the provision of local public goods and the emergence of federations, cost sharing of joint ventures, routing games on networks, and more.

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
Spring 2015
Prof. Blakeslee
Prerequisites: Intermediate Microeconomics (ECON-AD 105)
This course is about the economic activities of government, largely revenue raising and spending, in a global context. The course considers market failures; the evaluation of public expenditures; and the incidence, efficiency, and effects of various taxes. The primary purpose is to use economic tools (mainly microeconomic) to study the impact of government policy on the distribution of resources. Topics include: welfare economics; public goods and externalities; public choice; important issues of government expenditure, taxation, and activity (e.g., international public goods and institutions, tax competition and coordination, education, social security and health care); fiscal federalism (including European integration); and mechanisms of political influence (e.g. like elections and lobbying).

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 economies such as poverty, crime, and congestion are covered along with related policies.

ECON-AD 324 Collective Welfare and Distributive Justice
Offered occasionally
Prerequisite: Intermediate Microeconomics (ECON-AD 105), Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111), or Mathematics for Social Science (SOCSC-AD 101)
This course explores the contribution of macroeconomic analysis to the normative issues surrounding the design of collective decision processes (voting rules, bargaining protocols), and the fair distribution and exploitation of scarce resources through prices or other market mechanisms. Attention is on the rigorous modeling of individual and collective welfare, and the logical difficulties of combining economic efficiency with the requirements of end-state and procedural justice. Applications include the Gini and other inequality indices, the Borda and Condorcet voting rules, the design of tax schedules, fair division of an inheritance, overcoming the tragedy of the commons, and more.

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

ECON-AD 352
Global Banking and Financial Markets
Offered every other year
Spring 2015
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 will 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.

POLSC-AD 179J
Political Conflict and Economic Development
January Term 2015 (Buenos Aires)
Prof. Satyanath
Crosslisted with Peace Studies, Political Science

BREADTH ELECTIVES

ACS-AD 231JX
Oil and Energy in the Middle East
Crosslisted with Arab Crossroads Studies, the Environment, Political Science Islamic Studies

BUSOR-AD 111J
Principles of Marketing
January Term 2015 (New York)
Prof. Buchanan
Crosslisted with Business and Organizational Studies, Leadership and Social Entrepreneurship

LEAD-AD 115J
Critical Issues in Social Entrepreneurship: Innovations in the Middle East
Crosslisted with Arab Crossroads Studies, Business and Organizational Studies, Leadership and Social Entrepreneurship

MDURB-AD 122J
Cities and Consumption
Crosslisted with Social Research and Public Policy, Urbanization

PEACE-AD 102
Foundations of Peace: Economic and Political Perspectives
Spring 2015
Prof. Chacon
Crosslisted with Peace Studies, Political Science

POLSC-AD 112
Introduction to Game Theory
Spring 2015
Prof. Paik
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)
Crosslisted with Mathematics, Political Science, Social Research and Public Policy

POLSC-AD 113
Advanced Game Theory
Prerequisite: Introduction to Game Theory (POLSC-AD 112)
Crosslisted with Political Science, Social Research and Public Policy

POLSC-AD 134
Political Economy of Development
Offered occasionally
Crosslisted with Political Science, Social Research and Public Policy

SOCSC-AD 112
Logic of Social Inquiry
Fall 2014
Prof. Li
Spring 2015
Prof. Harris
Recommended prerequisite: Foundations of Modern Social Thought (SOCSC-AD 116)
Crosslisted with Political Science, Social Research and Public Policy

SOCSC-AD 115
Varieties of Capitalism
Crosslisted with Political Science, Social Research and Public Policy
SOECL-AD 116
Foundations of Modern Social Thought  
Fall 2014  
Prof. Michael  
Spring 2015  
Prof. Michael; Prof. Holmes  
Crosslisted with Political Science, Social Research and Public Policy

SRPP-AD 115J
Social Networks  
January Term 2015 (Abu Dhabi)  
Prof. Bearman  
Recommended prerequisite: Logic of Social Inquiry (SOCSC-AD 112)  
Crosslisted with Political Science, Social Research and Public Policy

SRPP-AD 120
Survey Research  
Spring 2015  
Prof. van der Windt  
Prerequisites: Logic of Social Inquiry (SOCSC-AD 112), Introduction to Probability and Statistics (MATH-AD 150) or Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for the Social Sciences (SOCSC-AD 113)  
Crosslisted with Political Science, Social Research and Public Policy

THEORY SPECIALIZATION

ECON-AD 305
Advanced Microeconomics  
Offered every year  
Prerequisites: Principles of Microeconomics (ECON-AD 101), Statistics and Probability for the Social Sciences (SOCSC-AD 113), Mathematics for Social Scientists II (SOCSC-AD 201)  
Note: Can be taken with SOCSC-AD 113 as a co-requisite, but this is not recommended. This course may be used as a substitute for Intermediate 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).

ECON-AD 306
Advanced Macroeconomics  
Offered every year  
Prerequisites: Principles of Microeconomics (ECON-AD 101), Principles of Macroeconomics (ECON-AD 102), Advanced Microeconomics (ECON-AD 305), Statistics and Probability for the Social Sciences (SOCSC-AD 113), Mathematics for Social Scientists II (SOCSC-AD 201)  
Note: Can be taken with ECON-AD 305 and SOCSC-AD 201 as co-requisites, but this is not recommended. Study of aggregate economic analysis, with attention paid to the determination of the level of income, employment, and inflation. Critically examines both the theories and the policies associated with them. This course involves more formal analysis than that used in ECON-AD 104.

ECON-AD 307
Advanced Macroeconomics  
Offered every year  
Prerequisites: Principles of Microeconomics (ECON-AD 101), Principles of Macroeconomics (ECON-AD 102), Advanced Microeconomics (ECON-AD 305), Statistics and Probability for the Social Sciences (SOCSC-AD 113), Mathematics for Social Scientists II (SOCSC-AD 201)  
Note: Can be taken with ECON-AD 305 and SOCSC-AD 201 as co-requisites, but this is not recommended. Study of aggregate economic analysis, with attention paid to the determination of the level of income, employment, and inflation. Critically examines both the theories and the policies associated with them. This course involves more formal analysis than that used in ECON-AD 104.

SOCSC-AD 113
Statistics and Probability for the Social Sciences  
Offered every year  
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)

FINANCE SPECIALIZATION

Note: Finance courses count as economics electives; however, students specializing in finance must take at least two electives that are not counted towards the economics major

ECON-AD 301
Foundations of Financial Markets  
Offered every year  
Fall 2014  
Prof. Malik  
Prerequisites: Principles of Microeconomics (ECON-AD 101); Introduction to Probability and Statistics (MATH-AD 150) or Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for the Social Sciences (SOCSC-AD 113)  
This course offers a rigorous examination of the basic concepts and tools of modern finance. Students are introduced to cash flow analysis and present value, as well as basic concepts of return and risk, in order to understand how financial markets work and how financial instruments are valued. These instruments, including equities, fixed income securities, options, and other derivative securities, become vehicles for exploring various financial markets and their utilization by managers in different kinds of financial institutions to enhance return and manage risk.
ECON-AD 303
Corporate Finance
Offered every year
Fall 2014 (7 weeks)
Prof. John
Spring 2015
Prof. Hernandez
Prerequisites: Foundations of Financial Markets (ECON-AD 302), Introduction to Accounting (ECON-AD 321)
This course introduces the student to selected problems and issues in financial management and corporate financial policy. Topics include: capital budgeting (strategy and techniques associated with the analysis and selection of capital projects, financial forecasting, and financial planning) and corporate finance (the cost of capital and issues associated with raising capital, mergers and acquisitions decisions, corporate bankruptcy, managerial control, and compensation strategies). Problem sets and case studies are integral parts of this course.

ECON-AD 310
Special Topics in Finance
Offered occasionally
Prerequisite: 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 2014
Prof. Chu
Prerequisites: Principles of Microeconomics (ECON-AD 101), Statistics for the Social and Behavioral Sciences (SOCSC-AD 110)
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.

SOCSC-AD 300
Sophomore-Junior Seminar for Social Scientists
Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Political Science, Social Research and Public Policy
0 Credits
This optional, no-credit seminar is designed to help sophomores and juniors to develop a research proposal for a second term abroad, a capstone project, or an undergraduate research funds application. The seminar meets bi-weekly and will help students to develop strategies to advance from a vague idea to a concrete proposal; to write a concise literature review; and to make an effective case for the chosen research question and methodology.

ECON-AD 400-401
Senior Capstone Research Project
Offered every year
Fall 2014 and Spring 2015
Profs. Nikiforakis and Mihm; Profs. Haefke and Malik; Prof. 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 will write several short policy papers and present them to classmates for review; they will also produce longer senior theses.
The Political Science major at NYU Abu Dhabi attracts students who are interested in the many important political questions—conceptual, empirical, policy-oriented—that societies everywhere face today. How do different political systems affect policy-making? What are the intrinsic and instrumental virtues of democracy? How could its functioning improve? Why do dictatorships survive in many countries, but evolve into democracies in others? Why do countries go to war? What are the connections between internal conflicts (such as civil war) and political or economic development? What are the main characteristics and causes of economic under-development? 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 any of 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*. Students should obtain approval from the program director 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

SAMPLE SCHEDULE

REQUIRED COURSES

2 Required Courses:
Statistics for the Social and Behavioral Sciences; Intro to Political Thinking
2 Introductory Electives
2 Methods Electives

2 Area Electives
2 Capstone: Project and Seminar

10 courses, distributed as follows:

YEAR 1

Fall Semester
CORE
CORE
STATISTICS FOR SOCIAL SCIENCES
INTRO TO POLITICAL THINKING

Spring Semester
CORE
CORE
GENERAL ELECTIVE
GENERAL ELECTIVE

January Term
GENERAL ELECTIVE

YEAR 2

Fall Semester
CORE
CORE
AREA ELECTIVE
INTRO ELECTIVE

Spring Semester
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
INTRO ELECTIVE

January Term
GENERAL ELECTIVE

YEAR 3

Fall Semester
CORE
GENERAL ELECTIVE
GENERAL ELECTIVE
METHODS ELECTIVE

Spring Semester
CORE
GENERAL ELECTIVE
GENERAL ELECTIVE
METHODS ELECTIVE

January Term
GENERAL ELECTIVE

YEAR 4

Fall Semester
GENERAL ELECTIVE
GENERAL ELECTIVE
AREA ELECTIVE
CAPSTONE SEMINAR

Spring Semester
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
CAPSTONE PROJECT

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POLITICAL SCIENCE COURSES

REQUIRED FOR MAJORS

POLSC-AD 130
Introduction to Political Thinking
Offered every Fall and Spring
Fall 2014
Prof. Jensen
Spring 2015
Prof. Brule; Prof. Jensen
Crosslisted with Social Research and Public Policy

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

SOCSC-AD 110
Statistics for the Social and Behavioral Sciences
Offered every Fall and Spring
Fall 2014
Prof. Ouazad; Prof. Ezgi
Spring 2015
Prof. Ouazad; Prof. Ezgi
Crosslisted with Economics, Social Research and Public Policy

INTRODUCTORY ELECTIVES

POLSC-AD 150
Introduction to Comparative Politics
Offered every year
Fall 2014
Prof. Abdulkadir
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 170
Introduction to International Politics
Offered every year
Spring 2015
Prof. Rosendorff

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.

SOCSC-AD 116
Foundations of Modern Social Thought
Offered every semester
Fall 2014
Prof. Michael
Spring 2015
Prof. Michael; Prof. Holmes
Crosslisted with Economics, Social Research and Public Policy

METHODS ELECTIVES

POLSC-AD 112
Introduction to Game Theory
Offered every year
Spring 2015
Prof. Paik
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)

Crosslisted with Economics, Mathematics, Social Research and Public Policy

This course introduces the basic concepts of elementary game theory in a way that allows students to use them in solving simple problems. Topics include: the basics of cooperative and noncooperative game theory; basic solution concepts such as Nash equilibrium and the core; and the extensions of these solutions to dynamic
games and situations of incomplete information. Students are exposed to a variety of simple games with varied and useful applications: zero-sum games; the Prisoner’s Dilemma; coordination games; the Battle of the Sexes; repeated games; and elementary signaling games. The course relies on a wide array of example applications of game theory in the social sciences.

POLSC-AD 113
**Advanced Game Theory**
Offered occasionally
**Prerequisites:** Introduction to Game Theory (POLSC-AD 112)
**Crosslisted with Economics, Social Research and Public Policy**
This course continues the study of game theory and its applications to the social sciences. The course is divided into two parts. Part 1 studies non-cooperative game theory: Nash equilibrium in static games; extensions such as subgame perfection for dynamic games of complete information; Bayesian Nash equilibrium for static games with incomplete information; and sequential equilibrium (with refinements) for dynamic games with incomplete information. Applications to the social sciences include strategic choice of electoral platforms, collusion, lobbying, bargaining, and signaling. Part 2 studies cooperative game theory, including common solution concepts such as the core and the stable set, as well as hybrid topics such as coalition and network formation, or mechanism design. Applications include: political party formation; dynamic agenda-setting; the construction and implementation of voting rules; and the study of social networks.

POLSC-AD 116
**Experimental Research in the Social Sciences**
Offered occasionally
**Spring 2015**
**Prof. Dave**
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.
SOCSC-AD 112  
Logic of Social Inquiry  
Fall 2014  
Prof. Li  
Spring 2015  
Prof. Harris  
Recommended Prerequisite: Foundations of Modern Social Thought (SOCSC-AD 116)  
Crosslisted with Economics, Social Research and Public Policy

SOCSC-AD 113  
Statistics and Probability for the Social Sciences  
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)  
Crosslisted with Economics, Social Research and Public Policy

SRPP-AD 115J  
Social Networks  
January Term 2015 (Abu Dhabi)  
Prof. Bearman  
Recommended Prerequisite: Logic of Social Inquiry (SOCSC-AD 112)  
Crosslisted with Economics, Social Research and Public Policy  
Social networks are the subject of some of the most exciting recent advances in the natural and social sciences. This course provides an introduction to the major discoveries in the field of social networks, particularly advances during the last decade. It also provides students with an introduction to the methods and software used to analyze and visualize social networks. Topics include the small-world puzzle (six degrees of separation), the strength of weak ties, centrality, complexity, thresholds (‘tipping points’), and the spread of diseases and fads. Case studies used in the course include topics such as the contagion of suicides, social influence on musical taste, sexual relationships among adolescents, 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.

SRPP-AD 120  
Survey Research  
Spring 2015  
Prof. van der Windt  
Prerequisites: Logic of Social Inquiry (SOCSC-AD 112); Introduction to Probability and Statistics (MATH-AD 150) or Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for the Social Sciences (SOCSC-AD 113)  
Crosslisted with Economics, Social Research and Public Policy

POLITICAL THEORY AND INSTITUTIONS ELECTIVES

POLSC-AD 114  
Behavioral Social Science  
Offered occasionally  
This course offers a broad overview of behavioral social science, a field that uses experimental methods and theoretical ideas from psychology as tools to help understand social processes. The course introduces important concepts from psychology, offering new ways of thinking about subjects as varied as personality, the dynamics of social groups, and the ways in which emotion affects decision-making. The course is divided into two parts, the first concentrating on the psychology of individual decision-making and the second emphasizing the social psychology of group behavior. In each case, the focus is on how behavioral research might potentially enrich “classical” theories, such as the choice-based theory of revealed preference. The course then applies these concepts to various topics within social science, including the study of systematic biases in group decision-making, the role of the media and political advertising, race relations, the legitimacy of government institutions, and the formation of opinions and ideologies.

POLSC-AD 115  
Political Psychology  
Offered every other year  
This course addresses key theoretical and empirical topics in political psychology, drawing in both the experimental tradition of social psychology and the survey-based tradition of political science. Consideration is given to the political psychology of collective public behavior, including issues of social identity, intergroup relations, and group interaction, as well as individual political attitude formation and decision-making. Social and psychological antecedents and consequences of political orientation and ideological opinions are also addressed.

POLSC-AD 131  
Elections and Voting  
Offered every other year  
In this course we draw on both theory and evidence to investigate the interplay 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 weigh legal, policy, and political actors? We also ask about the consequences of different judicial institutions for policy outcomes. For example, we examine the consequences of varying degrees of judicial independence, including elected vs. appointed judges, fixed terms vs. life terms, and constitutional vs. statutory grants of jurisdiction.

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

POLSC-AD 134
Political Economy of Development
Offered occasionally
Crosslisted with Economics, Social Research and Public Policy
It is now widely acknowledged that politics plays a central role in influencing economic development. This makes the political economy of development a central area of research. While a student with an introductory background to political economy will have familiarity with theories based on voting, this course stresses a variety of other factors, such as the security of property rights, the creation of market and non-market institutions, lobbying and rent-seeking, collective action, social conflict, corruption, and the political economy of redistribution. Examples from historical experience as well as modern developing countries would be used throughout the course.

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 will be placed on the United States, although international comparisons will also be present. The approach will be similar to that used in microeconomics, except that transactions will be made through voting institutions rather than through economic exchange.

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 US federal system, the sources of urban growth, competition among cities, and the importance of real estate markets in shaping local politics. We next study several specific urban issues including concentrated poverty, racial conflict, housing, governmental fragmentation, and sprawl. Although the course focuses on large central cities, we pay attention to the suburbanization of population and employment, politics in suburbia, and citysuburb 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 form? Why do bureaucrats engage in behavior that many of us consider pathological or arbitrary? What are the causes and consequences of bureaucratic corruption, and how can it be minimized? How can unelected government officials be made more accountable to their elected counterparts and to citizens? In addressing these questions and others, we 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 the 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 140J
Introduction to Machiavelli
January Term 2015 (Florence)
Prof. Holmes
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 Maghrebian Muslim historian 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 individuals 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 conglomerations, and the social conditions of scientific and artistic flourishing. The course involves a close reading of six chapters of the Muqaddimah (on general social theory, the theory of 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.

POLSC-AD 158
Comparative Legislatures
Offered every other year
Prerequisite: Introduction to Political Thinking (POLSC-AD 130)
Crosslisted with Social Research and Public Policy
This course introduces students to many aspects of legislative politics across the democratic world, addressing the questions of what legislatures do during a given legislative period and why they do this. The course provides students with a set of tools for understanding how legislatures are organized and how legislators behave. Topics examined include: congressional and parliamentary elections; the role of political parties and interest groups in lawmaking and elections; the impact of internal organization of legislatures on lawmaking; and “policy space” within which legislative decision making takes place.

POLSC-AD 160J
Social Media and Political Participation
January Term 2015 (New York)
Prof. Tucker
In recent years, social media usage (Facebook, Twitter, LinkedIn, Tumblr, 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, student are first introduced to the most important topics of political behavior—voting, turnout, partisanship, public opinion formation, and protests and social movements—and then to the much newer literature on the usage of social media. In the afternoon sessions, students both visit social media companies located in New York City, and are taught the necessary tools to work on their own original research projects. These research projects are conducted in conjunction with NYU’s new Social Media and Political Participation laboratory (smapp.nyu.edu).

ECON-AD 106J
Understanding the Financial Crisis
Offered occasionally
Crosslisted with Economics, Social Research and Public Policy

LAW-AD 114J
Punishment in Politics, Law and Society
Crosslisted with Law, Social Research and Public Policy

PEACE-AD 102
Foundations of Peace: Economic and Political Perspectives
Spring 2015
Prof. Chacon
Crosslisted with Economics, Peace Studies
POLSC-AD 151
Global Gulf
This course aims to foster a better understanding of the Gulf region and a deep appreciation of its global significance. We focus on the sociopolitical issues of the global moment and the impact of globalization of Gulf politics, society and culture. Special attention is given to the impact of the Arab Spring of 2011 on the 6 Arab Gulf States. Students are expected to participate in rigorous discussions that critically address the various topics.

POLSC-AD 152X
Comparative Politics of the Middle East
Offered every other year
Spring 2015
Prof. Waterbury
Recommended prerequisite: Introduction to Comparative Politics (POLSC-AD 150)
Crosslisted with Arab Crossroads Studies
A focus on the “Arab Middle East” presupposes that regional culture is a significant factor in explaining political outcomes in the region. For decades the Arab Middle East has been largely impervious to the process of democratization. This had led to a widespread academic and journalistic perception of “Arab exceptionalism”. This course explores the dynamics of authoritarianism and democracy in the Arab region, the weight of its professional and entrepreneurial middle classes, and the role of youth and the unemployed in maintaining or challenging the regime. We examine the organization of the state, including the military and the intelligence services, the interrelation of political organization with economic change, and the distribution of wealth. The course seeks to link the Arab Middle East to broader questions of political organization and accountability.

POLSC-AD 153
Comparative Politics of South Asia
Offered occasionally
Fall 2014
Prof. Brule
Recommended prerequisite: 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 ethnic diversity affect the politics of South Asian countries? What is the pattern of economic growth across these countries, and their human development record and why? What explains the high levels of violence in some South Asian countries and patterns of variation across these countries? These are some of the questions that this course addresses, with a primary focus on India and a secondary focus on Pakistan, Bangladesh, Sri Lanka, Nepal, Burma, and Bhutan. Although students learn a vast number of facts about the history and politics of the region, the primary purpose of the course is to identify overarching patterns that characterize the politics of these regions—and to teach students to think analytically and comparatively about these patterns.

POLSC-AD 154
Topics in Comparative Politics
Offered occasionally

POLSC-AD 155J
Politics in Modern Europe
Offered occasionally
Recommended prerequisite: 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
Power and Politics in America
Offered every year
Fall 2014
Prof. Ramey
Recommended prerequisites: Introduction to Political Thinking (POLSC-AD 130), Statistics for the Social and Behavioral Sciences (SOCSC-AD 110)
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, Social Research and Public Policy
Islamic Studies
The course provides students with an opportunity to engage in a multifaceted examination of Arab perceptions of the US and the West, and Western perceptions of the Arab world. Students review literature and press examples of how Arab and Western media, popular culture, and political commentary portray each other. They design and execute a public opinion survey of US 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 2015
Prof. Waterbury
Crosslisted with Arab Crossroads Studies
Islamic 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.

POLSC-AD 161
Comparative Politics of Africa
Fall 2014
Prof. Harris
Recommended prerequisite: Introduction to Comparative Politics (POLSC-AD 150)
The goal of this course is to introduce participants to the study of African politics from multiple methodological approaches and in a number of African contexts. The course begins with the historical roots of contemporary African politics, exploring how pre-colonial institutions and colonialism shaped African politics at independence. Then, we survey the political and economic strategies of leaders post-independence and the factors shaping those strategies. We examine the causes and consequences of poor governance, and evaluate the recent patterns of redemocratization on the continent. The course closes with a discussion of present-day challenges: electoral malfeasance, public health crises, the “new” populism, and China in Africa.

ACS-AD 231JX
Oil, Energy, and the Middle East
Crosslisted with Arab Crossroads Studies, Economics, The Environment
Islamic Studies
ACS-AD 232X
Society and Politics of Saudi Arabia
Crosslisted with Arab Crossroads Studies
Islamic Studies
SOCSC-AD 115
Varieties of Capitalism
Crosslisted with Economics, Social Research and Public Policy
AREA ELECTIVES: INTERNATIONAL POLITICS

POLSC-AD 171
International Conflict
Offered occasionally
Crosslisted with Peace Studies
Prerequisite: 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
Crosslisted with Peace Studies
Prerequisite: 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 2015
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 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 174
Domestic Determinants of International Relations
Offered occasionally
Domestic political circumstances affect the policy incentives of leaders. Hence domestic political institutions, economic performance, and popularity all influence foreign policy. In turn, international outcomes influence the domestic survival of leaders. This course explores the theoretical linkages between domestic and international events.

POLSC-AD 175
Topics in International Politics
Offered occasionally

POLSC-AD 176J
Nation-Building
Offered occasionally
January Term 2015 (Washington, D.C.)
Profs. Traub and Jones
Crosslisted with Peace Studies
Nation-Building explores the range of strategies which strong states use in order to build the capacity of weak ones. This is a matter, not of morality, but of national security. Thanks to globalization, the poisons which 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
Prerequisites: Introduction to International Politics (POLSC-AD 170), Introduction to Econometrics (ECON-AD 210) or Data Analysis (POLSC-AD 209)
Crosslisted with Peace Studies
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 2015 (Abu Dhabi)
Prof. Michael Gilligan
Crosslisted with Peace Studies
Insurgencies continue to be a major threat to peace in developing countries. How do insurgencies arise? Why do people join insurgent movements? What strategies do insurgent movements pursue? What can states do to address insurgent movements most effectively? This course addresses these questions. It begins with a review of the scholarly literature on insurgency. Students then travel to Kathmandu, Nepal to meet with participants in Nepal’s 10-year civil war from 1996 to 2006 and learn their perspectives on these questions obtained from their experiences.

POLSC-AD 179J
Political Conflict and Economic Development
Offered occasionally
January Term 2015 (Buenos Aires)
Prof. Satyanath
Crosslisted with Economics, Peace Studies
It is now widely acknowledged that political conflicts play a major role in driving economic development trajectories. We will study how political conflicts impact economic development, using examples from Latin America’s rich political and economic history to better understand the conflict-development relationship. The course will follow a seminar format and students will be encouraged to compare the conflict-development relationship in Latin America with that of their own country, and come up with explanations for differences between the two. The course will include multiple field trips to significant sites for Argentina’s political conflicts.

POLSC-AD 180
Political Economy of International Trade
Offered occasionally
Fall 2014
Prof. Rogowski
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
Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110).
Note: One or more of the following courses are recommended: ECON-AD 101, ECON-AD 105, ECON-AD 210, POLSC-AD 209, SOCSC-AD 113, Social Research and Public Policy -AD 120
Crosslisted with Peace Studies
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.

POLSC-AD 183J
Emerging Powers
January Term 2015 (Abu Dhabi)
Prof. Castaneda
Are Emerging Powers emerging, and are they powers? The course will consider the emerging “market” or economic discussion, reviewing what academics, the press, financial institutions, etc., mean when they speak of these countries, with acronyms such as BRICs, BRICS, MINT, and others. What is the key factor: size, growth, novelty, potential or promise? Which of all of these questions is truly relevant and important? The second part of the class will examine regional, geopolitical issues: are these countries important actors in their regions? Why or why not, and how does their economic performance influence their regional political action (domestic ideological and institutional issues would also be rapidly addressed here)? The third part of the class will turn to international and multilateral factors: are “emerging powers” truly powers? Are they all the same? Do others see them as powers? How do they express their economic success or geographic and demographic clout in the international arena?

EDUC-AD 115J
International Peacebuilding and the Role of Education
January Term 2015 (Abu Dhabi)
Prof. Burde
Crosslisted with Education, Peace Studies, Social Research and Public Policy
CAPSTONE

SOCSC-AD 300
Sophomore-Junior Seminar for Social Scientists
Prerequisites: Logic of Social Inquiry
(SOCSC-AD 112)
Crosslisted with Economics, Social Research
and Public Policy
0 Credits
This optional, no-credit seminar is designed to help
sophomores and juniors to develop a research pro-
posal for a second term abroad, a capstone project,
or an undergraduate research funds application.
The seminar meets bi-weekly and will help students
to develop strategies to advance from a vague idea
to a concrete proposal; to write a concise literature
review; and to make an effective case for the chosen
research question and methodology.

POLSC-AD 400 -401
Senior Capstone Research Project
Offered Every Fall and Spring
Fall 2014, Spring 2015
Prof. Ramey; Prof. Noury
Students develop a research question, construct
a research design that allows them to test potential
answers to that question, collect relevant data,
analyze the results, and write a senior thesis.
Designing and evaluating policy depends on social science theory and research. The program in Social Research and Public Policy (Social Research and Public Policy) offers rigorous training in both, with courses in economics, political science, sociology, and anthropology, as well as courses in quantitative and qualitative research methods, which enable students to critically evaluate research findings and produce original research. Social Research and Public Policy is attractive to students who are concerned with the major social problems of our times such as international migration, unequal economic development, poverty, racism and sexism, inequality, ethnic conflict, as well as health inequality and population dynamics.

The program aims to inspire students’ critical theoretical imagination and helps them to make better sense of the world around themselves. Social Research and Public Policy majors will be regarded as excellent candidates for law school, and for graduate programs in the social sciences, in public policy, business school, public health, education, urban planning, and social work. Graduates land positions working for NGO’s, in public service, urban planning, and community action.

Its breadth and its emphasis on critical thinking and hands-on empirical research, especially research linked to policy questions, distinguish the major in Social Research and Public Policy. Social Research and Public Policy majors will produce a piece of original research to meet the capstone requirement. Student may collect their own data, conduct simulations, or reanalyze available data to make a contribution to the research in the field of their choice. Students will work with a faculty mentor to develop and implement the research design. Students who wish to do fieldwork abroad should develop the project in the spring of junior year and obtain approval from the faculty mentor to collect data during the summer before senior year. NYUAD’s Institutional Review Board must approve all projects that involve human subjects before data collection begins. Seniors will attend a bi-weekly colloquium, which is moderated by a faculty member and serves as a forum for peer review and feedback on progress with the senior thesis.
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; three general Social Research and Public Policy electives, and two semesters of capstone project. Depending on the research interests of the student, Survey Research and Ethnographic Field Research may be replaced with suitable methods electives, subject to approval by the major mentor and program director.

**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 the program director to apply courses in other disciplines and at other NYU sites toward the Social Research and Public Policy concentration.

**REQUIREMENTS FOR THE CONCENTRATION IN SOCIAL RESEARCH AND PUBLIC POLICY**
4 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>1   Foundations of Modern Social Thought</td>
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<tr>
<td>1   Logic of Social Inquiry</td>
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<tr>
<td>2   Electives</td>
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</tbody>
</table>
## SOCIAL RESEARCH AND PUBLIC POLICY (SRPP)

### SAMPLE SCHEDULE

#### YEAR 1

**Fall Semester**
- CORE
- CORE
- FOUND. OF MOD. SOCIAL THOUGHT
- STATISTICS FOR SOCIAL SCIENCES

**Spring Semester**
- CORE
- CORE
- GENERAL ELECTIVE
- LOGIC OF SOCIAL INQUIRY

**January Term**
- GENERAL ELECTIVE

#### YEAR 2

**Fall Semester**
- CORE
- GENERAL ELECTIVE
- ETHNOGRAPHIC FIELD
- FOUNDATIONAL ELECTIVE

**Spring Semester**
- CORE
- GENERAL ELECTIVE
- SURVEY RESEARCH
- FOUNDATIONAL ELECTIVE

**January Term**
- GENERAL ELECTIVE

#### YEAR 3

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

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

**January Term**
- GENERAL ELECTIVE

#### YEAR 4

**Fall Semester**
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- FOUNDATIONAL ELECTIVE
- CAPSTONE SEMINAR

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

### REQUIREMENTS FOR THE MAJOR

13 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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</thead>
<tbody>
<tr>
<td>5 Required Courses: Statistics for the Social and Behavioral Sciences; Foundations of Modern Social Thought; Logic of Social Inquiry; Survey Research; Ethnographic</td>
<td>3 Foundational Electives</td>
<td>3 Electives</td>
<td>2 Capstone: Project and Seminar</td>
</tr>
</tbody>
</table>

### 5 Required Courses:
- Statistics for the Social and Behavioral Sciences
- Foundations of Modern Social Thought
- Logic of Social Inquiry
- Survey Research
- Ethnographic Field

### 3 Foundational Electives

### 3 Electives

### 2 Capstone:
- Project and Seminar

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**REQUIREMENTS FOR THE MAJOR**

13 courses, distributed as follows:

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

**SAMPLE SCHEDULE**

**YEAR 1**

**Fall Semester**
- CORE
- CORE
- FOUND. OF MOD. SOCIAL THOUGHT
- STATISTICS FOR SOCIAL SCIENCES

**Spring Semester**
- CORE
- CORE
- GENERAL ELECTIVE
- LOGIC OF SOCIAL INQUIRY

**January Term**
- GENERAL ELECTIVE

**YEAR 2**

**Fall Semester**
- CORE
- GENERAL ELECTIVE
- ETHNOGRAPHIC FIELD
- FOUNDATIONAL ELECTIVE

**Spring Semester**
- CORE
- GENERAL ELECTIVE
- SURVEY RESEARCH
- FOUNDATIONAL ELECTIVE

**January Term**
- GENERAL ELECTIVE

**YEAR 3**

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

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

**January Term**
- GENERAL ELECTIVE

**YEAR 4**

**Fall Semester**
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- FOUNDATIONAL ELECTIVE
- CAPSTONE SEMINAR

**Spring Semester**
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CAPSTONE PROJECT
SOCIAL RESEARCH AND PUBLIC POLICY COURSES

REQUIRED FOR MAJORS

**SRPP-AD 120**
*Survey Research*
Offered every year
Spring 2015
Prof. van der Windt
Prerequisites: Logic of Social Inquiry (SOCSC-AD 112); Introduction to Probability and Statistics (MATH-AD 150) or Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for the Social Sciences (SOCSC-AD 113)
Crosslisted with Economics, Political Science
This course introduces students to survey research. It discusses different sampling procedures, issues of questionnaire construction, measurements of values and beliefs and interviewing techniques. It also introduces students to standard surveys, such as the General Population Survey, Eurobarometer, and surveys carried out in the Middle East in the past decades. In their final paper, students analyze data from one of the existing survey data sets.

**SRPP-AD 125**
*Ethnographic Field Research*
Offered every year
Fall 2014
Prof. O’Brien
Recommended Prerequisite: Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Anthropology, Arab Crossroads Studies
The course offers a practical introduction to the theoretical and methodological issues of ethnographic field research. The course offers students hands-on experience to carry out ethnographic field research, conduct in-depth interviews and carry out participant observations.

**SOCSC-AD 110**
*Statistics for the Social and Behavioral Sciences*
Fall 2014
Prof. Ouazad; Prof. Ezgi
Spring 2015
Prof. Ouazad; Prof. Ezgi
Crosslisted with Economics, Political Science, Psychology
Note: Students may substitute Statistics and Probability for the Social Sciences (SOCSC-AD 113)

**SOCSC-AD 112**
*Logic of Social Inquiry*
Fall 2014
Prof. Li
Spring 2015
Prof. Harris
Recommended Prerequisite: Foundations of Modern Social Thought (SOCSC-AD 116)
Crosslisted with Economics, Political Science

**SOCSC-AD 116**
*Foundations of Modern Social Thought*
Fall 2014
Prof. Michael
Spring 2015
Prof. Michael; Prof. Holmes
Crosslisted with Economics, Political Science

METHODS ELECTIVES

**SRPP-AD 115J**
*Social Networks*
Offered every year
January Term 2015 (Abu Dhabi)
Prof. Bearman
Recommended Prerequisite: Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Economics, Political Science
Social networks are the subject of some of the most exciting recent advances in the natural and social sciences. This course provides an introduction to the major discoveries in the field of social networks, particularly advances during the last decade. It also provides students with an introduction to the methods and software used to analyze and visualize social networks. Topics include the small-world puzzle (six degrees of separation), the strength of weak ties, centrality, complexity, thresholds (‘tipping points’), and the spread of diseases and fads. Case studies used in the course include topics such as the contagion of suicides, social influence on musical taste, sexual relationships among adolescents, 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.

**ECON-AD 210**
*Introduction to Econometrics*
Fall 2014, Spring 2015
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: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)
Crosslisted with Economics, Political Science
POLSC-AD 112
**Introduction to Game Theory**
Spring 2015
Prof. Paik
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)
Crosslisted with Economics, Mathematics, Political Science

POLSC-AD 113
**Advanced Game Theory**
Prerequisites: Introduction to Game Theory (POLSC-AD 112)
Crosslisted with Economics, Political Science

POLSC-AD 209
**Data Analysis**
Spring 2015
Prof. Li
Prerequisites: Introduction to Probability and Statistics (MATH-AD 150) or Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for the Social Sciences (SOCSC-AD 113)
Crosslisted with Political Science

SOCSC-AD 101
**Mathematics for Social Scientists I**
Fall 2014
Prof. Hernandez; Prof. Baul
Spring 2015
Prof. Ouazad
Crosslisted with Economics, Political Science

SOCSC-AD 201
**Mathematics for Social Scientists II**
Fall 2014
Prof. Bochet
Spring 2015
Prof. Bochet; Prof. Rogers
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)
Crosslisted with Economics

**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 (a) the history of the capitalist system from Dutch and British hegemony through the American 20th century, the growth of corporations, various approaches to economic development, and the current opening up of the world to new economic powers, and (b) the related political history of European colonialism, nationalism, postcolonial societies, the Cold War, and the emerging multipolar world of today. It considers the nature of crises and social change, efforts to establish stability in the face of conflicts and disruptions, and possible futures open to the contemporary world. The course includes several field trips in the UAE.

SRPP-AD 111
**Social Policy**
Offered every other year
Fall 2014 (7 weeks)
Prof. Haney
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 2015
Prof. O’Brien
Crosslisted with Arab Crossroads Studies Islamic Study
In this seminar, students will come to understand the diverse and dynamic roles that religious and cultural Islam can play in contemporary societies, especially those in the “Middle East” and North Africa. After critically examining what might be meant by Islam and Muslims in the first place, students will use social scientific case studies to investigate how Islam does (or does not) come to matter in various sectors of society, including government and the state, the legal system, politics and social movements, gender relations, sexuality, education, the economy, popular culture, and everyday life. By the end of this course, students will be able to critically analyze the ways that religious and cultural Islam can impact society and social life. Each student will be expected to complete a final research project exploring the core questions posed by the course.
**SRPP-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, nationstate 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 121**  

**Race and Ethnicity**  
*Offered every other year*  
*Spring 2015*  
*Prof. Royster*  
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 UAE. Race and ethnicity are both ways of classifying human groups that arise under certain historical circumstances, with race in particular emerging in the contexts of imperialism and slavery. Students will consider how migration, state policies, and economic organization shape the classification and characterization of racial and ethnic groups, and will 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 UAE, 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 Prerequisite: Logic of Social Inquiry (SOCSC-AD 112)*  
After a brief historical overview of immigration trends, this course focuses on the causes and processes of contemporary international migration; the economic incorporation or exclusion of immigrants in the US and other countries of the world; formulation and practice of immigration laws.

**SRPP-AD 127**  

**Wealth and Inequality**  
*Offered every year*  
*Recommended Prerequisite: 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 post-socialist societies.

**SRPP-AD 131**  

**Gender and Society**  
*Offered every other year*  
*Fall 2014 (7 weeks)*  
*Prof. England*  
In every society, whether one is born male or female affects how one is expected to behave and the opportunities one confronts. However, how gender is organized varies between societies and across time. This course draws upon research from sociology, economics, psychology, and anthropology to examine gender, providing information on how gender is organized in various parts of the world. Topics include how male and female children are socialized, women’s and men’s roles in the family, trends in women’s education and employment, the sex gap in pay, and how gender is affected by public policies.

**SRPP-AD 133J**  

**Wealth and Inequality in the Global City**  
*January Term 2015 (New York)*  
*Prof. Manza*  
The rapid increase in wealth and income inequality in many countries, often concentrated and most severe in the world’s leading cities, is the subject of this course. Using New York City as our laboratory, we explore some of the ways in which wealth and power are created and maintained, as well as examining some of the social consequences of high levels of inequality for families and communities. Readings and lectures explore the social and political economy of inequality through the work of contemporary social science. We will deepen our understanding of key issues through field trips, films, guest lectures, and meetings with key leaders in the world of finance and business, government, and nongovernmental groups working to alleviate some of the most serious consequences of poverty and inequality in New York.
SRPP-AD 134J
21st-Century International Human Rights
Prof. Koh
January Term 2015 (Abu Dhabi)
Crosslisted with Law, Leadership and Social Entrepreneurship
This course asks: How can human rights advocates better operationalize 20th century tools to achieve better 21st century human rights outcomes? It examines case studies at the intersection of law, politics, policy and institutions to determine how to achieve better human rights policy outcomes. Too often, human rights advocates—both inside and outside governments—fail to achieve their desired outcomes because they cannot manage politics, harness incentives and institutions, or deploy law in a way that operationalizes the principles they value. This course begins with an overview of the institutions, strategy, law, and process of human rights. We then explore a number of case studies that illustrate cutting-edge human rights problems, and the various tools that may be employed for their resolution. The course will close with a series of student presentations identifying current issue areas ripe for new and better human rights strategies that might help attack these critical questions.

SRPP-AD 135
Modern Welfare 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 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 136X
State Formation: The Case of the U.A.E
Offered every other year
Spring 2015
Prof. Derlugian
Crosslisted with Arab Crossroads Studies
Islamic Studies
Commonly (and wrongly) people take for granted the existence of such political and cultural units as France and Germany, or Japan and India. But in the Middle East states and national cultures are at the same time ancient and recently created. Here the complex processes of state-formation are still current, and the United Arab Emirates, which is barely forty years old, serves a rich and richly varied example for the comparative understanding of state-building, cultural imagination, and economic development.

SRPP-AD 141
Urban Poverty and Social Policy
Offered every third year
Spring 2015
Prof. Royster
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 150
Introduction to Public Policy
Offered every year
Fall 2014
Prof. Al Dabbagh
Spring 2015
Prof. Al Dabbagh
Public policy affects our lives in profound ways even when we are not aware of them. What we eat, how we recycle, or when we disclose personal information on the internet are all examples of choices largely determined by public policies. This course is an introduction to public policy, why it is important, and how it involves simultaneous ethical, political, and problem-solving processes. The course introduces students to the ways in which a variety actors and institutions at the national and transnational levels interactively contribute to public policy. The course is divided into two parts. The first part provides an overview of the basic concepts underlying the public policy process and the second part provides critical perspectives on public policy-making in theory and practice.

CORES-AD 16
Family and Kinship
Crosslisted with Anthropology, Core: Structures of Thought and Society
ELECTIVES

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. Draws on case studies from Asia, Africa, Latin America, the Middle East, and North America to provide concrete examples of how global forces are changing the content and context of education internationally.
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. What social theories better explain these exuberant, extraordinary events? How did the revolutionaries, their strategies, and programs evolve during the modern epoch? What typically happened after taking power? Why are there so many wars and revolutionary dictatorships? This course introduces the recent theoretical advances in understanding contentious mass politics in relation to the formation of modern states, democratization, socialism, and nationalism. Empirical examples include: the American Independence of 1776 and the French Revolution of 1789; the communist revolutions in Russia and China; the anti-colonial movements of the 20th century in India, South Africa and Cuba; and the youth revolts of 1968 in the West, 1979 in Iran, 1989 in the Soviet bloc, and the newest rebellions of the 2010s in the Middle East.

SRPP-AD 118J
**Public Policy and Social Problems: Homelessness, Mental Illness and Child Welfare in NYC**
*Offered occasionally*

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

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 will 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*

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 128
**Policy**
*Offered occasionally*

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 129
**Work in Modern Society**
*Offered occasionally*

Evaluation of definitions, nature, and development of occupations and professions, occupational associations such as guilds, trade unions, and labor unions. Concepts of mobility and career patterns; how occupations maintain control over member’s behavior; how they relate to the wider community; and how they influence family life.
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 137X
**Demography of the Muslim World: Are Muslims Distinct in Their Wellbeing?**
*Islamic Studies*
*Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110)*

In this class students will examine the cumulative trajectories of wellbeing among Muslim populations through the interplay of three core demographic processes: fertility, mortality, and migration. Using Muslim populations as case studies, students will develop skills to create a population profile, learn about past and present characteristics of citizens and migrants, and acquire the knowledge to assess basic measures of population change. This course is designed to help students with conducting their own independent research in the social sciences.

SRPP-AD 139
**Social Science Analysis of Global News**
*Offered occasionally*
*Fall 2014*
*Prof. Derlugian*

*Prerequisite: sophomore standing or higher*

How does one ‘read the news’? It might be trickier than it sounds. The construction of what becomes ‘news’, its dissemination and interpretation are complex and inherently contentious social processes. Finding your way in the realm of mass communication, propagandistic conflicts, and public debate requires both theoretical lenses and good practical skills which this course intends to supply.

SRPP-AD 151
**Introduction to Global Health**
*Offered occasionally*
*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.

ACS-AD 101X
**Anthropology and the Arab World** *Fall 2014*
*Prof. Peutz*
*Crosslisted with Anthropology, Arab Crossroads Studies*

COREI-AD 41J
**Protecting the World’s Health: Triumphs and Challenges**
*January Term 2015 (Washington, D.C.)*
*Dean Healton; Dean Sullivan-Marx*
*Crosslisted with Core: Science, Society, History, The Environment*

ECON-AD 101
**Principles of Microeconomics**
*Fall 2014*
*Prof. Nikiforakis; Prof. Paik*
*Spring 2015*
*Prof. Siga*
*Crosslisted with Business and Organizational Studies, Economics, Leadership and Social Entrepreneurship*
ECON-AD 102  
Principles of Macroeconomics  
Fall 2014  
Prof. Haefke  
Spring 2015  
Prof. Saint-Paul; Prof. Haefke; Prof. Leahy  
Pre-or Co-requisite: Principles of Microeconomics (ECON-AD 101)  
Note: Can be taken with ECON-AD 101 as a co-requisite, but this is not recommended  
Crosslisted with Economics

ECON-AD 106J  
Understanding the Financial Crisis  
Crosslisted with Economics, Political Science

ECON-AD 213J  
Economic Development and Urbanization in Africa  
January Term 2015 (Accra)  
Prof. Buckley  
Crosslisted with Economics, Urbanization

EDUC-AD 114J  
Education and Diversity: Historical and Comparative Perspectives  
Crosslisted with Arab Crossroads Studies, Education  
Islamic Studies

EDUC-AD 115J  
International Peacebuilding and the Role of Education  
January Term 2015 (Abu Dhabi)  
Prof. Burde  
Crosslisted with Education, Peace Studies, Political Science

LAW-AD 114J  
Punishment in Law, Politics and Society  
Crosslisted with Law, Political Science

MDURB-AD 122J  
Cities and Consumption  
Crosslisted with Economics, Urbanization

POLSC-AD 130  
Introduction to Political Thinking  
Fall 2014  
Prof. Jensen  
Spring 2015  
Prof. Brule; Prof. Jensen  
Crosslisted with Political Science

POLSC-AD 134  
Political Economy of Development  
Offered occasionally  
Crosslisted with Economics, Political Science

POLSC-AD 157JX  
Bridging the Divide between the Arab World and the West  
Crosslisted with Arab Crossroads Studies, Political Science  
Islamic Studies

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

PSYCH-AD 150  
Social Psychology  
Fall 2014  
Psychology faculty  
Crosslisted with Psychology  
Prerequisite: Introduction to Psychology (PSYCH-AD 101)

SOCSC-AD 115  
Varieties of Capitalism  
Crosslisted with Economics, Political Science

CAPSTONE

SOCSC-AD 300  
Sophomore-Junior Seminar for Social Scientists  
Prerequisite: Logic of Social Inquiry (SOCSC-AD 112)  
Crosslisted with Economics, Political Science  
0 Credits  
This optional, no-credit seminar is designed to help sophomores and juniors to develop a research proposal for a second term abroad, a capstone project, or an undergraduate research funds application. The seminar meets bi-weekly and will help students to develop strategies to advance from a vague idea to a concrete proposal; to write a concise literature review; and to make an effective case for the chosen research question and methodology.

SRPP-AD 400-401  
Senior Capstone Research Project  
Offered every semester  
Fall 2014 and Spring 2015  
Prof. Brückner; Prof. 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 time than 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 Prerequisite 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. (140 credits, which include up to 28 Wagner credits) |
| Year 5 (Summer) | Completing Wagner Prerequisite for Capstone (if necessary) |
| Year 5 | Completion of Wagner M.P.A. |

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

<table>
<thead>
<tr>
<th>Wagner core course</th>
<th>NYUAD equivalent</th>
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</thead>
<tbody>
<tr>
<td>Statistical Methods (CORE-GP.10011)</td>
<td>Statistics for Social and Behavioral Sciences (SOCSC-AD 110)</td>
</tr>
<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 2015) (SRPP-AD 150)</td>
</tr>
</tbody>
</table>
SCIENCE AND MATHEMATICS
Science at NYUAD is designed to produce outstanding, creative intellectuals by offering an education that emphasizes the integration of the life, physical, mathematical, and computer sciences with business and the liberal arts to produce future leaders with global awareness, cultural sensitivity, and ethical integrity. 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.

The description of each major, below, includes a sample four-year schedule to indicate a possible pathway through the major in combination with other required and elective courses. The Science majors require that some courses are taken in a particular sequence, as indicated in the sample schedules, but students still have multiple scheduling options, including study away semesters, and they will work with their faculty mentor to plan personalized curricula each semester.

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.
**Foundations of Science Grading**
While each level of *Foundations of Science* is an integrated course, separate grades are provided for the various components of the course as a means to allow students to document their completion of the specific disciplinary and laboratory content that makes up these courses. Consistent with this integrated approach, students must earn an average grade of C over all of the components of each level of *Foundations of Science* to continue into the next level or to use the course to satisfy the prerequisites for other courses outside of *Foundations of Science*. Additionally, students majoring in Biology, Chemistry, or Physics, must have grades of at least C in all *Foundations of Science* components in their specific, respective major fields. Finally, although continuation into other courses is based on the average performance in each level of *Foundations of Science*, students earn academic credits only for those graded components which they pass or, for students subject to the transcript policy (see pp. 342–343), only for those components with grades of at least C-.

**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 biodiversity.

**REQUIREMENTS FOR THE CONCENTRATION IN NATURAL SCIENCES**
4 courses, distributed as follows:

1. Foundations of Science 1: Energy and Matter
1. Foundations of Science 2: Forces and Interactions
1. Foundations of Science 3: Systems in Flux
1. Foundation of Science 4: Form and Function
FOUNDATIONS OF SCIENCE COURSES

Foundations of Science 1: Energy and Matter
Physics (SCIEN-AD 101—1.5 credits)
Chemistry (SCIEN-AD 102—1.5 credits)
Laboratory (SCIEN-AD 121—1 credit)
Offered every Fall
Fall 1 2014 (7 weeks)
Science faculty
Pre-or Co-requisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
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.

Foundations of Science 2: Forces and Interactions
Physics (SCIEN-AD 103—1.5 credits)
Chemistry (SCIEN-AD 104—1.5 credits)
Laboratory (SCIEN-AD 122—1 credit)
Offered every Fall
Fall 2 2014 (7 weeks)
Science faculty
Prerequisite: Foundations of Science 1
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.

Foundations of Science 3: Systems in Flux
Physics (SCIEN-AD 105—1 credit)
Chemistry (SCIEN-AD 106—1.5 credits)
Biology (SCIEN-AD 109—1.5 credits)
Laboratory (SCIEN-AD 123—1 credit)
Offered every Spring
Spring 1 2015 (7 weeks)
Science faculty
Prerequisite: Foundations of Science 2
Systems in Flux focuses on changes in systems in the physical and living worlds. Capacitors, current, and basic circuits are explored with an eye toward understanding their applications to chemical reactions and the behavior of living cells. The rates and directions of chemical reactions are explored as chemical kinetics and chemical equilibrium are investigated with a special focus on acid-base chemistry. These fundamental physical and chemical principles are used to describe basic cellular monomers and polymers including DNA, RNA, and protein, and the sequence of events that leads to information flow and its regulation in the cell nucleus. Laboratory exercises focus on fundamental protocols and tools needed to sharpen basic laboratory skills. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

Foundations of Science 4: Form and Function
Physics (SCIEN-AD 107—1 credit)
Chemistry (SCIEN-AD 108—1.5 credits)
Biology (SCIEN-AD 110—1.5 credits)
Laboratory (SCIEN-AD 124—1 credit)
Offered every Spring
Spring 2 2015 (7 weeks)
Science faculty
Prerequisite: Foundations of Science 3
Form and Function explores a question applicable to all branches of science: How does the form or shape of a physical entity set its function? This leads to another question: If a specific function is desired, can a form or shape be engineered or modified to execute or improve the execution of that function? The course examines the form/function concept in magnetic and electrical fields, the behavior and design of small molecules, and the activity of proteins as the workhorse in biological systems. Laboratory exercises require students to design experiments related to crystals and crystallography to examine chemical forms macroscopic and microscopic levels. Focused disciplinary tutorials in biology, chemistry, and physics provide an opportunity for in-depth analysis and discussion of classic papers, enhanced understanding of fundamental concepts, and development of practical skill sets. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.
Foundations of Science 5: Propagating Change

Biology (SCIEN-AD 111—2 credits)
Physics (SCIEN-AD 112—2 credits)
Offered every Fall
Fall 1 2014 (7 weeks)
Science faculty
Prerequisite: Foundations of Science 4

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.

Foundations of Science 6: Oscillations and Uncertainties

Biology (SCIEN-AD 113—2 credits)
Physics (SCIEN-AD 114—2 credits)
Offered every Fall
Fall 2 2014 (7 weeks)
Science faculty
Prerequisite: Foundations of Science 5

Oscillations and Uncertainties examines how repetitious or cyclical events, although presumably predictable, are associated with inherent uncertainty in their outcomes. This is embodied in physics and chemistry in quantum theory and the Heisenberg uncertainty principle. But living systems provide countless examples of oscillatory events that possess inherent uncertainty when scientists try to predict outcomes. Indeed, this final chapter in Foundations of Science challenges students to consider the very nature of studying complex problems and systems and assessing the uncertainty associated with the scientific method. The laboratory exercises involve collaborative projects in which teams of students must apply their acquired knowledge and skills to design experiments focused on answering a question or solving a problem, keeping uncertainty in mind as they report their results and discuss additional data that would be needed to provide a better answer or solution. Focused disciplinary tutorials in biology, chemistry, and physics provide an opportunity for in-depth analysis and discussion of classic papers, enhanced understanding of fundamental concepts, and development of practical skill sets. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.
Biology is concerned with the workings of life in all its varied forms. In recent years, 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 highly 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, 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 I; Organismal Biology; Cellular and Molecular Neuroscience; Behavioral and Integrative Neuroscience; Introduction to Psychology; Cognition
1  BCS Laboratory Elective
2  Capstone (Capstone Seminar and Capstone Project)
### REQUIREMENTS FOR THE MAJOR

16 courses, distributed as follows:

- 6 Foundations of Science 1-6
- 4 Required courses: Calculus with Applications or Calculus; Multivariable Calculus; Organic Chemistry 1; Organismal Biology
- 4 Biology electives
- 2 Capstones: Project and Seminar

### YEAR 1

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

**January Term**
- **CALCULUS WITH APP. OR CALCULUS**
- **GENERAL ELECTIVE**

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

**January Term**
- **MULTIVARIABLE CALCULUS**
- **GENERAL ELECTIVE**

### YEAR 2

**Fall Semester**
- **CORE**
- **FOUNDATIONS OF SCIENCE 5**
- **FOUNDATIONS OF SCIENCE 6**

**January Term**
- **ORGANIC CHEMISTRY**
- **GENERAL ELECTIVE**

**Spring Semester**
- **CORE**
- **GENERAL ELECTIVE**
- **ORGANISMAL BIOLOGY**

### YEAR 3

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

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

**Spring Semester**
- **CORE**
- **GENERAL ELECTIVE**
- **BIOLOGY ELECTIVE**
- **CAPSTONE SEMINAR**

### YEAR 4

**Fall Semester**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **BIOLOGY ELECTIVE**
- **BIOLOGY ELECTIVE**

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

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, 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 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.

REQUIRED FOR MAJORS

FOUNDATIONS OF SCIENCE 1–6

BIOL-AD 101
Organismal Biology
Offered every year
Spring 2015
Biology faculty
Prerequisites: Foundation of Science 1–6
The array of organisms that populates the globe is astounding in its diversity and adaptability. This course uses fundamental concepts from the Foundations of Science curriculum to examine essential elements of physiology, with a particular emphasis on humans and disease. This course develops an understanding of the relationship between structure and function of the organism; how structure develops through evolutionary and developmental processes; and how structure is related to the environment surrounding the organism.

CHEM-AD 101
Organic Chemistry 1
Fall 2014
Prof. Trabolsi
Prerequisites: Foundation of Science 1–4
Laboratory included
Crosslisted with Chemistry

MATH-AD 111
Calculus with Applications
Fall 2014
Mathematics faculty
Spring 2015
Prof. Berestycki
Note: This course may be replaced with Calculus (MATH-AD 110)

MATH-AD 112
Multivariable Calculus
Fall 2014
Mathematics faculty
Spring 2015
Mathematics faculty
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
Crosslisted with Mathematics

BIOLOGY ELECTIVES

BIOL-AD 140
Behavioral and Integrative Neuroscience
Offered every year
Spring 2015
Biology faculty
Prerequisite: 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 cellular 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 is reviewed that demonstrates the common ancestry of all living things, including humans, and the mechanisms,
such as natural selection, that are required and sufficient to explain this pattern of ancestry, diversification, adaptation, speciation, and biogeographic distribution. The course also uses computer and mathematical modeling to explore the fundamentals of population genetics, molecular evolution, phylogenetic systematics, and the evolution of developmental systems.

BIOL-AD 214
Genetics
Generally offered every year
Prerequisites: Foundation of Science 1–6
Why do offspring often exhibit physical features of their parents? Why do combinations of certain features in offspring translate into specific characteristics that either enhance or diminish the organism’s fitness? 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 access, analyze, interpret, and integrate the diverse data of complex networks and pathways developed from genomics, proteomics, and metabolomics and to understand how they work together forming a system with definable phenotypes. Global approaches as well as mathematical and statistical modeling to data collection and analyses are performed.

BIOL-AD 217
Cell and Molecular Neuroscience
Generally offered every year
Prerequisites: Foundations of Science 1–6, Organismal Biology (BIOL-AD 101) Recommended: Organic Chemistry 1 (CHEM-AD 101)
A lecture course that provides students with broad exposure to current questions and experimental approaches in cellular neuroscience. Lectures are organized into three areas: cell structure and organization of the vertebrate central nervous system; mechanisms underlying neural signaling and plasticity; and control of cell form and its developmental determinants.

BIOL-AD 230
Biophysics
Offered occasionally
Spring 2015
Prof. Magzoub
Prerequisites: Foundation of Science 1–6, 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. This 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: Foundation of Science 1–6, 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 events during maturation. A broad range of topics, including 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, or neurodegenerative disorders, and axon regeneration. The major goals of the course are to understand the extent to which current theories can explain the etiology of each disorder, and to learn how basic research can best facilitate advances in our knowledge and, ultimately, lead to treatments or cures.

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 the instructor’s consent
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.

BIOL-AD 320
Special Topics in Biology
Offered occasionally
Prerequisite: The instructor’s consent
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.

CHEM-AD 102
Organic Chemistry 2
Spring 2015
Prof. Trabolsi
Prerequisite: Organic Chemistry 1 (CHEM-AD 101)
Laboratory included
Crosslisted with Chemistry

CHEM-AD 301
Biochemistry 1
Fall 2014
Prof. Rabeh
Prerequisites: Organic Chemistry 1 and 2 (CHEM-AD 101-102)
Crosslisted with Chemistry

CHEM-AD 302
Biochemistry 2
Spring 2015
Chemistry faculty
Prerequisite: Biochemistry 1 (CHEM-AD 301)
Crosslisted with Chemistry

BIOLOGY LABORATORY ELECTIVES

BIOL-AD 210
Applied Cell Biology
Offered every year starting 2014–15
Prerequisites: Foundation of Science 1–6
Laboratory included
Understanding the fundamental methods for growing and studying cells—the smallest units of life—is basic to biology. This course introduces students to the methods used to study cell structure and function. In the laboratory, students study the fundamentals of cell biology and the experimental approaches used to examine the cell. Topics cover cellular, subcellular, and macromolecule localization; biochemical analysis of the cell; and cell culture techniques. Accurate record-keeping, reports, and presentations are emphasized.

BIOL-AD 211
Applied Molecular Biology DNA Techniques
Offered every year
Fall 2014
Prof. Salehi-Ashtiani
Prerequisites: Foundation of Science 1–6
Laboratory included
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/chromatin 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 2015
Profs. Gunsalus, Piano, and Salehi-Ashtiani
Prerequisite: Foundation of Science 1–6
Laboratory included
Fueled by recent advances in technical approaches to data collection and analysis, the biological sciences have entered a new era in which vast amounts of genome-scale sequence and functional data are becoming available for a large number of species. These data are allowing scientists to explore biological function on an unprecedented scale. Familiarity with the fields of genomics and
bioinformatics, which impact society on all levels, is vital for the next generation of scientists. This survey course introduces students to a broad range of topics in the fields of genomics and bioinformatics through lectures and hands-on exercises that use fundamental principles of chemistry, computer science, mathematics, and physics to understand organismal diversity through analyses of genomes.

BIOL-AD 240
Computational Neuroscience
Offered occasionally
Prerequisites: Behavioral and Integrative Neural Science (BIOL-AD 140), 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
Fall 2014
Prof. Henry
Crosslisted with Psychology

PSYCH–AD 110
Cognition
Fall 2014
Prof. Almeida
Prerequisite: Introduction to Psychology (PSYCH–AD 101)
Crosslisted with Psychology

CAPSTONE

BIOL-AD 390
Capstone Seminar
Offered every Fall and Spring
Fall 2014 and Spring 2015
Science faculty
The capstone seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD biologists and others in related fields. 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 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 semester.

BIOL-AD 400-401
Capstone Research Project
Offered every Fall and Spring
Science faculty
The senior Capstone Experience in biology requires students to engage in a long-term, mentored learning experience that cumulates in a piece of original research and/or scientific theory. The specific project is developed during junior year as part of the Capstone Seminar. During the Capstone Project, the proposed work will come to fruition in the form of a research paper typically along the lines of those in the Proceedings of the National Academy of Sciences, USA or PLoS One. Students also participate in a capstone festival during which they present their work to faculty, their peers and guests.
The focus of the Program in Chemistry 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 and natural 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, physics, mathematics, and engineering.

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 medical diagnostics, and the creation of new materials by learning how molecules are assembled and how they recognize one another. Chemistry is at the heart of sustainability—meeting the needs of the present without compromising the ability of the earth to provide for future generations. It also drives the exciting field of nanotechnology, which generates new materials for devising ever smaller electronic devices with enhanced computing or information storage characteristics, invents novel materials for innovative applications in industry and daily life, and constructs novel photosensitive materials for solar energy conversion to electricity, to cite just a few examples.

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

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

REQUIREMENTS FOR THE MAJOR
18 courses, distributed as follows:

6 Foundations of Science 1–6
8 Required courses: Calculus with Applications or Calculus; Multivariable Calculus; Organic Chem 1 and 2; Physical Chem: Thermodynamics and

Kinetics; Physical Chem: Quantum Mechanics and Spectroscopy; Physical Chem Lab; Inorganic Chem

2 Electives
2 Capstone: Seminar and Project

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

January Term
GENERAL ELECTIVE

Spring Semester
CORE
FOUNDATIONS OF SCIENCE 3
FOUNDATIONS OF SCIENCE 4
MULTI-VARIABLE CALCULUS

YEAR 2
Fall Semester
CORE
FOUNDATIONS OF SCIENCE 5
FOUNDATIONS OF SCIENCE 6
ORGANIC CHEMISTRY 1

January Term
GENERAL ELECTIVE

Spring Semester
CORE
GENERAL ELECTIVE
ORGANIC CHEMISTRY 2

YEAR 3
Fall Semester
CORE
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE

January Term
GENERAL ELECTIVE

Spring Semester
CORE
GENERAL ELECTIVE
INORGANIC CHEMISTRY
CAPSTONE SEMINAR

YEAR 4
Fall Semester
CHEMISTRY ELECTIVE
PHYSICAL CHEMISTRY: THERMO
PHYSICAL CHEMISTRY LABORATORY
CAPSTONE PROJECT

Spring Semester
PHYSICAL CHEM: QM & SPECTRUM
CHEMISTRY ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE

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CHEMISTRY COURSES
REQUIRED FOR MAJORS

FOUNDATIONS OF SCIENCE 1–6

CHEM-AD 101
Organic Chemistry 1
Offered every year
Fall 2014
Chemistry faculty
Prerequisite: Foundations of Science 1-4
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, amines, 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 2015
Chemistry faculty
Prerequisite: 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: aromatic compounds, including phenols and aryl halides as well as a thorough discussion of delocalized chemical bonding; aldehydes and ketones; amines; carboxylic acids and their derivatives; 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 analysis, with added emphasis on their application to biology and biological chemistry.

CHEM-AD 103
Physical Chemistry: Thermodynamics and Kinetics
Offered every year
Fall 2014
Chemistry faculty
Prerequisites: Foundations of Science 1-6, 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 2015
Chemistry faculty
Prerequisite: Foundations of Science 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 will be able to understand the origin and meaning of some contemporary key chemical concepts, including terms such as wavefunction, atomic orbital, electron energy level, atomic valence, atomic and molecular spectrum, and electron spin. They are also able to interpret various spectra—electronic (UV-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 semester
Fall 2014 and Spring 2015
Chemistry faculty
Co-requisites: Physical Chemistry: Thermodynamics and Kinetics (CHEM-AD 103) or Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-AD 104)
Crosslisted with Physics
The course introduces the principles and practices of modern experimental methods that are widely
used in contemporary analytical, organic, physical, and biological chemistry laboratories. Students become familiar with instrumental methods, such as ultraviolet/visible spectrophotometry, fluorescence spectroscopy, infrared spectroscopy, and nuclear magnetic resonance. Students learn about interfacing computers and instruments for data collection and data analysis, and computer modeling of molecular structures.

CHEM-AD 311
Inorganic Chemistry
Offered every year
Spring 2015
Chemistry faculty
Prerequisite: Organic Chemistry 1 and 2 (CHEM-AD 101-102)
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
Fall 2014 and Spring 2015
Mathematics faculty
Note: This course may be replaced with Calculus (MATH-AD 110)

MATH-AD 112
Multivariable Calculus
Fall 2014 and Spring 2015
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
Crosslisted with Mathematics

ADDITIONAL REQUIREMENTS FOR THE BIOCHEMISTRY SPECIALIZATION

CHEM-AD 301
Biochemistry 1
Fall 2014
Chemistry faculty
Prerequisite: Organic Chemistry 1 (CHEM-AD 101)
Crosslisted with Biology
Biochemistry investigates the chemical structures, reactions and processes that occur in living systems. Indeed, the very principles of chemistry, biology, physics and math converge in the field of biochemistry, and biochemical concepts provide a focal point for many disciplines, including biology, healthcare, the pharmaceutical industry, environmental studies and ecology, and our understanding of evolution. This course opens the study of biochemistry, 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
Spring 2015
Chemistry faculty
Prerequisite: 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
Fall 2014
Chemistry faculty
Corequisites: 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.

CHEMISTRY ELECTIVES

CHEM-AD 298-299
Directed Study in Chemistry
Offered by application
Prerequisite: The instructor’s consent
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 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.
CHEM-AD 310
Biophysical Chemistry
Offered occasionally
Prerequisites: Organic Chemistry 1 and 2 (CHEM-AD 101–102), Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-AD 104), Biochemistry 2 (CHEM-AD 302)
Applications of physical and chemical principles to topics of biochemical and biological interest with an emphasis on the basic principles underlying biophysical techniques that are used to study important macromolecules such as proteins and nucleic acids. Topics include molecular spectroscopic techniques such as light absorption, fluorescence, and circular dichroism, as well as nuclear magnetic resonance and vibrational spectroscopy. Applications of these methods to important biophysical, biochemical, and biological problems of current interest such as protein folding, imaging, and protein-DNA and protein-protein interactions are discussed.

CHEM-AD 313
Bioorganic Chemistry
Offered occasionally
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 314
Analytical Chemistry
Offered every year
Fall 2014
Prerequisites: Foundations of Science 1-6 (SCIEN-AD 101–114), Organic Chemistry 1 (CHEM-AD 101)
Laboratory included
Modern topics in analytical chemistry and quantitative analysis, including instrumental analysis of acid-base equilibria, titrations, and kinetics; chromatographic methods; spectrophotometry; mass spectrometry; and electroanalytical chemistry.

CHEM-AD 315
Special Topics in Chemistry
Offered occasionally
Prerequisite: The instructor’s consent
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.

CAPSTONE EXPERIENCE

CHEM-AD 390
Capstone Seminar
Offered every semester
Fall 2014 and Spring 2015
The capstone seminar series provides junior students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascinations of NYUAD scientists and mathematicians. Through the 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 chemistry capstone proposal. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year.

CHEM-AD 400-401
Capstone Research
Offered every semester
Fall 2014 and Spring 2015
The senior capstone experience in chemistry is designed to engage students in a long-term, mentored learning experience that cumulates in a piece of original research and/or scientific theory. The research project focuses on the art of scientific problem-solving through theoretical analysis and/or experimental and technical design. The capstone project provides an opportunity for students to use their knowledge and skills to identify and solve a problem or answer a question in the field of chemistry. The students design and execute a project under the guidance of a faculty mentor. The project culminates in a presentation and a written document of significant length that describes the work in detail.
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.

The goal of the program is to train students both in the fundamental principles of Computer Science and in related aspects of technology. To broaden the knowledge base of computer science majors and demonstrate the relevance of computer technology to other disciplines, Computer Science majors must complete a concentration (or major) in one of the following areas: Applied Mathematics; Economics; or Natural Science. (For a description of these concentrations, see pp. 209, 145, 183 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
This concentration has been discontinued. Students entering NYUAD fall 2014 or earlier should consult with the Registrar to determine if it is still possible for them to complete this concentration and should consider the concentration in Computer Science as an alternative.
## COMPUTER SCIENCE

### SAMPLE SCHEDULE

#### YEAR 1

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<tr>
<th>Semester</th>
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<tr>
<td>Fall</td>
<td><strong>CORE</strong></td>
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<tr>
<td>Spring</td>
<td><strong>CORE</strong></td>
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#### YEAR 2

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<td>Spring</td>
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#### YEAR 3

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<th>Semester</th>
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<td><strong>CORE</strong></td>
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<td>Spring</td>
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#### YEAR 4

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<th>Courses</th>
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<td><strong>CORE</strong></td>
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<tr>
<td>Spring</td>
<td><strong>GENERAL ELECTIVE</strong></td>
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### 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; Computer Networks; Software Eng.
- **4** Concentration (Applied Mathematics; Economics; or the Natural Sciences)
- **2** Electives
- **2** Capstone: Project and Seminar

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COMPUTER SCIENCE COURSES

COURSES FOR NON-MAJORS

CS-AD 111
Web Development and Programming
Offered occasionally
Prerequisite: The Language of Computers: Introduction to Programming Using Python (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 112
Application Development for Mobile Phone Devices
Prerequisites: Web Development and Programming (CS-AD 111), The Language of Computers: Introduction to Programming Using Python (COREI-AD 12) or Programming in Python (CS-AD 107)
Developing applications for mobile devices is a popular tool platform. In this course, students learn to develop applications using popular technologies for mobile devices such as the iPhone and the Google/T-Mobile phone.

CS-AD 113
Database Design and Web Implementation
Offered occasionally
Prerequisite: The Language of Computers: Introduction to Programming Using Python (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.

CS-AD 114
Flash Programming for the Web
Flash, the ubiquitous Web multimedia and programming platform, is powered by the increasingly sophisticated scripting language ActionScript. In learning essential ActionScript programming, students will explore the fundamentals of computer science while creating Internet applications, interactive animations, and computer games. As such, both a background in basic programming and in Web design are essential for this course.

CS-AD 115
Introduction to Game Programming
Prerequisites: Web Development and Programming (CS-AD 111); The Language of Computers: Introduction to Programming Using Python (COREI-AD 12) or Programming in Python (CS-AD 107)
Introduction to Game Programming exposes students to game design and programming for the World Wide Web. Students create their own interactive games using popular Web technologies such as JavaScript and Java applets.

COREI-AD 12
The Language of Computers: Introduction to Programming Using Python
Crosslisted with Core: Experimental Discovery in the Natural World

REQUIRED FOR MAJORS

CS-AD 101
Introduction to Computer Science
Offered every semester
Fall 2014 and Spring 2015
Computer Science faculty
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 2015
Prof. Ray
Prerequisite: Introduction to Computer Science (CS-AD 101)

Being able to handle large amounts of data using computer programs is becoming essential to all scientific and engineering disciplines. This course teaches students the principles of data organization in a computer and how to efficiently work with large-quantities of data. Students learn how to design data structures for representing information in computer memory, emphasizing abstract data types, their implementation, and algorithms using these representations. Topics include recursion, asymptotic analysis of algorithms, lists, stacks, queues, trees, hashing, priority queues, sorting, dictionaries, and Huffman Codes. This course is taught using Java.

CS-AD 104
Computer Systems Organization
Offered every year
Fall 2014
Prof. Chen
Prerequisite: 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 2015
Prof. Toussaint
Prerequisite: 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 106
Operating Systems
Offered every year
Spring 2015
Prof. Abouzied
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)

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.

CS-AD 209
Software Engineering
Offered every year
Spring 2015
Computer Science faculty
Prerequisite: Data Structures (CS-AD 103), Algorithms (CS-AD 105)

As the need for web and mobile applications grows every year, it is crucial that we use efficient software engineering techniques to design software applications. This course is an intense hands-on study of practical techniques and methods of software engineering. Topics include design patterns, refactoring, code optimization, universal modeling language, threading, advanced object-oriented design, user interface design, web and mobile development, and enterprise application development tools. All topics are integrated and applied during a semester-long group project. The aim of the project is to prepare students for dynamics in a real workplace, focusing on web and mobile applications.
Have you ever wondered how the Internet or Facebook are able to support a billion simultaneous users? This course teaches students the design and implementation of such Internet-scale networks and distributed systems. Students learn about the principles and techniques used to construct large-scale networks and distributed systems. Topics include routing protocols, network congestion control, wireless networking, overlay networks and applications, network security, peer-to-peer systems, and distributed storage systems. Upon completing this course students are able to initiate and critique research ideas, implement their own working systems, and evaluate such systems.

MATH-AD 111
Calculus with Applications
Fall 2014
Mathematics faculty
Spring 2015
Mathematics faculty
Crosslisted with Mathematics
May be replaced with Calculus (MATH-AD 110)

MATH-AD 131
Discrete Mathematics
Fall 2014
Prof. Pycke
Crosslisted with Mathematics
Pre- or Co-requisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)

COMPUTER SCIENCE ELECTIVES

CS-AD 170
Introduction to Computer Security
Offered occasionally
Prerequisites: Algorithms (CS-AD 105), Operating Systems (CS-AD 106)
Technology increasingly permeates every aspect of our lives (including communication, finance, health, utilities, etc.), and the security of the computer systems that enable these services has become a critical issue. This course is an introduction to fundamental cybersecurity concepts, principles, and techniques. In this course students learn basic cryptography, security/threat analysis, access control, auditing, security models, distributed systems security, and the theory behind common attack and defense techniques. The course goes over formal models as well as the inner workings of real-world security exploits, with emphasis on building hands-on experience.

CS-AD 210
Unix Tools
Offered occasionally
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)
The contents of this course will be regularly revised to track the developing technologies, so the following are only representative topics. Basic Unix tools, such as shells, windowing systems, awk, grep, and tar. Security using PGP and Truecrypt. Scripting languages, such as Perl. Collaborative tools such as version control systems and wikis. Typesetting systems such as LaTeX. Computational tools such as Matlab. Web development tools, such as HTML, Javascript, and CGI.

CS-AD 211
Programming Languages
Offered every year
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)
An in-depth examination of the four major categories of programming languages: imperative, object-oriented, functional, and logic languages. Specific languages will be chosen for illustration. Fundamental issues of programming languages, such as type systems, scoping, concurrency, modularization, control flow, and semantics, are discussed.

CS-AD 212
Artificial Intelligence
Offered every other year
Fall 2014
Prof. Toussaint
Prerequisites: Data Structures (CS-AD 103), Algorithms (CS-AD 105)
There are many cognitive tasks that people do easily and almost unconsciously but that have proven extremely difficult to program on a computer. Artificial intelligence is the problem of developing computer systems that can carry out these tasks. Topics to be covered include problem solving; automated reasoning; reasoning with uncertainty; machine learning; and applications such as computer vision, natural language processing, and planning.

CS-AD 213
Computer Architecture
Offered occasionally
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)
Fundamentals of computer design. Topics include instruction-set architecture, pipelining, branch prediction, dynamic scheduling, hardware speculation and super scalars, VLIW, memory system (cache and main memory), multiprocessing (snooping protocol and directory protocol), interconnection networks, and case studies.
CS-AD 214
Databases
Offered every year
Fall 2014
Prof. Abouzied
Prerequisites: Data Structures (CS-AD 103),
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: Data Structures (CS-AD 103),
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 the 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
Fall 2014
Prof. Ray
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
Prerequisite: The instructor’s consent
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
Every semester
Computer Science faculty
Prerequisite: Data Structures (CS-AD 103),
Algorithms (CS-AD 105), the instructor’s consent
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.

ECON-AD 217
Technology and Economic Development: Markets
and Networks
Prof. Nyarko
Crosslisted with Economics
Prerequisite: Principles of Microeconomics
(ECON-AD 101) or Introduction to Computer
Science (CS-AD 101)
CS-AD 390
Capstone Seminar
Offered every Fall and Spring
Fall 2014 and Spring 2015
Science faculty
The capstone seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD computer scientists and others in related fields. 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 computer science capstone proposal. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. Beginning in 2014-15 all science majors are expected to take this course in the junior year; it will be offered every semester.

CS-AD 400-401
Capstone Research
Offered every semester
Fall 2014 and Spring 2015
Science faculty
The senior Capstone Experience in computer science requires students to engage in a long-term, mentored learning experience that cumulates in a piece of original research. The specific project is developed during junior year as part of the Capstone Seminar. Students may carry out either an applied or theoretical project. Students choosing to complete an applied research project may develop a significant software application applying an efficient algorithmic-based solution to a fundamental problem in any field such as health, arts, environment, science, engineering, business, or education. A senior thesis comprising either an applied or theoretical research project should fit standards of publication as outlined by a top-tier international journal or conference.
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. 200, 145, 183 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**

**SAMPLE SCHEDULE**

**REQUIREMENTS FOR THE MAJOR**

16 courses, distributed as follows:

- **Required Courses:**
  - Calculus; Multivariable Calculus; Linear Algebra; Real Analysis; Ordinary Differential Equations; Probability & Statistics; Abstract Algebra 1

- **Concentration or major:**
  - Computer Science; Economics; or the Natural Sciences

- **Electives:**
  - 3 Electives

- **Capstone:**
  - 2 Capstone: Project and Seminar

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**YEAR 1**

**Fall Semester**

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

**Spring Semester**

- **CORE**
- **CORE**
- **LINEAR ALGEBRA**
- **MULTIVARIABLE CALCULUS**

**January Term**

- **GENERAL ELECTIVE**

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**YEAR 2**

**Fall Semester**

- **CORE**
- **CONCENTRATION 1**
- **REAL ANALYSIS 1**
- **ORDINARY DIFFERENTIAL EQUATIONS**

**Spring Semester**

- **CORE**
- **CONCENTRATION 2**
- **CONCENTRATION 3**
- **MATH ELECTIVE**

**January Term**

- **GENERAL ELECTIVE**

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**YEAR 3**

**Fall Semester**

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

**Spring Semester**

- **CORE**
- **INTRO TO PROBABILITY AND STATS.**
- **MATH ELECTIVE**
- **CAPSTONE SEMINAR**

**January Term**

- **GENERAL ELECTIVE**

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**YEAR 4**

**Fall Semester**

- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **ABSTRACT ALGEBRA 1**
- **CAPSTONE PROJECT**

**Spring Semester**

- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **CONCENTRATION 4**
- **MATH ELECTIVE**
MATH-AD 101
Mathematical Functions
Offered every Fall and Spring
Fall 2014
Prof. Major
A fundamental understanding of mathematical functions is critical before engaging in the rigors of calculus. This course examines single variable functions, including their algebraic and geometric properties. The course begins with a rigorous exploration of the following question: What is a function, and how can it be represented geometrically as a graph? The course delves into standard function manipulations and examines a range of mathematical functions, including polynomial, rational, trigonometric, exponential, and logarithmic functions. Placement into Mathematical Functions is decided by discussion with mentors and the results of a mathematics placement examination.

MATH-AD 102
Introduction to Vector Mathematics
Fall 2014
Prof. Major
Spring 2015
Prof. Major
A vector is a mathematical measure of change in magnitude and direction of a physical event. For example, a displacement from one location to another in a two or three dimensional space, or the quantity and direction of force applied to move an object are examples of vectors. This course studies the algebra of vector addition, subtraction and the dot product multiplication and cross product multiplication. The course further provides an in depth study of trigonometric functions, trigonometric equations and trigonometric identities including double angle and half angle formulas and their application. The concept of average rate of change limit and derivatives for both scalars and vectors two and three dimensional coordinates in Cartesian, spherical and polar form are discussed and the merits of each are presented. Systems of linear equations are presented using matrices and their properties including the inverse of a matrix to help solve linear systems. Finite and infinite sequences are discussed a comparison of real and complex numbers is reviewed and several applications of the algebra of complex numbers is presented to solidify how to use them in applications.

MATH-AD 111
Calculus with Applications
Offered every Fall and Spring
Fall 2014 and Spring 2015
Mathematics faculty
Crosslisted with Science and Engineering
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.

REQUIRED FOR MAJORS

MATH-AD 110
Calculus
Offered every year
Fall 2014
Prof. Camia
Crosslisted with Science and Engineering
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 (MATH-AD 111) may substitute for Calculus.
MATH-AD 112
Multivariable Calculus
Offered every semester
Fall 2014 and Spring 2015
Prof. Pycke
Spring 2015
Prof. Pycke; Mathematics faculty
Crosslisted with Science and Engineering
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
This course explores functions of several variables and has applications to science and engineering as well as economics. Specific topics include: vectors in the plane and space; partial derivatives with applications; double and triple integrals; spherical and cylindrical coordinates; surface and line integrals; and divergence, gradient, and curl. In addition, the theorems of Gauss and Stokes are rigorously introduced.

MATH-AD 116
Linear Algebra
Offered every semester
Fall 2014 and Spring 2015
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
Crosslisted with Engineering, Physics
In many applications of mathematics a response of some systems is nearly a linear function of the input. These linear systems, which arise in elasticity, in electrical engineering, and in economics for example, involve linear equations in many unknowns. The associated matrix algebra is a rich and beautiful 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 2014
Prof. Bouarroudj
Spring 2015
Mathematics faculty
Prerequisites: Multivariable Calculus (MATH-AD 112)
Co-requisites: Linear Algebra (MATH-AD 116)
Crosslisted with Engineering, Physics
Ordinary differential equations arise in virtually all fields of applied mathematics. Newton’s equations of motion, the rate equations of chemical reactions, the currents flowing in electric circuits, all can be expressed as ordinary differential equations. The solutions of these equations usually evolve a combination of analytic and numerical methods. The course studies first- and second-order equations, solutions using infinite series, Laplace transforms, linear systems, numerical methods.

MATH-AD 150
Introduction to Probability and Statistics
Offered every year
Spring 2015
Mathematics faculty
Prerequisites: Multivariable Calculus (MATH-AD 112)
Crosslisted with Physics
This course comprises a combination of the theory of probability and the mathematical foundations with techniques of modern statistical analysis. It is designed to acquaint the student with both probability and statistics in the context of their applications to the sciences. In probability: mathematical treatment of chance; combinatorics; binomial, Poisson, and Gaussian distributions; law of large numbers and the normal distribution; application to coin-tossing, radioactive decay, and so on. In statistics: sampling; normal and other useful distributions; testing of hypotheses; confidence intervals; correlation and regression; and applications to scientific, industrial, and financial data.

MATH-AD 201
Abstract Algebra 1
Offered every year
Fall 2014
Prof. Bouarroudj
Prerequisites: Linear Algebra (MATH-AD 116)
Algebra is a part of every field of mathematics, and has applications in the discrete systems of computer science. Fractions, together with their familiar laws of addition, multiplication, and division, provide an example of algebra. The complex numbers form another. This course introduces more general algebras, and their properties and applications. Topics considered in this course include groups, homomorphisms, automorphisms and permutation groups. Rings, ideals and quotient rings, Euclidean rings, and polynomial rings are also considered.

MATH-AD 231
Real Analysis 1
Offered every year
Fall 2014
Mathematics faculty
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
Analysis builds a more rigorous foundation for calculus and prepares the way for more advanced courses. The emphasis is on the careful formulation of the concepts of calculus, and the formulation and proof of key theorems. The goal is to understand the need for and the nature of a mathematical proof. The course studies the real number system, the convergence of sequences and series, functions of one real variable, continuity, connectedness, compactness, and metric spaces.
MATH-AD 131
Discrete Mathematics
Offered every year
Fall 2014
Prof. Pycke
Crosslisted with Computer Science
An introduction to discrete mathematics, emphasizing proof and abstraction, as well as the applications to the computational sciences. Topics include: sets, relations, and functions; graphs and trees; algorithms, proof techniques, and order of magnitude analysis; Boolean algebra and combinatorial circuits; Formal logic, formal languages, and automata; and combinatorics.

MATH-AD 202
Abstract Algebra 2
Offered every year
Spring 2015
Prof. Bouarroudj
Prerequisite: Abstract Algebra 1 (MATH-AD 201)
One of the most remarkable applications of abstract algebra is the solution of algebraic equations: for example, to finding the roots of a polynomial. This course develops the ideas needed to study this problem, culminating in the celebrated theory of Galois. The topics include extension fields and roots of polynomials, constructions with straight edge and compass. Unique factorization in rings, elements of Galois theory.

MATH-AD 210
Introduction to Cryptography
Offered every other year
Prerequisite: Algorithms (CS-AD 105)
An introduction to both the principles and practice of cryptography and its application to network security. Topics include: symmetric-key encryption (block ciphers, modes of operations, ES); message authentication (pseudorandom functions, CBC-MAC); public-key encryption (RSA, ElGamal); digital signatures (RSA, Fiat-Shamir); authentication applications (identification, zero-knowledge); and others, time permitting.

MATH-AD 211
Dynamical Systems
Offered every other year
Prerequisites: Linear Algebra (MATH-AD 116), Ordinary Differential Equations (MATH-AD 121)
Crosslisted with Physics
Many of the complex systems of natural science can be formulated as a dynamical system—one whose changes are determined only by the current state. These systems are typically nonlinear, and often exhibit the random behavior associated with chaos. Topics of the course include dynamics of maps and of first-order and second-order differential equations; stability, bifurcations, limit cycles, dissection of systems with fast and slow time scales. The geometric viewpoint, including phase planes, are stressed. Chaotic behavior is introduced in the context of one-variable maps (the logistic), fractal sets, etc. Applications are drawn from physics and biology.

MATH-AD 212
Functions of Complex Variables
Offered occasionally
Spring 2015
Mathematics faculty
Prerequisites: Multivariable Calculus (MATH-AD 112), Linear Algebra (MATH-AD 116), or the instructor’s consent
Crosslisted with Physics
Complex analysis is a powerful tool with diverse applications in mathematics, science, and engineering. Functions of a complex variable arise in elasticity, electrical engineering, and in fluid dynamics, to name a few examples. The geometrical content of analysis in the complex plane is especially appealing. Topics include: complex numbers and complex functions; differentiation and the Cauchy-Riemann equations, Cauchy’s theorem, and the Cauchy integral formula; singularities, residues, Taylor and Laurent series; fractional linear transformations and conformal mapping; analytic continuation; and applications to fluid flow.

MATH-AD 213
Introduction to Mathematical Modeling
Offered occasionally
Prerequisite: Multivariable Calculus (MATH-AD 112)
Often the most difficult part of the task of the applied mathematician is the formulation of an analyzable model in the face of a perplexing phenomenon or data set. This course is designed to give students an introduction to all aspects of this process. The course consists of several modules, each a self-contained problem, taken from biology, economics, and other areas of science. In the process the student experiences the formulation and analysis of a model and its validation by numerical simulation and comparison with data. The mathematical tools to be developed include dimensional analysis, optimization, simulation, probability, and elementary differential equations. The necessary mathematical and scientific background is developed as needed. Students participate in formulating models as well as in analyzing them.
MATH-AD 214  
**Numerical Methods**  
Offered occasionally  
Fall 2014  
Mathematics faculty  
**Prerequisites:** Multivariable Calculus (MATH-AD 112), Linear Algebra (MATH-AD 116)  
**Crosslisted with Physics**  
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 of topics ranging from simple root-finding procedures to differential equations and the finite element method.

MATH-AD 215  
**Number Theory**  
Offered occasionally  
**Prerequisite:** Linear Algebra (MATH-AD 116)  
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  
Fall 2014  
Mathematics faculty  
**Prerequisite:** 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 examples of such laws as embodied in the wave equation, the diffusion equation, and Laplace’s equation. The course also discusses nonlinear conservation laws and the theory of shock waves. Applications to physics, chemistry, biology, and population dynamics are given.

MATH-AD 218  
**Theoretical Mechanics**  
Offered occasionally  
**Prerequisites:** Linear Algebra (MATH-AD 116) and Ordinary Differential Equations (MATH-AD 121)  
This course provides a mathematical introduction to Lagrangian and Hamiltonian mechanics, and their application to rigid body motion and systems of many degrees of freedom. Topics to be studied include the basic conservation laws, motions of a rigid body, Hamilton’s equations, Canonical transformations, and the Hamilton-Jacobi equation.

MATH-AD 221  
**Vector Analysis**  
Offered every year  
**Prerequisites:** Multivariable Calculus (MATH-AD 112), Linear Algebra (MATH-AD 116)  
This course is designed as a review of the calculus of several variables with emphasis on vector methods. Topics to be treated include: functions of several variables; partial derivatives, chain rule, change of variables, Lagrange multipliers; inverse and implicit function theorems; vector calculus (divergence, gradient, and curl); theorems of Gauss, Green, and Stokes with applications to fluids, gravity, electromagnetism, and the like. The course also treats an introduction to differential forms and degree and fixed points of mappings with applications.

MATH-AD 232  
**Real Analysis 2**  
Offered every year  
**Prerequisite:** Real Analysis 1 (MATH-AD 231)  
The second part of the analysis series is devoted to the calculus of functions of several variables. The transition from a single variable to many variables involves important new concepts, which are essential to understanding applications to natural world. Topics: The rigorous study of functions of several variables, limits and continuity, differentiable functions, the implicit function theorem, transformation of multiple integrals, the Riemann integral.

MATH-AD 298-299  
**Directed Study**  
**Every semester**  
Mathematics faculty  
This course is intended for students who are highly motivated and seek the opportunity to conduct field research with a faculty sponsor from the NYUAD program in Mathematics. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member.
MATH-AD 320
Special Topics in Mathematics

MATH-AD 331
Topology
Offered every other year
Fall 2014
Mathematics faculty
Prerequisite: Real Analysis 1 (MATH-AD 231)
Topology is a major branch of mathematics, which is concerned with the geometry of sets of points in space of arbitrary dimension. One aspect of the subject deals with the classification of sets based upon their structure, not their specific shape. Topology has applications in physics, biology, and dynamical systems. The material includes metric spaces, topological spaces, compactness, connectedness, covering spaces, and homotopy groups.

POLSC-AD 112
Introduction to Game Theory
Spring 2015
Prof. Paik
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) or Mathematics for Social Scientists I (SOCSC-AD 101)
Crosslisted with Economics, Political Science, Social Research and Public Policy

PHYS-AD 300
Mechanics
Fall 2014
Prof. Arneodo
Prerequisite: Foundations of Science 1-6 (SCIEN-AD 101-114); Linear Algebra (MATH-AD 116) or Ordinary Differential Equations (MATH-AD 121)
Crosslisted with Physics

CAPSTONE EXPERIENCE

MATH-AD 390
Capstone Seminar
Offered every semester
Fall 2014 and Spring 2015
The capstone seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD mathematicians and others in related fields. 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 mathematics capstone proposal. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. Beginning in 2014-15 all science majors are expected to take this course in the junior year; it will be offered every semester.

MATH-AD 400-401
Capstone Project
Offered every semester
Fall 2014 and Spring 2015
Science faculty
The senior Capstone Experience in mathematics requires students to engage in a long-term, mentored learning experience. Students in the mathematics major are expected to engage with an active research topic and explore the existing literature. A senior thesis will be written according to the standards of articles published in major international journals.
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 Foundations of Science 1-6 and 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
SAMPLE SCHEDULE

YEAR 1
Fall Semester
- CORE
- FOUNDATIONS OF SCIENCE 1
- FOUNDATIONS OF SCIENCE 2
- CALCULUS WITH APP. OR CALCULUS
- January Term

Spring Semester
- MULTI-VARIABLE CALCULUS
- FOUNDATIONS OF SCIENCE 3
- FOUNDATIONS OF SCIENCE 4
- ELECT. & RELATIVITY
- GENERAL ELECTIVE

YEAR 2
Fall Semester
- CORE
- FOUNDATIONS OF SCIENCE 5
- FOUNDATIONS OF SCIENCE 6
- LINEAR ALGEBRA
- January Term

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

YEAR 3
Fall Semester
- CORE
- MECHANICS
- QUANTUM MECHANICS
- ORDINARY DIFFERENTIAL EQUATIONS
- January Term

Spring Semester
- CORE
- ELECTRICITY AND MAGNETISM
- ADVANCED PHYSICS LAB
- CAPSTONE SEMINAR
- GENERAL ELECTIVE

YEAR 4
Fall Semester
- CORE
- STATISTICAL MECHANICS
- PHYSICS ELECTIVE
- CAPSTONE PROJECT

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

REQUIREMENTS FOR THE MAJOR
19 courses, distributed as follows:
- 6 Foundation of Science 1–6
- 4 Mathematics courses: Calc.; Multivariable Calc.; Linear Algebra; Ordinary Differential
- 1 Physics Elective
- 2 Capstone: Seminar and Project

FOUNDATION OF SCIENCE 1–6
- Mechanics;
- Electromagnetism and Special Relativity;
- Electricity and Magnetism;
- Quantum Mechanics;
- Statistical Mechanics & Thermodynamics;
- Adv. Physics Lab

4 Mathematics courses: Calc.; Multivariable Calc.; Linear Algebra; Ordinary Differential

1 Physics Elective

2 Capstone: Seminar and Project

REQUIREMENTS FOR THE MAJOR
19 courses, distributed as follows:
- 6 Foundation of Science 1–6
- 4 Mathematics courses: Calc.; Multivariable Calc.; Linear Algebra; Ordinary Differential
- 1 Physics Elective
- 2 Capstone: Seminar and Project

FOUNDATION OF SCIENCE 1–6
- Mechanics;
- Electromagnetism and Special Relativity;
- Electricity and Magnetism;
- Quantum Mechanics;
- Statistical Mechanics & Thermodynamics;
- Adv. Physics Lab

4 Mathematics courses: Calc.; Multivariable Calc.; Linear Algebra; Ordinary Differential

1 Physics Elective

2 Capstone: Seminar and Project
PHYSICS COURSES
REQUIRED FOR MAJORS

FOUNDATIONS OF SCIENCE 1-6

PHYS-AD 100
Electromagnetism and Special Relativity
Offered every year
Spring 2015
Prof. Russell
Prerequisites: Foundations of Science 1-2; Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
2 credits
This course is intended to give students a deeper understanding of electricity and magnetism at the introductory level, a bridge between FoS 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.

PHYS-AD 300
Mechanics
Offered every year
Fall 2014
Prof. Arneodo
Prerequisites: Foundations of Science 1-6; Linear Algebra (MATH-AD 116) or Ordinary Differential Equations (MATH-AD 121), or the instructor’s consent
Crosslisted with Mathematics
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.

PHYS-AD 301
Electricity and Magnetism
Offered every year
Spring 2015
Prof. Roberts
Prerequisites: Foundations of Science 1-6; Multivariable Calculus (MATH-AD 112), or the instructor’s consent
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.

PHYS-AD 302
Quantum Mechanics
Offered every year
Fall 2014
Prof. Zaw
Prerequisites: Foundations of Science 1-6; Linear Algebra (MATH-AD 116), or the instructor’s consent
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.

PHYS-AD 303
Advanced Physics Laboratory
Offered every year
Spring 2015
Prof. Arneodo
Prerequisites: Foundations of Science 1-6 or the instructor’s consent
In this course the students will assemble and perform some key experiments of modern physics, testing their capabilities as experimental physicists beyond what is already done in previous courses. Some of the experiments are: muon decay, two-slit interference, interferometry, Fabry-Perot cavity, nuclear magnetic resonance. Students will perform all phases of the experiments starting from the initial step to presenting their results in a final seminar after analyzing the data and writing a short paper. They will work in groups (max 3 people), refining their communication and collaboration skills.

PHYS-AD 305
Statistical Mechanics and Thermodynamics
Offered every year
Fall 2014
Prof. Roberts
Prerequisites: Quantum Mechanics (PHYS-AD 302) or the instructor’s consent
Quantum Mechanics or the instructor’s consent
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.

MATH-AD 111
Calculus with Applications
Fall 2014 and Spring 2015
Mathematics faculty
Crosslisted with Mathematics
May be replaced with Calculus (MATH-AD 110)
MATH-AD 112  
**Multivariable Calculus**  
*Fall 2014*  
*Prof. Pycke*  
*Spring 2015*  
*Prof. Pycke:*  
*Mathematics faculty*  
*Prerequisites:* Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)  
*Crosslisted with Mathematics*

MATH-AD 116  
**Linear Algebra**  
*Fall 2014*  
*Mathematics faculty*  
*Spring 2015*  
*Mathematics faculty*  
*Prerequisites:* Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)  
*Crosslisted with Mathematics*

MATH-AD 121  
**Ordinary Differential Equations**  
*Fall 2014*  
*Prof. Bouarroudj*  
*Spring 2015*  
*Mathematics faculty*  
*Prerequisites:* Multivariable Calculus (MATH-AD 112)  
*Co-requisites:* Linear Algebra (MATH-AD 116)  
*Crosslisted with Mathematics*

**ELECTIVES**

PHYS-AD 298-299  
**Directed Study**  
*Physics faculty*  
*Prerequisites:* Declaration of Physics major and the instructor’s consent  
This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in physics. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in 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.

PHYS-AD 310  
**Solid State Physics**  
*Offered occasionally*  
*Prerequisite:* Quantum Mechanics (PHYS-AD 302)  
Solid state physics cover the principles of crystallography; crystal structure; lattice vibrations; band theory—metals and insulators; semiconductors; magnetism; and superconductivity. Topics of current interest such as high temperature superconductivity, quantum Hall Effect, and fullerenes may be included, depending on interest.

PHYS-AD 312  
**Advanced Quantum Mechanics**  
*Offered every other year*  
*Prerequisites:* Quantum Mechanics (PHYS-AD 302)  
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.

PHYS-AD 313  
**Computational Physics**  
*Offered every other year*  
*Prerequisites:* Foundations of Science 1-6, Ordinary Differential Equations (MATH-AD 121), or the instructor’s consent  
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.

PHYS-AD 314  
**Astrophysics**  
*Offered every other year*  
*Co-requisite:* Statistical Mechanics and Thermodynamics (PHYS-AD 305) or the instructor’s consent  
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.

PHYS-AD 315  
**Particle Physics**  
*Offered every other year*  
*Spring 2015*  
*Prof. Zaw*  
*Prerequisite:* Quantum Mechanics (PHYS-AD 302) or the instructor’s consent  
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.

PHYS-AD 316  
**Special Topics in Physics**  
*Offered occasionally*
Multi-Wave Astronomy
Fall 2014
Prof. Russell
Prerequisite: The instructor’s consent
Multi-wavelength Astronomy is more an observational science than an experimental one. The prime source of our information is light, and until the 20th century, that meant only optical light, but starting with the discovery of cosmic radio waves in 1931, the rest of the electromagnetic spectrum has been opened up to astronomers. Each region of the spectrum (radio, microwave, infrared, optical, X-ray, and gamma-ray) requires different detection technologies and analysis techniques. Each waveband tells us about different aspects of astronomical sources and the Universe as a whole. This course will provide an overview of multi-wavelength astronomy: the telescopes, techniques, emission mechanisms, sources, and primary science questions relevant to each observing band. A good understanding of basic physics will be assumed, but no specialized knowledge in astronomy or advanced physics topics is required.

BIOL-AD 230
Biophysics
Spring 2015
Prof. Magzoub
Prerequisites: Foundations of Science 1-6; Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
Crosslisted with Biology

CHEM-AD 203
Physical Chemistry Laboratory
Fall 2014
Prof. Naumov
Prerequisites: Physical Chemistry: Thermodynamics and Kinetics (CHEM-AD 103) or Physical Chemistry: Spectroscopy and Quantum Mechanics (CHEM-AD 104)
Crosslisted with Chemistry

ENGR-AD 222
Electronics
Prerequisites: Circuits Fundamentals (ENGR-AD 119)
Crosslisted with Engineering

MATH-AD 150
Introduction to Probability and Statistics
Spring 2015
Mathematics faculty
Prerequisites: Multivariable Calculus (MATH-AD 112)
Crosslisted with Mathematics

MATH-AD 211
Dynamical Systems
Prerequisites: Linear Algebra (MATH-AD 116), Ordinary Differential Equations (MATH-AD 121)
Crosslisted with Mathematics

MATH-AD 212
Functions of Complex Variables
Spring 2015
Mathematics faculty
Prerequisites: Multivariable Calculus (MATH-AD 112), Linear Algebra (MATH-AD 116), or the instructor’s approval
Crosslisted with Mathematics

MATH-AD 214
Numerical Methods
Fall 2014
Mathematics faculty
Prerequisites: Multivariable Calculus (MATH-AD 112), Linear Algebra (MATH-AD 116)
Crosslisted with Mathematics

MATH-AD 216
Partial Differential Equations
Fall 2014
Mathematics faculty
Prerequisites: Ordinary Differential Equations (MATH-AD 121)
Crosslisted with Mathematics

CAPSTONE EXPERIENCE

PHYS-AD 390
Capstone Seminar
Offered every semester
Fall 2014 and Spring 2015
Science faculty
The capstone seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD physicists and others in related fields. Through exposure to NYUAD faculty research, students will identify 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 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 semester.

PHYS-AD 400-401
Capstone Research
Offered every semester
Fall 2014 and Spring 2015
Science faculty
The senior Capstone Experience in physics requires students to engage in a long-term, mentored learning experience that cumulates in a piece of original research and/or scientific theory. The specific project is developed during junior year as part of the Capstone Seminar. During the Capstone Project, the proposed work will come to fruition in the form of a research paper that fits standards of publication as outlined by either the American Physical Society or the American Astronomical Society.
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
## Requirements for the Major

12 courses, distributed as follows:

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<th>Year 1</th>
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### Capstone:
- Seminar and Project

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<tr>
<td>advanced electives, at least one of which has a lab component</td>
<td>capstone: seminar and project</td>
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</tbody>
</table>

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

### General Electives:
- At least one of which has a lab component

**Sample Schedule**

**2014-15 Science and Mathematics | Psychology**
PSYCHOLOGY COURSES

COURSES FOR NON-MAJORS

PSYCH-AD 100
Introduction to Linguistics
Offered occasionally
Spring 2015
Psychology faculty
This course offers an introduction to linguistics, the scientific study of language. The focus of linguistics within the cognitive sciences is to understand how it is that humans are able to speak and understand natural language, how they acquire this ability, and how they put it to use. The ability to speak and understand language is unique to humans and universally represented within the species. 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. This course is available for all students but will not count towards the Psychology major.

POLSC-AD 115
Political Psychology
Crosslisted with Political Science

REQUIRED FOR MAJORS

PSYCH-AD 101
Introduction to Psychology
Offered every year
Fall 2014
Prof. von Suchodoletz
Spring 2015
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 2015
Prof. Quadflieg
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.

PSYCH-AD 105
Introduction to Biopsychology
Offered every year
Spring 2015
Prof. Sreenivasan
Biopsychology is concerned with the biological basis of psychological processes and behaviors. In this course, students discover connections between psychology and biology, pharmacology, endocrinology, as well as genetics. In particular, students get to know the structure, function and development of the human nervous and hormone system and discuss how such systems can give rise to basic sensory, motor, cognitive and motivational processes that characterize the human mind. Additionally, through learning about the effects of brain damage, students gain insights on how pathological thoughts and behaviors can be rooted in physiological causes. Finally, students develop a basic understanding of the methodologies used in biopsychology and evaluate the contributions as well as limitations of these approaches.

SOCSC-AD 110
Statistics for the Social and Behavioral Sciences
Fall 2014
Prof. Ouazad; Prof. Ezgi
Spring 2015
Prof. Ouazad; Prof. Ezgi
Note: May substitute Statistics and Probability for the Social Sciences (SOCSC-AD 113)
PSYCHOLOGY ELECTIVES

PSYCH-AD 110
Cognition
Offered every year
Spring 2015
Prof. Almeida
Crosslisted with Biology
Prerequisite: Introduction to Psychology (PSYCH-AD 101)
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
Prerequisite: Introduction to Psychology (PSYCH-AD 101)
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
Fall 2014
Psychology faculty
Prerequisite: 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
Fall 2014
Psychology faculty
Spring 2015
Psychology faculty
Crosslisted with Social Research and Public Policy
Prerequisite: Introduction to Psychology (PSYCH-AD 101)
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 152
Culture and Context
Prerequisite: Introduction to Psychology (PSYCH-AD 101)
In-depth examination of the cultural and contextual factors and how these factors influence every aspect of psychological theory, practice and research. Major theories, assessment approaches, practice and research in psychology are critiqued by investigating universalistic principles, behavior and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class and value differences.

PSYCH-AD 153J
Culture, Context, and Psychology
Offered occasionally
January Term 2015 (Abu Dhabi)
Prof. Way
Prerequisite: 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
Motivation and Volition
Offered every other year
Spring 2015
Prof. von Suchodoletz
Prerequisite: 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 PSYCHOLOGY ELECTIVES

PSYCH-AD 190
Special Topics
Offered occasionally
Prerequisites: The instructor’s consent
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
Directed Study
Fall 2014 and Spring 2015
Psychology faculty
Prerequisites: Introduction to Psychology (PSYCH-AD 101), Research Methods in Psychology (PSYCH-AD 102), Introduction to Biopsychology (PSYCH-AD 105), Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or Statistics and Probability for the Social Sciences (SOCSC-AD 113) or Introduction to Probability and Statistics (MATH-AD 150), the instructor’s consent
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 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.

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 311
Cognitive Neuroscience
Offered occasionally
Prerequisites: Introduction to Psychology (PSYCH-AD 101), Research Methods in Psychology (PSYCH-AD 102)
The frontal cortex is thought to be a key cortical area important for the integration of sensory and motor information. Many cognitive and emotional facets of our behavior that make us unique as humans are thought to depend on the frontal cortex, which accounts for almost 1/3 of the cortical surface of the entire brain. In this course we cover important neuropsychological patient studies and theories as well as human and animal empirical studies into the structure and physiology of the frontal lobes as they relate to higher cognitive functions.

PSYCH-AD 312
Decisionmaking
Prerequisites: Introduction to Psychology (PSYCH-AD 101), Research Methods in Psychology (PSYCH-AD 102)
This course focuses in depth on a single aspect of thinking: decision-making. Decision-making is a critical part of every person’s life, as we make decisions about major life events such as what college to go to (if any), whether to get married, or what career to follow, down to trivial decisions about which bagel to order or where to sit in a class. We examine formal theories of how people/should/make decisions, as well as many studies on whether people are good or even rational decision maker.

PSYCH-AD 313
Economic Psychology
Prerequisites: Introduction to Psychology (PSYCH-AD 101), Research Methods in Psychology (PSYCH-AD 102)
This course introduces important concepts from psychology and behavioral economics, offering new ways of thinking about subjects as varied as personality, the dynamics of social groups, and the ways in which emotion affects decision making. The course is divided into two parts, the first concentrating on the psychology of individual decision making and the second emphasizing the social psychology of group behavior. In each
case, the focus is on how behavioral research might potentially enrich “classical” economic theories, such as the choice-based theory of revealed preference. The course then applies these concepts to various topics within the social sciences, including the study of systematic biases in group decision-making, the role of the media and political advertising, race relations, the legitimacy of government institutions, and the formation of opinions and ideologies.

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 315
**Psychology of Language**
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 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.

PSYCH-AD 318
**Psychology of Language**
**Prerequisites:** Introduction to Psychology (PSYCH-AD 101), Research Methods in Psychology (PSYCH-AD 102)
Examines theories and research concerning the cognitive processes and linguistic representations that enable language comprehension and production. Topics include speech perception, visual processes during reading, word recognition, syntactic processing, and semantic/discourse processing.

PSYCH-AD 320
**Lab in Cognitive Neuroscience: MEG**
Offered occasionally
**Prerequisite:** Introduction to Probability and Statistics (MATH-AD 150) or 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 (NeLLab), 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.

PSYCH-AD 321
**Lab in Cognitive Control**
**Fall 2014**
Prof. Sreenivasan
**Prerequisites:** Introduction to Psychology (PSYCH-AD 101), Research Methods in Psychology (PSYCH-AD 102)
This course examines the mind and brain of cognitive control—the ability to flexibly adapt our behaviors to achieve our goals. Students will be introduced to key psychological and neuroscientific concepts in the fields of attention, memory, decision-making, and motor control. Discussions will focus on original research, and will involve interactive demonstrations and/or data collection to reproduce seminal research findings. Additionally, the course will cover the brain systems involved in cognitive control, as well as the various tools that researchers use to investigate cognition. As part of the course, students will present and critique research from primary sources, and will write a research proposal aimed at answering novel questions about cognitive control.
PSYCH-AD 390

Capstone Seminar
Offered every semester
Fall 2014 and Spring 2015
Science faculty
The capstone seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD psychologists and others in related fields. 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 so that students can begin the Capstone Project by 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 semester.

PSYCH-AD 400-401

Capstone Research
Offered every semester
Fall 2014 and Spring 2015
Science faculty
The senior Capstone Experience in psychology requires students to engage in a long-term, mentored learning experience that cumulates in a piece of original research and/or scientific theory. The specific project is developed during junior year as part of the Capstone Seminar. During the Capstone Project, the proposed work will come to fruition in the form of a research thesis that should comprise 4000 to 5000 words and must comply with formatting standards as outlined by the American Psychological Association. In addition, students are expected to present their work as part of the capstone festival, either as a poster or an oral presentation.
ENGINEERING
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 (ie2) into all phases of study. Through ie2 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 NYU Polytechnic School of Engineering.

The Engineering program draws upon courses across an array of disciplines. The liberal arts core provides the intellectual breadth, a “license to learn,” preparing students to thrive in a multicultural globalized world and equipped to learn and adapt quickly in areas that evolve with ever-increasing swiftness. Students gain a firm grounding across various science and engineering fields that underscore the technical component of an engineering education, but they also draw upon courses across the curriculum to develop an understanding of cultural, political, economic, environmental, and public safety considerations that are integral to engineering solutions. In their engineering courses, students are involved in the design process and the progression of technological inventions from concept through product development and market feasibility.

Engineering majors take Foundations of Science 1-4, a four-course sequence, in their first year followed by Engineering Common Courses, a series of eight half-courses and one full course (equivalent to five full courses). Engineering Common Courses explores fundamental engineering topics of importance to all engineering disciplines, including mechanics, conservation laws, materials science,
digital logic, instrumentation, electrical circuits, experimental methods, simulation methods, and design, 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 on 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 formally specialize in one of these areas. (Please note that General Engineering students in the classes of 2014 or 2015, 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). All students are urged to consult the Engineering Curriculum Handbook that details the various pathways for all disciplines and specializations, as well as suggested course sequences for studying away. The Engineering Curriculum Handbook is available on the intranet and from the engineering division office.

Outstanding and highly motivated students may participate in special opportunities for directed study, summer laboratory research, internships, and other enhancements. Upper-level students may become involved in research projects in faculty laboratories and participate in internship and incubator activities, gaining hands-on experience working side by side with faculty and companies. Interested students should discuss these options with their faculty mentor and seek approval from the Dean of Engineering.
GENERAL ENGINEERING

SAMPLE SCHEDULE

YEAR 1

Fall Semester
- **CORE**
- **FOUNDATIONS OF SCIENCE 1**
- **FOUNDATIONS OF SCIENCE 2**
- **CALCULUS WITH APPS. OR CALCULUS**

Spring Semester
- **CORE**
- **FOUNDATIONS OF SCIENCE 3**
- **FOUNDATIONS OF SCIENCE 4**
- **MULTI-VARIABLE CALCULUS**

YEAR 2

Fall Semester
- **CORE**
- **INTRO TO COMPUTER SCIENCE**
- **LINEAR ALGEBRA**
- **ORDINARY DIFFERENTIAL EQUATIONS**

Spring Semester
- **ECC: EXP. MTHDS.**
- **ECC: STATICS**
- **ECC: DIG. LOGIC**
- **ENGINEERING ELECTIVE**

YEAR 3

Fall Semester
- **CORE**
- **GENERAL ELECTIVE**
- **ENGINEERING ELECTIVE**
- **ENGINEERING ELECTIVE**

Spring Semester
- **GENERAL ELECTIVE**
- **ECC: INSTRUMENTATION**
- **ENGINEERING ELECTIVE**
- **ENGINEERING ELECTIVE**

YEAR 4

Fall Semester
- **CORE**
- **GENERAL ELECTIVE**
- **ENGINEERING ELECTIVE**
- **CAPSTONE SEMINAR**

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

Requirements for the Major:
22 courses, distributed as follows:

- 4 Foundations of Science 1-4
- 4 Mathematics Courses
- 1 Introduction to Computer Science
- 6 Engineering Electives
- 2 Capstone: Project and Seminar

Sample Schedule
### REQUIREMENTS FOR THE MAJOR

23 courses, distributed as follows:

<table>
<thead>
<tr>
<th>CORE</th>
<th>FOUNDATIONS OF SCIENCE 1</th>
<th>FOUNDATIONS OF SCIENCE 2</th>
<th>CALCULUS WITH APPS. OR CALCULUS</th>
<th>CORE</th>
<th>FOUNDATIONS OF SCIENCE 3</th>
<th>FOUNDATIONS OF SCIENCE 4</th>
<th>MULTI-VARIABLE CALCULUS</th>
<th>January Term</th>
<th>CORE</th>
<th>ECC: DES. INNO.</th>
<th>Summer Term</th>
<th>MATERIALS</th>
</tr>
</thead>
</table>

### YEAR 1

**Fall Semester**
- CORE
- FOUNDATIONS OF SCIENCE 1
- FOUNDATIONS OF SCIENCE 2
- CALCULUS WITH APPS. OR CALCULUS

**Spring Semester**
- CORE
- FOUNDATIONS OF SCIENCE 3
- FOUNDATIONS OF SCIENCE 4
- MULTI-VARIABLE CALCULUS

### YEAR 2

**Fall Semester**
- CORE
- INTRO TO COMPUTER SCIENCE
- LINEAR ALGEBRA
- DIFF. EQS. OR DISCRETE MATH

**Spring Semester**
- ECC: STATICS
- ECC: EXP. METH.
- CONS. LAW
- ECC: CIRCUITS
- ENG. A
- ENG. B

### YEAR 3

**Fall Semester**
- CORE
- ENG. C
- ENG. D
- ENG. E
- ENG. F
- ENG. G
- ENG. H

**Spring Semester**
- GENERAL ELECTIVE
- ECC: INSTRUMENTATION
- ENG. I
- ENG. J
- ENG. K
- ENG. L

### YEAR 4

**Fall Semester**
- CORE
- GENERAL ELECTIVE
- ENG. M
- ENG. N
- CAPSTONE SEMINAR

**Spring Semester**
- CORE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CAPSTONE PROJECT
<table>
<thead>
<tr>
<th>ENGINEERING REQUIREMENTS</th>
<th>CIVIL ENGINEERING</th>
<th>MECHANICAL ENGINEERING</th>
<th>COMPUTER ENGINEERING</th>
<th>ELECTRICAL ENGINEERING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG: A</td>
<td>Dynamics (ENGR-AD 239)</td>
<td>Dynamics (ENGR-AD 239)</td>
<td>Advanced Digital Logic (ENGR-AD 201)</td>
<td>Advanced Digital Logic (ENGR-AD 201)</td>
</tr>
<tr>
<td>ENG: C</td>
<td>Structural Components Analysis (ENGR-AD 335)</td>
<td>Structural Components Analysis (ENGR-AD 335)</td>
<td>Computer Networks (ENGR-AD 208)</td>
<td>Engineering Analysis I (ENGR-AD 194)</td>
</tr>
<tr>
<td>ENG: D</td>
<td>Fluid Mechanics (ENGR-AD 231)</td>
<td>Fluid Mechanics (ENGR-AD 231)</td>
<td>Engineering Analysis II (ENGR-AD 195)</td>
<td></td>
</tr>
<tr>
<td>ENG: E</td>
<td>Project Management (ENGR-AD 296)</td>
<td>Thermodynamics (ENGR-AD 233)</td>
<td>Computer Organization and Architecture (ENGR-AD 206)</td>
<td>Analytical Methods (ENGR-AD 190)</td>
</tr>
<tr>
<td>ENG: G</td>
<td>Transportation Engineering (ENGR-AD 344)</td>
<td>Vibrations (ENGR-AD 232) or Comp Aid Des (ENGR-AD 230)</td>
<td>Data Structures and Algorithms (ENGR-AD 204)</td>
<td>Electronics (ENGR-AD 222)</td>
</tr>
<tr>
<td>ENG: H</td>
<td>Machine Component Design (ENGR-AD 333)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ENG: K and L</td>
<td>Geotechnical Engineering (ENGR-AD 342)</td>
<td>MechE Elective</td>
<td>CompE Elective</td>
<td>ElecE Elective</td>
</tr>
<tr>
<td>ENG: N</td>
<td>Civ E Design Elective</td>
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</tbody>
</table>
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.

**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 Common Courses 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 Common Courses (16 credits)

**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. 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. Study away possibilities are 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 could study away during 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.

Courses at NYU Polytechnic School of Engineering often earn different numbers of credits than courses at NYUAD. This is generally not an issue in meeting major graduation requirements. However, because of specific accreditation requirements, engineering majors must complete minimum of 48 credits of engineering courses, 16 credits of science courses, and 16 credits of mathematics courses, all with grades of C or higher.

Students should discuss study away plans with their faculty mentors well in advance in order to develop a program of study that allows them to pursue their interests while progressing towards timely completion of degree requirements. A study away semester in New York may be combined with summer research opportunities at the New York campus.

**CAPSTONE DESIGN PROJECT**

The goal of the Capstone Design Project is to provide students with a major design experience that leverages the knowledge and skills acquired through their undergraduate studies and co-curricular experiences. Its structure includes a process of design with measurable metrics, and incorporation of appropriate engineering standards and multiple realistic constraints. Emphasis is placed on clearly framing the design problem and following the design process to result in an optimized design solution. Students are encouraged to build prototypes of their designs and seek validation of their solutions through simulations and experiments, as appropriate.

The Capstone Project aims to be collaborative and trans-disciplinary across several engineering streams. The emphasis is on students applying the design process to solve real-world problems in a 21st century, global context. The projects address engineering and technology topics that overlap with the sciences, social sciences, liberal arts or business. The Capstone provides an opportunity to integrate technical, human, aesthetic, business, and ethical concerns with engineering design. Students practice critical skills in communication, team-building, and project management. There is a mid-semester review of the projects. Students complete their design, as well as build and test their prototypes, if applicable, in spring semester. The senior year culminates in a comprehensive project report and design review by a committee of faculty and other professionals.
INTERNSHIPS
Prerequisite: Permission of faculty mentor
NYUAD Engineering students have the opportunity to engage in meaningful real-world work experience in one of the approved organizations in the UAE, US, 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 biodegradable materials, micro-biodevices, and use of wireless and computer technologies in patient care round out some of the areas that draw from several different engineering disciplines.
Engineering Common Courses 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 and the Summer Term, respectively, of the first year; Engineering Statics, Conservation Laws in Engineering, Digital Logic, and Circuits Fundamentals in the second year; and Experimental Methods, Simulation and Computational Methods, Instrumentation, Sensors, and Actuators in the third year.

ENGR-AD 020
Tools for Engineers
Offered every year
Summer 2015
Prof. Karau
Prerequisite: Design and Innovation (ENGR-AD 110)
Lecture and laboratory
0 credits, 1 week workshop
Real-world engineering problems require engineers with theoretical mastery of their chosen field as well as dexterity with a broad range of digital tools. Students in this course solve an engineering design challenge that requires utilization of best-practice design methods, application of contemporary digital tools, and discussion of ethical principles. The course has two components, a lecture and a lab, held each day. In lecture, short crash-courses are presented on specific topics and tools to quickly and deeply expose students to new subject matter. During lab sessions, student groups work on their design projects.

ENGR-AD 110J
Design and Innovation
Offered every year
January Term 2015 (Abu Dhabi)
Profs. 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 2015
Prof. Panicker
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111), Foundations of Science 1-2
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, Coulomb friction, centroid, center of mass and moments of inertia.

ENGR-AD 112
Conservation Laws in Engineering
Offered every year
Spring 2015
Prof. Khapli
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111), Foundations of Science 1-2
Lecture and laboratory included
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—will be 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 2015
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 2015
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. The measurement system in an engineering context and practical examples of measurement systems and how they work will be discussed, as will be professional ethics within this context. Students will be introduced to the basic concepts in dynamic measurements, first order systems, rejection of data and Chauvenet’s criterion.

ENGR-AD 116
Instrumentation, Sensors, Actuators
Offered every year
Spring 2015
Prof. Eid
Prerequisite: Circuits Fundamentals (ENGR-AD 119)
Lecture and laboratory included
The course focuses on electrical circuits and components, passive and active filtering for signal conditioning, dynamic measurement system response characteristics, analog signal processing, digital representation, data acquisition, sensors, actuators and actuator characteristics. Studies of measurement systems via computer simulation also are discussed. The laboratory experiments draw upon examples from all disciplines of engineering such as data acquisition, operational amplifiers, temperature measurement, and motion and force measurements.

ENGR-AD 117
Simulation and Computational Methods
Offered every year
Spring 2015
Prof. Cook
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) and Introduction to Computer Science (CS-AD 101)
Recommended: Ordinary Differential Equations (MATH-AD 121)
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
May–June, 2015 (4 weeks)
Prof. Coelho
Lecture and laboratory included
2 credits
Designed as a first course in materials, this course will introduce 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 2015
Prof. Eid
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, Thevenin’s and Norton’s theorems, and source free and forced responses of RL, RC and RLC circuits. The labs cover various electric circuits concepts such as demonstrating current and voltage division laws, Thevenin’s and Norton’s equivalent circuit, and RL, RC, and RLC circuits analysis.

REQUIRED MATH COURSES

MATH-AD 111
Calculus with Applications
Fall 2014, Spring 2015
Mathematics faculty
Discussion section included
This course may be replaced with Calculus (MATH-AD 110)

MATH-AD 112
Multivariable Calculus
Fall 2014, Spring 2015
Mathematics faculty
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
Crosslisted with Mathematics

MATH-AD 116
Linear Algebra
Fall 2014, Spring 2015
Mathematics faculty
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
Crosslisted with Mathematics

MATH-AD 121
Ordinary Differential Equations
Fall 2014, Spring 2015
Mathematics faculty
Prerequisite: Multivariable Calculus (MATH-AD 112)
Corequisites: Linear Algebra (MATH-AD 116)
Note: Computer Engineering majors are not required to take this course
Crosslisted with Mathematics

MATH-AD 131
Discrete Mathematics
Fall 2014
Mathematics faculty
Pre-or Corequisites: Calculus (MATH-AD 110) or Calculus with Application (MATH-AD 111)
Note: Computer Engineering majors are required to take this course, in lieu of Ordinary Differential Equations ODE (MATH-AD 121)
Crosslisted with Mathematics

REQUIRED SCIENCE COURSES

Please see the descriptions under Science.

FOUNDATIONS OF SCIENCE 1–4

CS-AD 101
Introduction to Computer Science
Fall 2014 and Spring 2015
Crosslisted with Computer Science

ENGINEERING REQUIRED AND ELECTIVE COURSES

ENGR-AD 180
Physiology for Engineers
Offered every year starting 2015–16
Biomedical and Health Systems Specialization in General (required)
Prerequisite: Foundations of Science 1-4
Lecture and laboratory included
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
Fall 2014
Prof. Sinanoglu
Required for: Electrical; Elective for: Civil, Computer, Mechanical
Prerequisite: Calculus (MATH-AD 110) or Calculus with Application (MATH-AD 111), Engineering Analysis I: Complex Variables (ENGR-AD 194)
Lecture and laboratory included
2 credits
This module provides an introduction to topics in signals and systems, covering analytical techniques for analyzing, characterizing and synthesizing engineering systems. Systems approaches where the entire system or each of the sub-systems are considered as single units are introduced. The focus is mostly on discrete time systems while
basic concepts in continuous time systems are also visited. Introductory topics include: sinusoids, phase and time shift, and complex exponentials. Operations on sinusoidal signals include addition of signals with the same frequency via the phasor addition rule, conversion between time-shift and phase, and addition of signals with different frequencies via the introduction of the frequency spectrum concept. Topics on discrete time systems include: FIR and IIR filtering, impulse response, causality, linearity, time invariance, and convolution. Time and frequency domain representations of systems and conversions between these representations are also studied. Z-transform domain, the concept of poles and zeros, stability and their relevance to the time and frequency domains are also covered. A brief overview of continuous time signals concludes the module.

ENGR-AD 194
Engineering Analysis I: Complex Variables
Offered every year
Fall 2014
Prof. Fang
Required for: Electrical
Elective for: Civil, Computer, Mechanical
Prerequisite: Multivariable Calculus (MATH-AD 112)
Lecture and recitation included
2 credits
The course covers functions of a complex variable. The topics covered are: Derivatives and Cauchy-Riemann equations. Harmonic functions, the exponential function, trigonometric functions, logarithmic functions. Contour integrals, anti-derivatives, Cauchy-Goursat theorem, Cauchy integral formula, Liouville’s theorem, fundamental theorem of algebra. Power and Laurent Series. Residue theory.

ENGR-AD 195
Engineering Analysis II: Discrete Math Fundamentals
Offered every year
Fall 2014
Prof. Sinanoglu
Required for: Electrical
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
Lecture and recitation included
2 credits
The course covers discrete mathematics. Logic, truth tables, mathematical induction and other proof techniques are covered. Sets, relations and functions, recursive functions, basic algorithms, counting techniques, inclusion-exclusion principle and basic graph theory and trees are also covered.

ENGR-AD 201
Advanced Digital Logic
Offered every year
Spring 2015
Prof. Sinanoglu
Required for: Electrical, Computer
Elective for: Mechanical
Prerequisite: 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
Spring 2015
Prof. Fang
Required for: Computer
Elective for: Electrical
Recommended Prerequisite: Introduction to Computer Science (CS-AD 101)
Lecture and laboratory included
2 credits
This course introduces students to the concepts of computer system programming language. A low-level programming language is used to illustrate the course topics, which may be C/C++ or a similar programming language. The topics covered include basic if statements, loops, functions, arrays, strings, arrays, pointers, recursion, C++ class and objects, C++ class overloading and class template, C++ Files and Streams.

ENGR-AD 203
Signals and Systems
Offered every year starting 2015–16
Required for: Electrical
Elective for: Computer
Prerequisite: 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 2015–16*  
**Required for: Computer**  
**Elective for: Electrical**  
**Prerequisite:** Computer Systems Programming (ENGR-AD 202)  
**Co-requisites:** Discrete Mathematics (MATH-AD 131)  
Lecture and laboratory included  
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 graphs 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 2015–16*  
**Required for: Computer**  
**Elective for: Electrical**  
**Prerequisite:** Advanced Digital Logic (ENGR-AD 201)  
Lecture and laboratory included  
The course introduces the principles of computer organization and basic architecture concepts. It discusses the basic structure of a digital computer and study in details formal descriptions, machine instruction sets design, formats and data representation, addressing structures, 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 computer organization and architecture concepts, and require students to use learned knowledge to create and build prototypes and evaluate their performance.

ENGR-AD 208  
**Computer Networks**  
*Offered every year*  
May-June 2015  
Prof. Eid  
**Required for: Computer**  
**Elective for: Electrical**  
Lecture and laboratory included  
The 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 2015–16*  
**Required for: Computer**  
**Elective for: Electrical**  
**Prerequisite:** Data Structures and Algorithms (ENGR-AD 204), Computer Organization and Architecture (ENGR-AD 206)  
Lecture and laboratory included  
This course discusses the operating systems that run computers. The course is designed to familiarize students with operating systems, user and program interfacing concepts. Topics include an overview of user interface, process structure, creation and context switching; system calls; process cooperation, memory management; virtual memory, I/O management; interrupt handling, file structures; directories, fault-tolerance. The course includes discussion of the role of the operative system in security systems and related ethical practice.

ENGR-AD 213  
**Database Systems**  
*Offered every other year starting 2015–16*  
**Elective for: Computer**  
**Prerequisite:** Data Structures and Algorithms (ENGR-AD 204)  
The course covers modeling an application and logical database design, the relational model and relational data definition and data manipulation languages, design of relational databases and normalization theory, physical database design, query processing and optimization, transaction processing focusing on concurrency and recovery. The social and ethical responsibility of database architects and administrators are also discussed. Lab sessions emphasize experiential learning of database systems and applications and an insight into various database management systems and query languages.
ENGR-AD 214
Advanced Circuits
Offered every year
Spring 2015
Prof. Eid
Required for: Electrical
Elective for: Computer
Prerequisite: Circuits Fundamentals (ENGR-AD 119)
Lecture and laboratory included
2 credits
This course builds on the foundations of the Circuits Fundamentals Course. 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
Spring 2015
Prof. Guo
Required for: Electrical
Prerequisite: Signals and Systems (ENGR-AD 203)
Lecture and laboratory included
The course introduces the principles of the various analog communication fundamentals. Topics covered include: amplitude modulation and demodulation; angle modulation and demodulation; noise performance of various receivers; and information theory with source coding theorem are also dealt with. The labs emphasize experiential learning of basic analog and digital communication theory concepts and applications, including experiments demonstrating analog and digital modulation techniques.

ENGR-AD 222
Electronics
Offered every year starting 2015–16
Required for: Electrical
Elective for: Computer, Mechanical
Prerequisite: Circuits Fundamentals (ENGR-AD 119)
Lecture and laboratory included
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 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 emphasis on small signal analysis and amplifier design.

ENGR-AD 230
Computer-Aided Design
Offered every year starting 2015–16
Required for: Mechanical
Elective for: Civil
Lecture and laboratory included
2 credits
This course provides an introduction to computer-aided design (CAD) using solid modeling. Students will 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
Spring 2015
Prof. Panicker
Required for: Mechanical, Civil
Prerequisite: Conservation Laws in Engineering (ENGR-AD 112)
Lecture and laboratory included
2 credits
This course introduces students to the basic principles and equations of fluid mechanics. This course will cover 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.

ENGR-AD 232
Vibrations
Offered every year
Fall 2014
Prof. Panicker
Required for: Mechanical
Prerequisites: Engineering Dynamics (ENGR-AD 239), Ordinary Differential Equations (MATH-AD 121)
Lecture and laboratory included
2 credits
This course introduces students to vibrations of rigid bodies supported by an elastic component (i.e. simple spring-mass systems). The course covers response of systems subjected to free, transient, and forced vibration situations. Starting with single-degree-of-freedom systems, the
course progresses to modeling and analyzing the response of multiple-degree-of-freedom systems using analytical and numerical methods. Practical applications of this material include vibration isolation, suspension systems, and active vibration control. The lab component includes vibration testing and modal analysis of structures subjected to impulse or harmonic excitation, and involves concepts such as digital acquisition of signals from accelerometers, signal conditioning and frequency spectrum analysis to determine the natural frequencies of the structure.

ENGR-AD 233
Thermodynamics
Offered every year
Fall 2014
Prof. Khapli
Required for: Mechanical
Prerequisite: Conservation Laws in Engineering (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
Fall 2014
Prof. Khapli
Required for: Mechanical
Prerequisite: 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
Spring 2015
Prof. Shahin
Required for: Mechanical, Civil
Prerequisite: 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 subject to axial forces, torsion, and bending moments.

ENGR-AD 239
Engineering Dynamics
Offered every year
Spring 2015
Prof. Panicker
Required for: Mechanical, Civil
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111), Engineering Statics (ENGR-AD 111)
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 2015–16
Elective for: Computer, Electrical, Mechanical
Prerequisite: Introduction to Computer Science (CS-AD 101)
Lecture and laboratory included
The course introduces the basic concepts of psychological principles of human-computer interaction, evaluation methods, usability engineering, user-centered design and prototyping, interaction paradigms and models, tangible interfaces that provide physical interaction with digital information. The labs cover practices of
user interfaces design and evaluation, and require students to use existing platforms to create and build human computer interaction applications.

ENGR-AD 264
Engineering Game Theory
Offered every year starting 2015–16
Elective for: Computer, Electrical, Mechanical
Prerequisite: Introduction to Computer Science (CS-AD 101)
Lecture and laboratory included
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; social choice viewpoint; cooperative game theory; network effects and games over networks.

ENGR-AD 270
Urban Infrastructure Systems
Offered every year starting 2015–16
Required for: Urban Systems Specialization in General Engineering
Elective for: Civil, Mechanical
Lecture and laboratory included
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 2015–16
Required for: Urban Systems Specialization in General Engineering
Elective for: Electrical, Civil, Mechanical
Lecture and laboratory included
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, error analysis, data processing and archival methodologies.

ENGR-AD 275
Geographic Information System
Offered every year starting 2015–16
Required for: Urban Systems Specialization in General Engineering
Elective for: Electrical, Civil, Mechanical
Lecture and laboratory included
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 2015–16
Elective for: Civil, Computer, Electrical, Mechanical
Prerequisite: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
Lecture and recitation included
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 2015–16
Required for: Civil
Elective for: Mechanical
Lecture 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 2015–16
Elective for: Computer
Prerequisite: Data Structures and Algorithms (ENGR-AD 204)
Lecture and laboratory included
This course covers techniques in advanced design and analysis of algorithms. Topics include: amortized analysis of algorithms; advanced data structures; binomial heaps; Fibonacci heaps; data structures for disjoint sets; analysis of union by rank with path compression; graph and algorithms: elementary graph algorithms, maximum flow, matching algorithms. Randomized algorithms theory of NP completeness and approaches to finding (approximate) solutions to NP complete problems. Selected additional topics may vary.

ENGR-AD 305
Robotics
Offered every other year starting 2015–16
Elective for: Electrical, Computer, Mechanical
Prerequisite: Linear Algebra (MATH-AD 116)
Lecture and laboratory included
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 will 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 2015–16
Elective for: Electrical, Computer, Civil, Mechanical
Prerequisite: Introduction to Computer Science (CS-AD 101)
Lecture and laboratory included
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 will address 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 will delve 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 2015–16
Elective for: Computer, Electrical
Prerequisites: Advanced Digital Logic (ENGR-AD 201), Advanced Circuits (ENGR-AD 214)
Lecture and laboratory included
The course offers an overview of integrated circuit-design process: planning, design, fabrication and testing; device physics: PN junction, MOSFET and Spice models; inverter static and dynamic behavior and power dissipation; interconnects: cross talk, variation and transistor sizing; logic gates and combinational logic networks; sequential machines and sequential system design; subsystem design: adders, multipliers, static memory (SRAM), dynamic memory (DRAM). Topics include floor planning, clock distribution, power distribution and signal integrity; Input/Output buffers, packaging and testing; IC design methodology and CAD tools; implementations: full custom, application-specific integrated circuit (ASIC), field programmable gate arrays (FPGA). The course provides foundations of VLSI design and custom VLSI design methodology and state-of-the-art CAD tools.

ENGR-AD 308
Machine Vision
Offered every other year starting 2015–16
Elective for: Computer, Electrical
Prerequisite: Introduction to Computer Science (CS-AD 101)
Lecture and laboratory included
This course presents an introduction to computer vision, and provides students with hands-on knowledge of various techniques enabling machines to enter the visual world of humans, towards various consumer, research, and industrial applications. Data-driven approaches relying on statistical and machine-learning techniques are emphasized. Camera and calibration, transform domains, multi-resolution and pyramids, clustering and classification, grouping and fitting techniques, as well special detection and recognition techniques are covered. Practical Lab Exercises complement the lectures. The students further specialize and consolidate their knowledge through semester-long hands-on projects.

ENGR-AD 313
Embedded Systems
Offered every year
Spring 2015
Prof. Maniatakos
Required for: Computer
Elective for: Electrical
Prerequisite: Advanced Digital Logic (ENGR-AD 201), Computer Systems Programming (ENGR-AD 202)
Lecture and laboratory included 4 credits
This course presents an overview of embedded systems, covering a selection of topics including microcontroller architecture, assembler programming, interrupts, peripheral interfacing,
embedded system design, higher-level languages on embedded systems, as well as a brief introduction to real-time operating systems. Practical Lab exercises complement the lectures. The students will further specialize and consolidate their knowledge through semester-long hands-on projects.

ENGR-AD 315
Control Systems
Offered every year
Fall 2014
Prof. Eid
Elective for: Mechanical, Computer, Civil, Electrical
Prerequisite: Instrumentation, Sensors, Actuators (ENGR-AD 116)
Lecture and laboratory included
The course introduces the principles of dynamic system modeling, analysis, and feedback control design with extensive, hands-on computer simulation. Topics include: modeling and analysis of dynamic systems; description of interconnected systems via transfer functions and block/signal-flow diagrams; system response characterization as transient and steady-state responses and error considerations; stability of dynamical systems (Routh-Hurwitz and Nyquist criteria); graphical methods for dynamical system analysis and design (root locus and Bode plot); and computer-aided feedback control design for mechanical, aerospace, robotic, thermo-fluid, and vibratory systems.

ENGR-AD 318
Digital Signal Processing
Offered every year starting 2015–16
Elective for: Computer, Electrical, Mechanical
Prerequisite: Signals and Systems (ENGR-AD 203)
Lecture and laboratory included
The course introduces the principle concepts of discrete-time signals and systems, frequency analysis, sampling of continuous time signals, the z-transform, implementation of discrete time systems, the discrete Fourier transform, fast Fourier transform algorithms, filter design techniques. The labs cover experiential learning of digital signal processing concepts, and require students to use knowledge to create and build prototypes that demonstrate their understanding of the material covered in the lecture.

ENGR-AD 320
Multimedia Systems and Communication
Offered every year starting 2015–16
Elective for: Computer, Electrical
Prerequisite: Introduction to Computer Science (CS-AD 101)
Lecture and laboratory included
The course introduces the basic concepts of multimedia enabling technologies, services, and applications. Topics covered in this course include image and video compression and standards, multimedia networking standards and protocols (such as RTP, RTSP, and 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 2015–16
Elective for: Computer, Electrical
Prerequisite: Analytical Methods (ENGR-AD 190), Computer Systems Programming (ENGR-AD 202)
Lecture and laboratory included
The course introduces the basic concepts of computer graphics and vision. Topics covered in this course include 3D modeling and geometry, simulation, animation, and character animation, Graphics pipeline, Geometric transformations, lighting and light transfer, Illumination and color models, and computer vision theory including image transformation and filtering, color vision, feature extraction, and visual recognition. The labs cover practices of computer graphics and 3D modeling and authoring tools, and require students to use existing platforms to create and build 2D and 3D graphics models and applications.

ENGR-AD 331
Thermal Energy Systems
Offered every year
Spring 2015
Prof. George
Elective for: Mechanical
Prerequisite: Heat Transport (ENGR-AD 235)
Lecture and recitation included 4 credits
This course focuses on the analysis and design of thermal energy-conversion systems. It introduces students to power generation systems. Topics covered include gas and vapor power systems and their components; refrigeration and heat pump systems; combustion; radiation heat exchange; boiling heat transfer characteristics; design of heat exchangers and cooling systems. Students gain an understanding of the fundamentals of such systems and the issues related to their operation.

ENGR-AD 333
Machine Component Design
Offered every year starting 2015–16
Required for: Mechanical
Prerequisite: 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  
Spring 2015  
Prof. Shahin  
Required for: Civil, Mechanical  
Prerequisite: 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. Topics include: three-dimensional analysis of stress; torsion of thin-walled sections; inelastic torsion; analysis of composite and unsymmetric beams; inelastic bending; beam deflections; elastic buckling of columns; and strength failure criteria.

ENGR-AD 336  
**Structural Systems**  
Offered every year starting 2015–16  
Prof. Shahin  
Required for: Civil  
Elective for: Mechanical  
Prerequisite: 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. Structural design is introduced by a project that applies the analysis to design simple structures.

ENGR-AD 337  
**Steel Structures Design**  
Offered every year  
Fall 2014  
Prof. Shahin  
Elective for: Civil  
Prerequisite: 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  
Fall 2014  
Prof. Shahin  
Elective for: Civil  
Prerequisite: 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 in beams; reinforced concrete beams; one-way slabs and reinforced concrete columns.

ENGR-AD 339  
**Environmental Engineering**  
Offered every year  
Spring 2015  
Prof. Liu  
Required for: Civil  
Elective for: Mechanical  
Prerequisite: Fluid Mechanics (ENGR-AD 231)  
Lecture and laboratory included  
This course introduces application of engineering and scientific principles to protect and preserve human health and the environment. It embraces broad environmental topics and concerns, including mass and energy transfer, environmental chemistry, mathematics of growth, risk assessment, water pollution, water quality control, air pollution, global climate change and solid waste management. The weekly laboratory hours are designed to illustrate analytical measurements of water and wastewater parameters, and treatment process tests.

ENGR-AD 340  
**Water and Wastewater Systems Design**  
Offered every year starting 2015–16  
Prof. Liu  
Elective for: Civil  
Prerequisite: 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, formation 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 2015–16
Elective for: Mechanical, Civil
Prerequisites: Ordinary Differential Equations (MATH-AD 121), Fluid Mechanics (ENGR-AD 231), Solid Mechanics (ENGR-AD 237)
Lecture and laboratory included
Students study the basic theory and equations involved in the finite element analysis (FEA) for stimulating behavior of materials and structures. Topics include use of shape functions, numerical integration, assembly of finite elements into a structure, and solution of the resulting system of equations. The course emphasizes both theory and application of modeling for simulation. Students also learn to recognize modeling errors and inconsistencies that could lead to either inaccurate or invalid results.

ENGR-AD 342
Geotechnical Engineering
Offered every year
Spring 2015
Prof. Shahin
Required for: Civil
Prerequisites: Fluid Mechanics (ENGR-AD 231), Solid Mechanics (ENGR-AD 237)
Lecture and laboratory included
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 2015–16
Prof. Shahin
Elective for: Civil
Prerequisite: Geotechnical Engineering (ENGR-AD 342)
Lecture and recitation included
2 credits
This course introduces the development of foundation engineering, including site 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
Spring 2015
Prof. Talas
Required for: Civil
Lecture and recitation included
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 2015–16
Prof. Talas
Elective for: Civil
Prerequisite: Transportation and Traffic Engineering (ENGR-AD 344)
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 2015–16
Elective for: Civil
Prerequisite: Fluid Mechanics (ENGR-AD 231)
Lecture and recitation included
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 2015–16  
Elective for: Computer, Electrical, Mechanical  
Prerequisite: 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 Information and Computational Systems**  
Offered every year starting 2015–16  
Elective for: Computer, Electrical  
Prerequisite: Specified when offered  
Lecture and laboratory included  
This course explores advanced topics of special interest 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.

ENGR-AD 369  
**Selected Topics in Communication and Electronic Systems**  
Offered every year starting 2015–16  
Elective for: Computer, Electrical Engineering  
Prerequisite: Specified when offered  
Lecture and laboratory included  
This course explores advanced topics of special interest 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.

ENGR-AD 379  
**Selected Topics in Urban Systems**  
Offered every year starting 2015–16  
Elective for: Electrical, Civil, Mechanical  
Prerequisite: Specified when offered  
Lecture and laboratory included  
This course explores advanced topics of special interest 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 credits. The course is open to junior and senior students. Academic mentor’s permission is required.

ENGR-AD 381  
**Bio-sensors and Bio-chips**  
Offered every year  
Spring 2015  
Prof. Song  
Required for: Biomedical and Health Systems  
Specialization in General Engineering  
Elective for: Electrical, Mechanical  
Prerequisite: Instrumentation, Sensors, Actuators (ENGR-AD 116),  
Lecture and laboratory included  
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 detail of methods and procedures used in the design, fabrication, and application of biosensors and bioelectronic devices. The fundamentals of measurement science are applied to optical, electrochemical, mass, and pressure signal transduction. Upon successful completion of this course, students are expected to be able to explain biosensing and transducing techniques, design, and construct biosensors instrumentation.

ENGR-AD 382  
**Bioimaging**  
Offered every year starting 2015–16  
Required for: Biomedical and Health Systems  
Specialization in General Engineering  
Elective for: Electrical, Mechanical  
Prerequisite: Signals and Systems (ENGR-AD 203)  
Lecture and laboratory included  
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  
Spring 2015  
Prof. Khapli  
Elective for: Computer, Electrical, Mechanical  
Prerequisite: Specified when offered  
Lecture and laboratory included  
This course explores advanced topics of special interest in biomedical and health care systems and applications and is designed to aid students in gaining extra knowledge in an area not covered in the program’s mainstay courses. 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  
The goal of The Capstone Design Project is to provide students with a major design experience that leverages the knowledge and skills acquired through their undergraduate studies and co-curricular experiences. Its structure includes a process of design with measurable metrics, and incorporation of appropriate engineering standards and multiple realistic constraints. Emphasis is placed on clearly framing the design problem and following the design process to result in an optimized design solution. Students are encouraged to build prototypes of their designs and seek validation of their solutions through simulations and experiments, as appropriate. The Capstone Project aims to be collaborative and trans-disciplinary across several engineering streams. The emphasis is on students applying the design process to solve real-world problems in a 21st century, global context. The projects address engineering and technology topics that overlap with the sciences, social sciences, liberal arts or business. The Capstone provides an opportunity to integrate technical, human, aesthetic, business and ethical concerns with engineering design. Students practice critical skills in communication, team-building, and project management. There is a mid-semester review of the projects. Students complete their design, as well as build and test their prototypes, if applicable, in spring semester. The senior year culminates in a comprehensive project report and design review by a committee of faculty and other professionals.

**Senior Capstone Design Project I** (ENGR-AD-400)  
and **Senior Capstone Design Project II** (ENGR-AD-401)  
Both consist of two, seven-week modules. Module I, in the fall semester, has a lecture and a project component focusing on the design process, problem definition, project management and Ethics. Module II in the fall is focused on creating the design solution, which is implemented in Module III and tested and validated in Module IV.
Early Admission to Master’s Degree Programs at NYU Polytechnic School of Engineering

Undergraduate engineering students with strong academic records may apply for early admission to master’s degree graduate programs at the NYU Polytechnic School of Engineering. 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 or spring semesters of junior year. Graduate Record Examination (GRE) scores, which are required for regular admission, are waived for NYUAD early admission applicants; however, GRE scores are required for NYU-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 or spring 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, and to receive the latest application information, please contact the engineering division office.
<table>
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<th>ARAB CROSSROADS STUDIES</th>
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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, a space of multiple encounters and transactions.

Arab Crossroads Studies majors are required to take a minimum of 14 courses: four required courses (Emergence of the Modern Middle East; Anthropology and the Arab World; Introduction to Modern Arabic Literature and 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.

**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, selected from any or all of the following areas: history and religion; society and politics; and arts and literature. The electives provide both breadth and depth to the study of the region; familiarize students with a variety of disciplinary concerns; and enable students to develop a specialization in one of three distributional areas in preparation for the capstone project. At least one of the electives must be grounded in the period before 1800, 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.

**REQUIREMENTS FOR THE CONCENTRATION IN ARAB CROSSROADS STUDIES**
4 courses, distributed as follows:

1 Emergence of the Modern Middle East
1 Anthropology and the Arab World
1 Introduction to Modern Arabic Literature and Society
1 Non-language elective
### Year 1

**Fall Semester**
- CORE
- CORE
- ELEMENTARY ARABIC 1
- ACS ELECTIVE PRE-1800

**Spring Semester**
- CORE
- CORE
- ELEMENTARY ARABIC 2
- ANTHRO. AND THE ARAB WORLD

**January Term**
- GENERAL ELECTIVE

### Year 2

**Fall Semester**
- CORE
- INTERMEDIATE ARABIC 1
- MODERN ARABIC LIT. AND SOCIETY
- EMERGENCE OF THE MOD. MIDDLE EAST

**Spring Semester**
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE

**January Term**
- GENERAL ELECTIVE

### Year 3

**Fall Semester**
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE

**Spring Semester**
- CORE
- INTERMEDIATE ARABIC 2
- PROBLEMS AND METHODS IN ACS
- ACS ELECTIVE

**January Term**
- GENERAL ELECTIVE

### Year 4

**Fall Semester**
- CORE
- GENERAL ELECTIVE
- ACS ELECTIVE
- CAPSTONE SEMINAR

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

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**Requirements for the Major**

14 courses, distributed as follows:

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

- 4 Electives, one must be grounded in a pre-1800 period

- 4 Arabic Language

- 2 Capstone: Seminar and Project

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**Sample Schedule**

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<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>January Term</th>
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<td>ACS ELECTIVE</td>
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**Emergence of the Modern Middle East; Anthropology and the Arab World; Intro to Modern Arabic Literature and Society; Problems and Methods in Arab Crossroads**

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ARAB CROSSROADS COURSES

REQUIRED COURSES

ACS-AD 101X
Anthropology and the Arab World
Offered every year
Fall 2014
Prof. Peutz.
Crosslisted with Anthropology, Social Research and Public Policy
Islamic Studies
How have anthropologists encountered, written about, and produced the “Arab world” over the past century? Beginning with early Western travelers’ imaginaries of Arabia and ending with an ethnographic memoir, this course provides an introduction to the anthropological project and to the everyday realities of people living in the region. Through ethnography, literature, film and field-trips, we will explore such topics as gender, sociality and identity; military conflict and war; disease, bioethics and Islam; pilgrimage and piety; labor migration, refugees, and diaspora; globalization, media and mediation; and the Arab uprisings.

ACS-AD 118X
Introduction to Modern Arabic Literature and Society
Offered every year
Fall 2014
Prof. Hassan
Crosslisted with Literature and Creative Writing
Islamic Studies
This course provides an overview of Arabic literature since the nineteenth century. The transformation of poetic form and the emergence of modern genres, such as drama, the novel, and the short story, will be examined in relation to classical Arabic and European genres. We will also discuss the relationship between aesthetic developments and their historical, political, and intellectual contexts.

ACS-AD 131X
Emergence of the Modern Middle East
Offered every year
Fall 2014
Prof. Menoret
Crosslisted with History
Islamic Studies
At the crossroads between Asia, Africa and Europe, the region that Europeans and North Americans labeled “The Middle East” presents a dynamic and heterogeneous landscape of peninsulas and isthmuses, republics and monarchies, oil producing countries, and labor exporting nations. This course examines the recent history of the region from the mid-18th century until the Arab uprisings of 2010–2012. We explore the last Islamic empires, the intrusion of European colonial powers, the modernist, nationalist and Islamic reactions to aggression, the creation of authoritarian systems of power and the multiform protests that have shaken them. The Egyptian, Iranian, Palestinian, and Saudi experiences are examined more closely.

ACS-AD 290X
Problems and Methods in Arab Crossroads Studies
Offered every year
Spring 2015
Prof. Stearns
Islamic Studies
This seminar introduces students to the main theoretical and epistemological trends in the study of the Arab crossroads region, and offers practical examples of the methodologies used by scholars in the humanities and the qualitative social sciences. We begin with the strengths and weaknesses of area studies, and the politics of producing knowledge on a region of global economic and political importance, then turn to specific areas of research that have attracted attention in the fields of history, anthropology, literature, and politics, before exploring the various methodological approaches used by practitioners of these fields. The course culminates in an extended research proposal for a capstone project.

HISTORY AND RELIGION ELECTIVES

ACS-AD 201X
Making of the Muslim Middle East
Offered every other year
Fall 2014
Prof. Stearns
Crosslisted with History
Islamic Studies
Islam changed and shaped the Middle East, the Mediterranean world, and South Asia following its emergence in the seventh century. Muslims subsequently developed and expressed their faith in the disciplines of law, theology, and mysticism, even as their religious communities fractured into a variety of Sunni and Shi’a groups. This course focuses on primary sources to examine the richness of Islamicate civilization in the pre-modern world, including inter-religious relations as well as political and economic trends.

ACS-AD 202
Paradise Lost: Muslims, Christians, and Jews in al-Andalus
Offered every other year
Prof. Stearns
Crosslisted with History
Islamic Studies
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 2015
Prof. Peutz
Crosslisted with Anthropology, Museum and Cultural Heritage Studies
Islamic 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 theatics of history, heritage, and memory practices: national commemorations and contested sites and events; embodied and gendered memories; invented traditions and structural nostalgia; the problems of writing oral histories; the politics of archaeology; museums and exhibitions; and the construction (and destruction) of tangible, intangible, and world heritage. This course includes a class trip to Turkey.

ACS-AD 204J
Interwoven Pasts of Spain and Morocco
Offered occasionally
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 2015 (Shanghai)
Prof. Benite
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 Abdullah Ibn Battuta, who traveled to China all the way from North Africa in the 14th century. We study the history of the corresponding periods in Chinese history—the Tang, Song, and Yuan dynasties, and 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.

ACS-AD 206X
Jews in the Muslim World in the Middle Ages
Fall 2014
Prof. Cohen
Crosslisted with History
Islamic Studies
This course examines the history and culture of the Jews in the medieval Islamic world, beginning with the historiographical debate about this contentious subject. The syllabus moves from the early encounter between Islam and the Jews at the time of the Prophet Muhammad, discussing the Qur’an and other foundational texts, to the legal and actual status of the Jews. We will examine how the famous Cairo Geniza documents illuminate Jewish (and Islamic) life, and how changes in the economy affected developments in Jewish law. The course will also examine the organization and functions of the Jewish community and will address the large question of how much autonomy the Jews actually had. We will also read literary sources showing how deeply influenced the Jews were by Arabic culture. Where relevant, comparisons will be drawn with the situation of the Christian minority in the Islamic world and with that of Jews living in Medieval Latin Europe. (This course fulfills the requirement of an elective in Pre–1800 in Arab Crossroad Studies).

ACS-AD 207JX
History of Modern Iran
January Term 2015 (Abu Dhabi)
Prof. Afary
Islamic Studies
This course will cover major turning points in modern Iran, from the 1906 Constitutional Revolution to the 1979 Islamic Revolution and since. Throughout, we will be focusing on gender, class, ethnic, and religious cleavages. Part I will cover late nineteenth-century religious practices as well as social and gender relations. Part II will explore the role of imperialist powers during the Constitutional Revolution and subsequent politics of oil in the Pahlavi period. Part III will turn to the social, cultural, and economic reasons for the emergence of Islamism. Here we concentrate on the links
between Islamist and Leftist intellectual discourses during the 1970s, Khomeini’s appropriation of these discourses during the Islamic Revolution, and the Islamist state’s consolidation of power during the Iran-Iraq war of the 1980s. Part IV will focus on the process whereby, during the 1990s, many leftist Islamists gravitated towards a human rights discourse and declared themselves Muslim Reformists. Here we will give special attention to debates over democratization and human rights, gender/sexuality, and religious/ethnic diversity.

HIST-AD 172
**The Crusades**
Crosslisted with History

HIST-AD 173
**Central Asia and the Middle East**
Spring 2015
Prof. Kirasirova
Crosslisted with History

PHIL-AD 221X
**Classical Arabic Philosophy**
Spring 2015
Prof. Kukonnen.
Crosslisted with Philosophy, The Ancient World Islamic Studies

**SOCIETY AND POLITICS ELECTIVES**

ACS-AD 231JX
**Oil and Energy in the Middle East**
Offered every other year
Prof. Haykel
Crosslisted with Economics, the Environment, Political Science Islamic Studies
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 US 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 occasionally
Prof. Menoret
Crosslisted with Political Science Islamic Studies
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 1938, the country has become an essential albeit poorly understood player on the international scene.

ACS-AD 233
**War and Media in the Middle East**
Fall 2014 (7 weeks)
Prof. Tawil-Souri
Crosslisted with Film and New Media, Peace Studies
This course examines two simultaneous processes in the Middle East since the mid-20th century: 1) how war has become mediatized, and 2) how media has been militarized. Beginning with the wave of independence and anti-colonial movements in the region, this course will analyze wars and political violence as mediated moments that rely on communicative acts and technologies. Simultaneously, the course will analyze how various media technologies—including radio, film, satellite TV, and internet—are formed through moments of war, conflict, and violence. Through these analyses, students will gain an understanding of the experiences of, conflicts over, and representations of notions such as territory, landscape, body, nation, gender, memory, terror, freedom, and spectacle.

ECON-AD 214X
**Economic History of the Middle East**
Fall 2014
Prof. Robert Allen
Crosslisted with Economics, History Islamic Studies

EDUC-AD 114JX
**Education and Diversity: Historical and Comparative Perspectives**
Crosslisted with Arab Crossroads Studies, Social Research and Public Policy Islamic Studies

LEAD-AD 115J
**Critical Issues in Social Entrepreneurship: Innovations in the Middle East**
Crosslisted with Economics, Business and Organizational Studies, Leadership and Social Entrepreneurship

POLSC-AD 152X
**Comparative Politics of the Middle East**
Spring 2015
Prof. Waterbury
Crosslisted with Political Science Islamic Studies
POLSC-AD 157JX  
**Bridging the Divide Between the Middle East and the West**
*Crosslisted with Political Science, Social Research and Public Policy, Islamic Studies*

POLSC-AD 159X  
**Public Policy Challenges in the Middle East**
*Spring 2015, Prof. Waterbury, Crosslisted with Political Science, Islamic Studies*

SRPP-AD 112X  
**Islam and Society**
*Spring 2015, Prof. O’Brien, Crosslisted with Social Research and Public Policy, Islamic Studies*

SRPP-AD 125  
**Ethnographic Field Research**
*Fall 2014, Prof. O’Brien, Crosslisted with Anthropology, Social Research and Public Policy, Islamic Studies*

SRPP-AD 136X  
**State Formation: The Case of the UAE**
*Spring 2015, Prof. Darlugian, Crosslisted with Social Research and Public Policy, Islamic Studies*

**ARTS AND LITERATURE ELECTIVES**

ACS-AD 111X  
**Emirati Literature and Culture**
*Offered occasionally, Islamic Studies*

ACS-AD 112X  
**UAE from Pre-History to 2030–History, Environment, Society and Culture**
*Offered every other year, Spring 2015, Prof. Kennedy, Islamic Studies*

ACS-AD 261J  
**Cities and Modern Arabic Literature**
*January Term 2015 (Abu Dhabi), Prof. Khoury, Crosslisted with Literature and Creative Writing*

ACS-AD 263J  
**Modern Architecture in Abu Dhabi**
*January Term 2015 (Abu Dhabi), Prof. Menoret, Crosslisted with Art and Art History*

COREP-AD 1W  
**A Thousand and One Nights**
*Fall 2014, Prof. Horta, Writing Workshop, Crosslisted with the Core: Pathways of World Literature*

FILMM-AD 104X  
**Understanding MENASA Film and New Media**
*Fall 2014, Prof. Hudson, Crosslisted with Film and New Media, Islamic Studies*
LITCW-AD 121  
Travel, Geography, and Imagination in Arabic and Islamicate Literatures  
Prof. Pomerantz  
Crosslisted with Literature and Creative Writing, The Ancient World

MUSIC-AD 111  
Regional Musics of the Middle East and North Africa  
Fall 2014  
Crosslisted with Music, Urbanization

MUSIC-AD 260  
Introduction to Maqam and Usul: Modality, Rhythm and Improvisation in the Art Music of the Middle East  
Spring 2015  
Prof. Feldman  
Crosslisted with Music

THEAT-AD 134JX  
Theater in the Arab World  
January Term 2015 (Abu Dhabi)  
Prof. Ziter  
Crosslisted with Theater  
Islamic Studies

VISAR-AD 150X  
Islamic Art and Architecture  
Spring 2015  
Crosslisted with Art and Art History  
Islamic Studies

VISAR-AD 151  
Design and Ornament in Islamic Art  
Crosslisted with Art and Art History

VISAR-AD 152  
Orientalist Art  
Offered occasionally  
Crosslisted with Art and Art History

VISAR-AD 170  
Contemporary Photography from the Middle East, South Asia, and the Far East  
Offered occasionally  
Spring 2015  
Prof. Al-Ghoussein  
Crosslisted with Art and Art History

VISAR-AD 171X  
Modern Art of the Arab World  
Fall 2014  
Prof. Mikdadi  
Crosslisted with Art and Art History  
Islamic Studies

ACS-AD 298-299  
Directed Study  
Offered by application  
Prerequisite: The instructor's consent  
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.

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 both semesters of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students refine a thesis topic of their choice, develop a bibliography, read broadly in background works, and undertake research and/or creative work. In the tutorial, students work on a one-to-one basis with a faculty director to hone their research and produce successive drafts of a capstone project. The capstone experience culminates in the public presentation of the work and defense before a faculty panel.
The Ancient World multidisciplinary concentration focuses on the shared and overlapping periods in the development of cultures and civilizations around the Mediterranean basin, in the Near East, and across central Asia to the Pacific Ocean.

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

Requirements for the Concentration
Students who elect this multidisciplinary concentration select four courses approved by their mentor. The courses must be distributed across at least two disciplines and/or civilizations. Students are also encouraged to take a course in archaeology or material culture. NYU operates several archaeological excavations, including in the Dakhla Oasis of Egypt and in Aphrodisias, in Turkey. This fieldwork requires special training, and admission is by application. Other archaeological fieldwork opportunities are available in the UAE and the region. Students can learn more about fieldwork opportunities by consulting with the Ancient World faculty.
ANCIENT WORLD COURSES

Courses vary from year to year.

MDANC-AD 110
Ancient Empires
Offered occasionally
This global history course presents the emergence of large territorial states in the ancient world. Starting from the earliest Eurasian civilizations in Egypt, Mesopotamia, the Indus Valley, and China, it aims to provide a thematic and comparative introduction to the major empires of the ancient world, including Qin and Han China, the Assyrian and Persian Empires, and the Roman Empire, as well as their successors. Topics include kingship, warfare, economy, law, ethnic identity, coreperiphery relations, and imperial ideologies.

MDANC-AD 111
Archaeological Fieldwork
Offered occasionally
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
Offered occasionally
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
Offered occasionally
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 171
The Ancient Mediterranean World
Crosslisted with History

HIST-AD 176
Topics in Mediterranean History
Crosslisted with History

LITCW-AD 111
Classical Literature and Its Global Reception
Spring 2015
Prof. Hassan
Crosslisted with Literature

LITCW-AD 121
Travel, Geography, and Imagination in Arabic and Islamicate Literatures
Prof. Pomerantz
Crosslisted with Literature and Creative Writing, Arab Crossroad Studies

PHIL-AD 220
Ancient Mediterranean Philosophy
Crosslisted with Philosophy
Prerequisite: One Introductory Elective (i.e., PHIL-AD 101-119)

PHIL-AD 221X
Classical Arabic Philosophy
Spring 2015
Prof. Kukkonen
Crosslisted with Arab Crossroads Studies and The Ancient World
Prerequisite: One Introductory Elective (i.e., PHIL-AD 101-119)

PHIL-AD 223
Classical Indian Philosophy
Crosslisted with Philosophy
Prerequisite: One Introductory Elective (i.e., PHIL-AD 101-119)
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 environment as a natural laboratory and studio for field trips and consider relevant local phenomena and issues.

**Concentration in The Environment**
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 Studies; Environmental Policy; and Environment, Culture, and Society. The concentration in The Environment is designed for students with broad disciplinary backgrounds.

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

1. Environmental Studies course
1. Environmental Policy course
1. Environmental Culture and Society course
1. Additional Elective
THE ENVIRONMENT COURSES

Courses vary from year to year.

ENVIRONMENTAL STUDIES

MDENV-AD 110
The Biosphere
Offered occasionally
This course introduces students to the fundamental dynamics of Earth’s atmosphere and its oceans. These two systems are then integrated into a global picture of the biosphere. Topics include: the carbon cycle, climate feedbacks and anthropogenic influences; global ecology, energy transport, the paleoclimate record, the coupled atmosphere-oceanic-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
Offered occasionally
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 11J
State and Fate of the Earth
Crosslisted with the Core: Science, Society and History

COREI-AD 16
Where the City Meets the Sea: Studies in Coastal Urban Environments
Crosslisted with the Core: Experimental Discovery in the Natural World, Urbanization

COREI-AD 25J
Coastal Urbanization and Environmental Change
Crosslisted with the Core: Experimental Discovery in the Natural World, Urbanization

COREI-AD 28J
State and Fate of Biodiversity
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 2015 (Washington D.C.)
Profs. Healton and Sullivan Marx
Crosslisted with the Core: Science, Society and History, Social Research and Public Policy
ENVIRONMENT, CULTURE AND SOCIETY

HIST-AD 111
Global Environmental History
Crosslisted with History

HIST-AD 147
Environmental History of China
Crosslisted with History

MDENV-AD 115
Global Debate on Green Growth
Fall 2014
Prof. Kalantzakos
In March 2012, the OECD published its influential Environmental Outlook Report to 2050, confirming that the world is faced with an explosive new cocktail of geopolitical challenges: population explosion, environmental degradation, the failure to stop climate change, and the increased competition over limited natural resources. In response, governments are increasingly turning to renewables and high tech to diversify their energy mix and to reduce reliance on fossil fuels in order to stimulate stagnant economies and create new jobs. Ironically, the transition to a low fossil fuel economy through the use of RES and high tech applications has led to the creation of new global race over limited resources, such as rare earths, and this competition has already given rise to a series of fresh global political and economic realities, tensions, and disputes. We will examine how major industrial powers are approaching the asymmetric threat of climate change; the nature of contemporary resource competition; the way policy decisions are influenced by political rhetoric and public opinion; and the overall economic and political impact of climate change on international relations

SRPP-AD 151
Introduction to Global Health
Crosslisted with Social Research and Public Policy
The ways that we communicate with one another change all the time. New media technologies are constantly transforming the means of social communication, making them accessible to more and more people. In this process of democratization of the tools of communication, what does it mean to become producers of experiences and not just consumers?

The Interactive Media concentration begins with the premise that access to newer and more expansive communication technologies creates new opportunities for human expression. But this concentration takes the tools as a means of expression—not an end in themselves. In Interactive Media courses, students are expected to engage with the ideas offered by their coursework in the core curriculum and in their majors and imagine how those ideas might be communicated with new media technologies. The goal of this endeavor is to augment and improve human experience, and to bring both meaning and delight to people’s lives.

The program’s curriculum will be ever-evolving, reflecting the spirit of experimentation and the potential in these emergent forms. Practical skills involving electronics, programming, design, and digital media will be developed in conjunction with theory to address the nature of a constantly changing media landscape.

The Interactive Media program is also designed as a meeting point for the arts, sciences, and humanities. This integrated approach is part of the program’s DNA, facilitating an environment where people from diverse backgrounds can come together to imagine new possibilities for expression.

**Requirements for the Concentration**

This concentration requires four courses: *Introduction to Interactive Media, Communications Lab* and two other Interactive Media courses or appropriate courses offered at the NYU global sites.
INTERACTIVE MEDIA COURSES

MDMED-AD 101
Introduction to Interactive Media
Offered every year
Fall 2014
Prof. Fitzgerald
Crosslisted with Art and Art History, and Film and New Media
With the advent of digital computation, humans have found a variety of new tools for self expression and communication. By approaching software and electronics as artists and designers, we can explore new paradigms of interaction with machines and each other. This introductory course will provide students hands-on experience with screen-based and physical interaction design through programming and circuit building.

MDMED-AD 102
Communications Lab
Spring 2015
Prof. Protzel
Crosslisted with Music
A production based course that surveys various technologies including digital imaging, video, audio, animation, and basic web development. The forms and uses of new communications technologies are explored in a laboratory context of experimentation and discussion. Principles of interpersonal communications and media theory are considered in this new context.

MDMED-AD 110
Applications of Media
Offered every other year
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.

MDMED-AD 111
Mobile Media
Offered every other year
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.

MDMED-AD 115
New Interfaces of Musical Expression
Offered occasionally
Crosslisted with Music
This course approaches questions such as “What is performance?”, “What makes a musical interface intuitive and emotionally immediate?”, and “How do we create meaningful correlations between performance gestures and their musical consequences?” Over the semester, we look at many examples of current work by creators of musical interfaces, and discuss a wide range of issues facing technology-enabled performance. Students will design and prototype a musical instrument—a complete system encompassing musical controller, algorithm for mapping input to sound, and the sound output itself. A technical framework for prototyping performance controllers is made available. Students focus on musical composition and improvisation techniques as they prepare their prototypes for live performance.

MDMED-AD 116
Mashups—Creating with Web APIs
Fall 2014
Prof. Protzel
As the World Wide Web continues to grow and pervade our everyday lives, an ever-increasing amount of data and digital services are becoming accessible to us through public web APIs (Application Programming Interfaces). Common to many web sites, including YouTube, Twitter, Google Maps, Wikipedia and more, these web APIs offer a way to programmatically request and re-purpose endless troves of information. How might we use these available resources to create unique, creative, and compelling web experiences of our own? Subscribing to a process-oriented approach, much of class time will be spent reviewing and writing code, primarily Javascript, for client-side (front-end) web development.
MDMED-AD 302
**New Media Lab**
Offered occasionally
*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.

FILMM-AD 219
**Communication Lab**
Spring 2015
Prof. Fitzgerald
*Crosslisted with Film and New Media*

FILMM-AD 234
**Experiential Video Art**
Prof. Fitzgerald
*Crosslisted with Film and New Media*

MUSIC-AD 106
**Music Technology Fundamentals**
Fall 2014
Prof. Guedes
*Crosslisted with Music*

MUSIC-AD 213
**Collaborating in a Digital Domain**
Spring 2015
Prof. Guedes
*Crosslisted with Film and New Media, Music*
The Peace Studies program examines the factors that foster or undermine peace within local and national communities and across nations. The program is motivated by the conviction that understanding the complex dynamics of peace and conflict can facilitate the work of making the world a more just and peaceful place.

The Peace Studies program draws on tools and methods from an array of disciplines in order to examine both the sources of conflict and the strategies and institutions that aim to resolve or prevent conflict, from methods of grass-roots local engagement to diplomacy, mediation, and international intervention. It analyzes peacemaking strategies across vastly divergent scales, from the contributions of individuals and small groups to the work of nations and multilateral organizations. In addition to the social, economic, and political dynamics affecting peace and conflict, the Peace Studies program also investigates the psychological factors that can cause or resolve conflict, such as the psychological roots of prejudice and aggression and the psychological origins of attitudes of reconciliation and cooperation that allow enemies to transcend seemingly intractable conflicts and societies to build bridges across painful and deeply-rooted divides.

Additional courses rooted in the humanities and arts aim to deepen our understanding of the philosophical and human dimensions of peace and conflict. They pose questions such as: Can war ever be just? Can the priority of peace ever be used as a tool to preserve unjust institutions? More generally, these courses raise the question of whether the exercise of artistic creativity or inquiry into the human condition can foster peacebuilding, cross-cultural communication, and a greater sense of empathy with other human beings.
The ideas and issues addressed by the Peace Studies concentration include:

- the challenges and strategies involved in promoting the peaceful resolution of conflict
- the costs of conflict and of the reconstruction of post-conflict societies from economic, social, psychological, and legal perspectives
- conflict and non-violence
- the psychological dimensions of conflict, prejudice, cooperation, and reconciliation
- peacekeeping
- transitional justice and post-conflict reconciliation
- post-conflict state-building
- migration and post-conflict economic development
- disarmament
- international law and governance
- the ethics of war and peace
- the history of wars and peacemaking
- artistic responses to war and roles for art in peacebuilding

The program draws on courses in the Arts and Humanities, Social Science, and Science as well as pre-professional courses in Law and in Leadership and Social Entrepreneurship. Students interested in international relations, comparative politics, economic development, social change and social justice, public service, anthropology, the arts and humanities may find special relevance in the Peace Studies program, as will students participating in Engineers for Social Impact, an activity organized by the Engineering program.

**REQUIREMENTS FOR THE CONCENTRATION IN PEACE STUDIES**

4 courses, distributed as follows:

1. Foundations of Peace: Psychological Perspectives
2. Foundations of Peace: Economic and Political Perspectives
3. Electives offered by the Peace Studies program or cross listed with other programs
**REQUIRED COURSES**

**PEACE-AD 101**  
**Foundations of Peace: Psychological Perspectives**  
*Fall 2014*  
*Prof. Henry*  
This class will introduce students to the foundational theoretical approaches to peace from a psychological perspective. The class will focus on the study of conflict, aggression, civil unrest, violence, and terrorism, based on the idea that understanding the psychological roots of conflict is essential for understanding the means toward achieving peace within and between individuals, and achieving cooperation within and between groups. The class will consider the motives behind conflict, the origins of collective action, perceptions of justice in fueling conflict, the role of emotions, including anger and empathy, the role of ideologies and morality systems, the rationalization and justification of aggression and inequality, and the psychological consequences of conflict. The class will consider evidence relevant to Eastern philosophical approaches to peace and conflict, such as meditation, Buddhism, etc., including their neuropsychological and physiological markers. Finally, the class will critically evaluate attempts at understanding and reducing terrorism, as well as other conflict resolution strategies from a psychological perspective. In general, students will be able to integrate a range of perspectives to evaluate the current state of the science of peace psychology, including its strengths and shortcomings.

**PEACE-AD 102**  
**Foundations of Peace: Economic and Political Perspectives**  
*Spring 2015*  
*Prof. Chacon*  
*Crosslisted with Economics, Political Science*  
This course surveys the political science and economics literature on social conflict and peacebuilding. The class will focus on major themes and issues such as the determinants of peaceful cooperation and sustainable peace; the root causes of armed conflict; the determinants of ethnic conflict; the political economy of civil wars; the variables affecting the duration and termination of wars; the phenomenon of different forms of political violence-including protests, riots, military coups, political assassinations, and terrorism; and the politics and economics of peacebuilding. The course is highly interdisciplinary and will cover a wide variety of cases from a comparative perspective.

**PEACE STUDIES ELECTIVES**

**PEACE-AD 120**  
**Transitional Justice**  
*Fall 2014*  
*Prof. Abdulkadir*  
*Crosslisted with Political Science*  
How do societies emerging from authoritarian rule and intra-state armed conflict deal with past mass human rights violations? In their attempts to address past gross human rights violations, what types of justice mechanisms do such societies employ? Ruti Teitel first coined the term transitional justice in her book *Transitional Justice* (2000). Since then the term has circulated widely in scholarly and policy communities to describe a set of mechanisms and approaches to address past violence. This course analyzes the problems facing societies with past human rights violations, the numerous options they have at their disposal to engage these abuses and the political, economic, legal and ethical ramifications of each choice. The course is organized into two sections. The first section introduces theoretical approaches to study of transitional justice. The second section analyzes the most frequently used mechanisms, focusing on their potency in advancing democratization and reconciliation. Case studies include: the prosecutions of Nuremberg and Tokyo; the international tribunals of the former Yugoslavia and Rwanda; the hybrid tribunals of Timor Leste, Cambodia, and Sierra Leone.

**PEACE-AD 121**  
**International Organizations and Global Governance**  
*Fall 2014*  
*Prof. Harsch*  
*Crosslisted with Political Science*  
The creation of international organizations (IOs) is a crucial moment in historical efforts at structuring and civilizing international affairs. Organizations such as the League of Nations and the UN have been at the heart of attempts to create a peaceful international order. In today’s international system, international organizations perform a huge variety of challenging tasks: they provide safeguards against the military use of nuclear technology, destroy chemical weapons, convict war criminals, assist developing countries with loans, and deliver food to populations in need. This course will examine international organizations’ origin, logic and impact within both global and local contexts. It will provide students with a better understanding of both the theory and the practice of international cooperation and global governance. Specifically, it will study why states cooperate in IOs, how member states and international bureaucracies interact, and how IOs contribute to peaceful conflict management and human development in today’s international system.
Truth, Reconciliation and Justice in Post-Conflict Situations
January Term 2015 (Abu Dhabi)
Prof. Sachs
The focus will primarily be on the experience of the Truth and Reconciliation Commission in South Africa, why and how it came into being, how it was structured, how it functioned and its impact on the nation and national development. Sub-themes will include an analysis of four kinds of truth, the problem of denialism, and the difference and relation between restorative and punitive justice. The course will offer comparative reflections on how similar issues have been dealt with in Northern Ireland, Colombia and Sri Lanka.

Peacebuilding
Spring 2015
Prof. Harsch
Crosslisted with Political Science
This course will help students build an analytical understanding of the potentials and pitfalls of international intervention in conflict-affected societies. Postwar peacebuilding has become a growing, yet highly controversial international activity. The experiences with attempts to promote peace and increase state capacity are sobering, in particular in terrains such as Somalia, the DRC and Afghanistan. How can the international community promote peace in these hard cases? What are the flaws of the existing “best practices” approach to peacebuilding and what are promising alternatives to it? The course will examine the current debates on peacebuilding and will invite practitioners from international organizations to discuss their approach to promoting peace in some of the world’s most challenging regions.

Causes and Prevention of Violence
Spring 2015
Prof. James Gilligan
This course will study violence as a problem in public health and preventive medicine—indeed, the most important problem, since it could potentially, in this age of nuclear weapons, cause the self-extinction of the human species. To do so, we will review writings that illuminate and illustrate the causes and prevention of violence, including wars and civil wars, inter-ethnic violence, revolutions, genocide, terrorism and structural violence. We will study how the moral emotions, shame and guilt, can motivate as well as inhibit both group and individual violence. We will also examine cognitive causes of violence, including the backlash, in the form of “political religions”—Nationalism, Imperialism, Totalitarianism, and most recently, Apocalyptic Fundamentalism—against the modern scientific world-view and its challenge to the credibility of the traditional sources of moral and political authority. Readings will include the Bible and works by Thucydides, Shakespeare, Buchner, Nietzsche, Dostoevsky, Joseph Conrad, Einstein, Freud, Kafka, Adorno, Frantz Fanon and Hannah Arendt.

War and Media in the Middle East
Fall 2 2014 (7 weeks)
Prof. Tawil-Souri
Crosslisted with Arab Crossroads Studies, Film and New Media

Education and Diversity: Historical and Comparative Perspectives
Crosslisted with Arab Crossroads Studies, Social Research and Public Policy
Islamic Studies
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 UAE, 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 UAE—and vice versa—in a globalizing world of flux, opportunity, and danger.

International Peacebuilding and the Role of Education
January Term 2015 (Abu Dhabi)
Prof. Burde
Crosslisted with Education, Political Science, Social Research and Public Policy

Peace
Prof. Klimke
Crosslisted with the Core: Structures of Thought and Society

Global Justice and Authority
Crosslisted with the Core: Structure of Thought and Society

War
Fall 2014
Prof. Bravo
Crosslisted with the Core: Art, Technology, and Invention, Music
FILM-AD 157J
Cinema and War
Prof. Ben-Ghiat
January Term 2015 (Abu Dhabi)
Crosslisted with Film and New Media

HIST-AD 144
Topics in Asia-Pacific History: America’s Wars, Past and Present
Prof. Young
Spring 2015 (7 weeks)
Crosslisted with History

LAW-AD 212J
International Law
Crosslisted with Law

POLSC-AD 171
International Conflict
Crosslisted with Political Science

POLSC-AD 172
International Organization
Crosslisted with Political Science

POLSC-AD 176J
Nation-Building
Prof. Jones and Traub
January Term 2015 (Washington, D.C.)
Crosslisted with Political Science

POLSC-AD 177
Civil Wars and International Intervention
Crosslisted with Political Science

POLSC-AD 178J
Understanding Insurgency and Counterinsurgency
Offered occasionally
Prof. Michael Gilligan
January Term 2015 (Abu Dhabi)
Crosslisted with Political Science

POLSC-AD 179J
Political Conflict and Economic Development
Crosslisted with Political Science

POLSC-AD 181
Ethnicity and Violence
Crosslisted with Political Science
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

MDURB-AD 114
Planning Abu Dhabi
Offered occasionally
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
Offered occasionally
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 117J
Post-Catastrophe Reconstruction
Offered occasionally
Emergency response situations, such as natural disasters and terrorist attacks, are unfortunate but recurring events that have a major impact on today’s global society. This course explores the variety of complex issues surrounding post-catastrophe reconstruction (PCR) and provides an understanding of the process and players in emergency response situations as well as a critical historical analysis of previous reconstruction efforts. We compare the unique characteristics of various PCR situations, such as natural disaster vs. terrorism, urban vs. rural, developing vs. developed nations; discuss issues surrounding immediate rapid response and long-term reconstruction; and evaluate pre-event preparedness plans and development aimed at lessening the occurrence and effects of emergency events. The class includes a field trip to Sri Lanka where students have an opportunity to experience first-hand and gain an understanding of the realities on the ground in a post-catastrophe area. In addition, students have the opportunity to meet with NGOs and government officials involved in the humanitarian as well as reconstruction effort. This course will include a field trip to Sri Lanka.

MDURB-AD 118
Middle Eastern Cities: Urbanization and Society
Offered occasionally
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
Offered occasionally
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 120
Urban Infrastructure in the 19th & 20th Century
Offered occasionally
The world’s urban population is anticipated to reach 5 billion by 2030. The rise of mega-cities has captured much attention, however most of the world’s urban growth will take place in small to mid-size cities. To some extent, this is a desirable trend as smaller urban environments and utopian models of urban development. This course is a comparative study of the evolution of 19th and 20th century urban infrastructure. It examines the designs of complex infrastructure networks for moving people, goods, water, waste, energy, and information: from pipelines to the telecommunication network, from sidewalks to freeways and ports, and from personal carriers to mass transit. In this course students develop a perspective on how the growth of urban population in first half of 19th century led to innovations in the second half of the century that sustained the tremendous growth of 19th century urban population; and how this trend continued to support that growth in the 20th century urban population. Each student will select a city and research the evolution of the various layers of that city’s infrastructure. The student “Cities Project” will be presented in the form of maps, photos, videos, interviews, stories.
Urban Form of Shanghai

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.

Cities and Consumption

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. 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.

Nature of Urban Design: a New York Perspective on Resilience

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 will frequently serve as classroom, with students exploring and recording examples of urban design through the neighborhoods they transform.

Global City

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. The course will also help students better understand how their choice of a city to live in can have an indelible impact on their lives and careers.

Cities, Nations, and Globalization

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 will include literary sources and visual analysis as well as social science and humanistic scholarship.

Public Space and the Life of Cities

Public spaces play an essential role in the life of cities and their residents. Public squares and parks, streets and esplanades—these are often the signature spaces that constitute a city’s distinctive identity. They are also the settings of everyday life, mixing bowls where a city’s diverse communities interact, forums for individual as well as collective action and expression. This course explores the
nature of public space in cities around the world, with attention to their physical character and [urban] design, their history, their pictorial and literary representation, and the social practices that activate public space. We will explore three overarching questions. What do we mean by “public” and “public space”? What are common characteristics of public spaces and how do people use them? And why are public spaces important to city life? We will study historical and contemporary squares and streetscapes of Europe and the Middle East, and draw upon case studies from the hometowns of our students as well as site visits in Abu Dhabi and Dubai.

MDURB-AD 198
Directed Study

AHC-AD 129J
Memory and the City: Berlin in 20th Century History and Literature
Crosslisted with Arts and Humanities Colloquia

COREI-AD 16
Where the City Meets the Sea: Studies in Coastal Urban Environments
Spring 2015
Prof. Burt
Crosslisted with the Core: Experimental Discovery in the Natural World, The Environment

COREI-AD 25J
Coastal Urbanization and Environmental Change
January Term 2015 (Sydney)
Prof. Burt
Crosslisted with the Core: Experimental Discovery in the Natural World, The Environment

CORES-AD 15W
Politics and the City
Fall 2014
Prof. Menoret
Writing Intensive
Crosslisted with the Core: Structures of Thought and Society

ECON-AD 213J
Economic Development and Urbanization in Africa
January Term 2015 (Accra)
Prof. Buckley
Crosslisted with Economics, Social Research and Public Policy

ECON-AD 320
Environmental Economics and Energy Policy
Prerequisites: Intermediate Microeconomics (ECON-AD 105)
Crosslisted with Economics

HIST-AD 117
Spring 2015
Prof. Roth
Crosslisted with History

POLSC-AD 136
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 Art and Art History
Students interested in other professional areas should feel welcome to pursue as many or few of these pre-professional courses as are useful to them—consistent with maintaining the academic breadth that is a hallmark of an NYUAD undergraduate degree.

Many pre-professional courses are crosslisted with NYUAD majors and concentrations. Some are not. However, as most professions do not require that students follow a particular undergraduate major, students are encouraged to explore pre-professional courses regardless of any cross listing.
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.

In addition to courses offered by NYUAD, students who elect to study away in New York, Florence, London, Prague, Shanghai and Washington DC 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.
BUSINESS AND ORGANIZATIONAL STUDIES 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 2015 (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.

BUSOR-AD 113  
An Introduction to Organizational Research Design  
This course is best seen as a blend of basic knowledge on how organizations behave and a much deeper exploration of research methods for measuring the actual performance of organizations in achieving their mission, be it profit, environmental sustainability, social responsibility, or innovation. The course will start with a short discussion of organizational architecture and behavior, then move forward with an introduction to research methods for diagnosing and measuring how organizations produce high rates of return on investment. The bulk of the course will engage students in measuring the organizational attributes and performance of selected Abu Dhabi entities as part of the professor’s work with the Abu Dhabi Accountability Authority, which oversees nearly 400 AD government, private, and nonprofit agencies, and the Khalifa Fund, which is Abu Dhabi’s primary venture capital fund for stimulating entrepreneurship. Students must be committed to the highest standards of professionalism in their work, and will be active participants in helping NYUAD contribute to the betterment of Abu Dhabi organizations and society as a whole. Arabic language skills are of added value in this work, but not essential.

ECON-AD 101  
Principles of Microeconomics  
*Fall 2014*  
Profs. Nyarko and Paik  
*Spring 2015*  
Prof. Rosendorff  
*Crosslisted with Economics, Leadership and Social Entrepreneurship, Social Research and Public Policy*

ECON-AD 321  
Introduction to Accounting  
*Fall 2014*  
Prof. Chu  
*Spring 2 2014 (7 weeks)*  
Prof. Dontoh  
Prerequisites: Principles of Microeconomics (ECON-AD 101), Statistics for the Social and Behavioral Science (SOCSC-AD 110)  
*Crosslisted with Economics*

ECON-AD 325J  
The Euro-American Financial System in Crisis  
Prof. Smith  
*Crosslisted with Economics*
ECON-AD 352
Global Banking and Financial Markets
Spring 2015
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
Offered Occasionally
Prerequisites: Introduction to Psychology (PSYCH-AD 101), Research Methods in Psychology (PSYCH-AD 102)
Crosslisted with Psychology
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.

In addition to courses offered by NYUAD, students who elect to study away in New York, Florence, London, Prague, Shanghai and Washington DC have the opportunity to take courses offered by the Leonard N. Stern School of Business. Stern courses that are part of the NYU cross-school business minors are readily available to NYUAD students. For students interested in registering for intermediate or advanced-level Stern courses, prerequisites for those courses must be met. Registration is available to NYUAD students one week after registration initially opens. NYUAD students should work closely with their mentors well in advance of the semester they plan to study away if they would like to take upper-level business courses offered by the Stern School.
EDUCATION 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, Social Research and Public Policy, Islamic Studies
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 UAE, 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 UAE—and vice versa—in a globalizing world of flux, opportunity, and danger.

EDUC-AD 115J
International Peacebuilding and the Role of Education
January Term 2015 (Abu Dhabi)
Prof. Burde
Crosslisted with Peace Studies, Political Science, Social Research and Public Policy
This course explores how state and non-state actors pursue peace and security, and the role of education in this process. We explore international peacebuilding, including peacekeeping, institution building, and humanitarian aid. We examine how specific education initiatives such as peace education, education for democracy, Education for All, and citizenship education fit into these strategies. We also examine how education may be used to disrupt peacebuilding. Case studies may include Syria, Afghanistan, Israel/Palestine, Guatemala, UAE, and the United States. Guest speakers are invited from relevant organizations to speak about their responsibilities; students prepare questions to interview the guests.

EDUC-AD 116J
Inequality and Education
Prof. Noguera
January Term 2015 (Abu Dhabi)
Crosslisted with Social Research Public Policy
The course will examine how schools are implicated in the reproduction of inequality in countries throughout the world. Although policy makers often regard education as a means to promote greater equality and opportunity, empirical evidence suggests that more often than not, a child’s background predicts how well they will perform in school and what types of employment opportunities will be available to them later in life. However, some nations do a better job than others in using education to expand opportunity. Understanding why some nations continue to have schools that struggle in their efforts to serve minorities and the poor children, and why other nations are experiencing greater success in this endeavor is the central aim of this course. We will also consider the ways in which teachers, students, parents and their allies, have used educational settings and the educational process as a focal point for resistance to social and cultural reproduction, and various forms of oppression and discrimination. The role of social identities related to class, race, language and ethnicity in shaping the experiences of students and teachers in the reproduction process, will be a primary focus of the course readings and class discussions.
EDUC-AD 117J
Teaching the Nation: Education and Nationalism in Modern China
January Term 2015 (Shanghai)
Prof. Zimmerman
This course explores how China has developed and transmitted nationalism through a range of educational institutions: schools, universities, museums, stadiums, and mass-media outlets. In course readings and papers, we will examine how the meanings of “nation” in China shifted across the past century. We will also intersperse our classes with visits to schools and other educational sites, to study contemporary trends and dilemmas in the teaching of nationalism. At the end of the course, we will ask what other national school systems might learn from China—and vice versa—in a globalizing world of flux, danger, and opportunity.

SRPP-AD 113
Globalization and Education
Crosslisted with Social Research and Public Policy
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 and debate. 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.
JOURNALISM 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 2015 (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 are 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.
This pre-professional area exposes students to important concepts in US 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 area draws upon the extensive programs of the NYU School of Law, including international law, environmental law, and US constitutional law, areas that reinforce the other programs in the NYUAD curriculum.
LAW COURSES

Courses vary from year to year.

LAW-AD 114J  
**Punishment in Law, Politics and Society**  
*Crosslisted with Political Science, Social Research and Public Policy*  
This seminar investigates the state's power to punish. We read foundational works from philosophy, sociology, political science, and law to explore why states punish, how they punish, and whom they punish. We focus on the modern American approach to punishment, including its use of mass incarceration and the death penalty. We analyze US Supreme Court cases in light of the fundamental purposes of punishment, and compare penal practices around the world. Though subject to change, activities outside the classroom may include attending arraignment court, observing a sentencing hearing, and visiting a correctional facility.

LAW-AD 210  
**Civil Rights**  
Interpretation of the Bill of Rights, the Civil War amendments, and other rights in the US Constitution through the reading of Supreme Court opinions. Topics include freedom of speech and press; free exercise of religion and separation of church and state; the right of privacy; rights of the criminally accused; equal protection of the law against race, gender, and other discrimination; and the rights of franchise and citizenship. Cases are read and discussed closely for their legal and philosophical content.

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**  
*January Term 2015 (New York)*  
Prof. Alvarez  
*Crosslisted with Peace Studies*  
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.

LAW-AD 213  
**Climate Change Law and Policy**  
*Fall 2014*  
Prof. Kazmi  
Climate change will be a foremost theme that will influence financial activities, and policy and legal framework for years to come. In a noticeably short time span, climate change has become a global challenge calling for collective action. Climate change law is emerging as a new legal discipline. Students in this course will explore how climate change law relates to other areas of law and how climate change has elicited rulemaking process at the international, regional, national and local levels. The course will encourage students to identify the climate change policy issues in state and international laws. Students will also study how international law and international relations influence current national laws and policies. The class will be invited to study the negotiation process, implementation and current status of the United Nations Framework Convention on Climate Change (UNFCCC), the Kyoto Protocol, the Copenhagen Accord, the Cancun and Durban Agreements. The class will then proceed to evaluate the various legal tools that are available at national and international level to address climate change, including cap-and-trade, carbon taxation, command-and-control regulation, litigation, securities disclosures, and voluntary actions. The class will also examine energy and climate change nexus and the roles of energy efficiency, renewable energy sources and carbon capture and sequestration. The course will pay special attention to the role of developing countries in the emerging international climate change regime and negotiation strategies of G77+China in Copenhagen, Cancun, Doha, Warsaw, and upcoming UNFCCC conference in Peru in December 2014.
COMPARATIVE LEGAL SYSTEMS: UNITED STATES AND UNITED ARAB EMIRATES

Fall 2014
Prof. Kazmi

The growing trend of globalization in nearly every field of human endeavor, demands legal experts to get awareness of legal traditions and systems operating beyond their borders. This course will invite students to explore the legal systems of other than their own native legal system. Primarily this course will focus on essential characteristics of the three major legal systems: Civil, Common, and Islamic and Sharia. The class will also examine the diverse legal systems, inspired by various political, social, and religious doctrines, successfully used by billions of people in various parts of the world. This course will pay special attention to law traditions explicitly functioning in United States of America, and United Arab Emirates. This class will offer a historical and cultural background related to the development of legal structures and substantive rules in both territories. Students will study existing judicial systems, and essential rules dealing with legal education and practice in US and UAE.

COREP-AD 13
Law and the Imagination
Prof. Stimpson
Crosslisted with the Core: Pathways of World Literature

CORES-AD 5A/5B
The Relationship of Government and Religion
Fall 2014 and Spring 2015
Prof. Sexton
Crosslisted with the Core: Structures of Thought and Society

CORES-AD 38
What is Law?
Spring 2015
Prof. Coughlin
Crosslisted with the Core: Structures of Thought and Society

SRPP-AD 130
Law, Society, and Public Policy
Crosslisted with Social Research and Public Policy

SRPP-AD 134J
21st-Century International Human Rights
Prof. Koh
January Term 2015 (Abu Dhabi)
Crosslisted with Leadership and Social Entrepreneurship and Social Research and Public Policy
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 UAE 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.
LEADERSHIP AND SOCIAL ENTREPRENEURSHIP 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 2015 (New York)
Prof. Buchanan
Crosslisted with Economics, Business and Organizational Studies

ECON-AD 101
Principles of Microeconomics
Fall 2014
Profs. Nyarko and Paik
Spring 2015
Prof. Rosendorff
Crosslisted with Business and Organizational Studies, Economics, Social Research and Public Policy

SRPP-AD 134J
21st-Century International Human Rights
January Term 2015 (Abu Dhabi)
Prof. Honju Koh
Crosslisted with Law and Social Research and Public Policy
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.
MUSEUM AND CULTURAL HERITAGE STUDIES COURSES

Courses vary from year to year.

MUSST-AD 110
Introduction to Museum Studies
Fall 2014
Prof. G. Wharton
Crosslisted with Art and Art History
Introduction to the social, cultural, and political history of museums. This course focuses on the formation of the modern museum. Museums of art, natural history, science, technology, and anthropology are examined from a variety of disciplinary approaches that explore the institution and its practices with respect to governance, colonialism, nationalism, class, gender, ethnicity, and community. Visits to the museums and cultural institutions in the region are an important part of this course.

MUSST-AD 111J
The Meaning of Museums
Crosslisted with Art and Art History
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
Crosslisted with Art and Art History
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, installations, 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
Crosslisted with Art and Art History
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
Crosslisted with Art and Art History
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

MUSST-AD 212
Cabinets of Wonder
Crosslisted with Art and Art History
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**
Offered Occasionally
Crosslisted with Art and Art History
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.

MUSST-AD 215J
**Museums in Global Context**
Profs. Clarke and McClellan
January Term 2015 (New York)
This course surveys the history and representational role of museums, from its origins in cabinets of curiosity formed during the age of exploration to the global proliferation of museums today. Our goal is to provide a critical framework to understand how and why museums have evolved and function in a globalized world. We will consider how Enlightenment collecting practices led to the development of the “universal museum” in an era of colonial expansion and examine how this dominant model has expanded—and been challenged—over the past century. Among the issues to be discussed are: the organization and display of collections, the language and symbolism of museum architecture, the relationship of museums to their public(s), heritage and repatriation, cultural diversity and the politics of representation, and globalized collecting and exhibiting today. Classroom lectures will be supplemented by field trips drawing on the rich diversity of museums in the New York area.

ACS-AD 203X
**Heritage, History, and Memory in the Modern Middle East**
Spring 2015
Prof. Peutz
Crosslisted with Anthropology, Arab Crossroads Studies
Islamic Studies

ANTH-AD 102J
**The Anthropology of Indigenous Australia: Art, Politics and Cultural Futures**
Prof. Myers
January Term 2015 (Sydney)
Crosslisted with Anthropology

VISAR-AD 155
**The Exhibition Industry**
Crosslisted with Art and Art History
NYU Abu Dhabi’s Premedical and Health Studies program 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 US citizens or permanent US residents to gain admission to medical school in the US. Other health professional schools in the US have more hospitable admissions policies, such as schools of dentistry and M.D./Ph.D.
programs. For information about professional health programs in countries other than the US, please consult a pre-professional advisor in the Career Development Center.

The following are the basic requirements most medical schools in the US 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**

**SCIEN-AD 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.)  
*Crosslisted with Biology, Chemistry, Engineering, Physics*

**CHEM-AD 101-102**  
*Organic Chemistry 1 and 2*  
*Crosslisted with Biology, Chemistry*

**MATH-AD 110 or 111**  
*Calculus or Calculus with Applications*

One semester of *Writing* such as a Core course with a Writing Workshop and one additional semester of *Literature* or *Pathways of World Literature* Core Course

Note: Organismal Biology (BIOL-AD 101), Biochemistry 1 and 2 (CHEM-AD 301 and 302) and Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or one of the other statistics classes available across the NYU network are all highly recommended.
January Term
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 sites around the world. Intellectually linked to their locations, the courses take advantage of local resources; explore the history, culture, economy, and society of the host communities; and often involve collaborative activities with local students and faculty. These courses illuminate the interdependence of local knowledge and global awareness while fostering cross-cultural research and insights into complex, global issues. Up to 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.
ACSA-AD 207JX
History of Modern Iran: Shi’ism, Politics, and Culture
January Term 2015 (Abu Dhabi)
Prof. Afary
Islamic Studies
This course will cover major turning points in modern Iran, from the 1906 Constitutional Revolution to the 1979 Islamic Revolution and since. Throughout, we will be focusing on gender, class, ethnic, and religious cleavages. Part I will cover late nineteenth-century religious practices as well as social and gender relations. Part II will explore the role of imperialist powers during the Constitutional Revolution and subsequent politics of oil in the Pahlavi period. Part III will turn to the social, cultural, and economic reasons for the emergence of Islamism. Here we concentrate on the links between Islamist and Leftist intellectual discourses during the 1970s, Khomeini’s appropriation of these discourses during the Islamic Revolution, and the Islamist state’s consolidation of power during the Iran-Iraq war of the 1980s. Part IV will focus on the process whereby, during the 1990s, many leftist Islamists gravitated towards a human rights discourse and declared themselves Muslim Reformists. Here we will give special attention to debates over democratization and human rights, gender/sexuality, and religious/ethnic diversity.

ACSA-AD 261J
Cities and Modern Arabic Literature
January Term 2015 (Abu Dhabi)
Prof. Khoury
Crosslisted with Literature and Creative Writing
We use fiction as a tool to visit (figuratively) five cities: Cairo, Alexandria, Beirut, Haifa, and Baghdad. The novels are our guides in order to understand the multiple layers of a city, and to build knowledge about the relationship between literature and social life. We read works by Naguib Mahfouz, Sunalla Ibrahim, Huda Barakat, Hanan Al Sheikh, Tawfic Yussuf Awad, Sinan Antoun, and Ghassan Kanafani. We read the novels as both individual and collective experiences, and we discuss how the new literary genre reflected and participated in the process of social change.

ACSA-AD 263J
Modern Architecture in Abu Dhabi
January Term 2015 (Abu Dhabi)
Prof. Menoret
Crosslisted with Art and Art History
This course is an exploration of modern architecture in the city. Gulf countries have witnessed an unprecedented construction boom since the beginning of oil exploitation. New cities have been built and old cities have been renewed, often with the help of such world-class architects as Le Corbusier, Frank Lloyd Wright, Walter Gropius, and 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.

ARAB-AD 219J
Colloquial Arabic: Emirati Dialect
January Term 2015 (Abu Dhabi)
Prof. Isleem
Prerequisite: Intermediate Arabic 2 (ARAB-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.

COREA-AD 45J
Sound(ings)
January Term 2015 (Abu Dhabi)
Prof. Fontana
Crosslisted with Music
This course will explore the meaning of sound in the urban and natural environments within Abu Dhabi and the UAE. An assumption which this course will make and explore is that all situations in the real world have a musical potential. This potential is defined and realized by discovering, recording and mapping the many ways in which the physical reality of places are dynamic systems of significant acoustic patterns. This seminar will start with an introduction to mobile sound recording that explores sound as it travels through the air in acoustic space using varieties of microphones and space mapping techniques. The course will also explore using acoustic measurement technologies such as accelerometers and hydrophones to investigate how sound exists within structures, the sea and other types of fluids. This course will start out with a large group sound mapping project about Saadiyat Island and expand to other environments in Abu Dhabi and the UAE. In addition to the group project, students will also be required to develop their own unique
surveillance and its relationship to privacy, security, and democracy. Issues such as the 11 September 2001 attacks on the United States have shaped how we think about identity and personal information over the last 3000 years. Among the central questions that animate the course are: What is the relationship between surveillance and governance? How has the emergence of various forms of electronic surveillance changed the ways in which we think about identity and individual privacy? How do we balance a concern for individual freedom with the pursuit of security in a world characterized by increasingly sophisticated and intrusive forms of state and private surveillance? The course will also focus on key historical debates about the appropriate limits of surveillance, paying particular attention to the ways in which certain major events (such as the 11 September 2001 attacks on the United States) have shaped how we think about surveillance and its relationship to privacy, security, and democracy.

**CORES-AD 53J**  
*What is a Religion?*  
*January Term 2015 (Abu Dhabi)*  
*Prof. Appiah*

Course description: Most English-speaking people can answer the question, “What is your religion?” … even if the answer is “I am an atheist, so I don’t have one.” Yet the things we call religions are remarkably diverse. They differ, for example, in whether they address one God, no gods or many; how important they think explicit creeds are; how much attention they give to prayer, fasting and other rituals; and whether adherents are expected to dress or eat or engage in other everyday practices in a distinctive way. In this course we'll discuss the views of a variety of anthropologists, philosophers and sociologists as to what religions are; theories that seek to explain not just what, if anything, these many diverse religions have in common but the moral, social or cognitive purposes they serve. Among our theorists will be some of the founders of modern Western social science—E. B. Tylor, Max Weber, and Emile Durkheim. Among our questions will be, “Is religion a European concept?”

**CORES-AD 54J**  
*Surveillance and Privacy*  
*January Term 2015 (Abu Dhabi)*  
*Prof. Goold*

This multidisciplinary course examines the historical, sociological, cultural, and political significance of surveillance, with a particular focus on the relationship between surveillance and privacy. Drawing on a wide range of sources (including academic research, historical documents, literature, film, and social media), the course explores how developments in the practice and technologies of surveillance have shaped the ways in which we think about privacy, identity, and personal information over the last 3000 years. Among the central questions that animate the course are: What is the relationship between surveillance and governance? How has the emergence of various forms of electronic surveillance changed the ways in which we think about identity and individual privacy? How do we balance a concern for individual freedom with the pursuit of security in a world characterized by increasingly sophisticated and intrusive forms of state and private surveillance? The course will also focus on key historical debates about the appropriate limits of surveillance, paying particular attention to the ways in which certain major events (such as the 11 September 2001 attacks on the United States) have shaped how we think about surveillance and its relationship to privacy, security, and democracy.

**COREI-AD 37J**  
*Light*  
*January Term 2015 (Abu Dhabi)*  
*Science, Society and History*  
*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 works of art. Ultimately, we wrestle with the “entanglement” of photons and what this reveals about the nature of light and our universe.

**COREI-AD 48J**  
*Big Data*  
*January Term 2015 (Abu Dhabi)*  
*Science, Society and History*  
*Prof. Benaych-Georges*

Big Data is the science of large data sets. These sets have appeared in rising volume, variety, and velocity during the last decade. The rise of big data is due chiefly to data collection via social networks, E-commerce and web navigation, but other types of data collection, related to phones, medicine or world trade are also involved. How do we get relevant information from these large data sets? For example, based on a very accurate analysis of their own collected data sets, companies as Google, Amazon, Facebook or Netflix manage to get significant hints about what should interest specific customers. Data analysis is also becoming more important in healthcare with personalized medicine. This course takes a cross-disciplinary approach to Big Data, beginning with the sources and applications of Big Data, such as business, genomics, economics, and sociology. Then, we will look at how statistics and computer science (via machine learning) aid the analysis of data sets.
and their structure/property relationship and how current manufacturing techniques inspire scientists to recreate nature-like structures to improve current engineering practice. The course is geared to the classroom and experimental laboratory setting where students manipulate materials and explore material properties for biomimetic design.

COREI-AD 52J
Computational Tools for Cultural Comparison
January Term 2015 (Abu Dhabi)
Experimental Discovery in the Natural World
Prof. Shasha
Different cultures have both unique and common properties. These can be linguistic properties, properties of politeness, of government, of art, of economics, of food, of gender relationships, and even of war. Tools for cross-cultural comparison should allow those who are familiar with only a few cultures to enter properties and values about those cultures and then allow searchers to compare the cultures in various ways. For example, it should be possible to discover the commonalities and differences among pairs of cultures, to cluster many cultures based on their commonalities, and to find cultural rules of the form “if culture has property x, then it has property y”. This course will begin with the discussion of a key cultural notion—language. You will learn the basics of linguistics and then will interact with a cross-cultural database and analysis platform called Terraling. We will also study data sets that may be useful for cross-cultural analysis mostly from the social sciences, anthropology, and archaeology. After that, you will engage in projects to use Terraling to enter other properties and values about a topic of your choice (e.g. about food, legal structure etc.). Some of that data will come from the data sets others have gathered that are on the web and some will come from data that you yourselves gather. In the process you will learn elements of statistics, machine learning, programming in Python, and experimental design and evaluation.

EDUC-AD 115J
International Peacebuilding and the Role of Education
January Term 2015 (Abu Dhabi)
Prof. Burde
Crosslisted with Economics, Peace Studies, Political Science, Social Research and Public Policy
This course explores how state and non-state actors pursue peace and security, and the role of education in this process. We explore international peacebuilding, including peacekeeping, institution building, and humanitarian aid. We examine how specific education initiatives such as peace education, education for democracy, Education for All, and citizenship education fit into these strategies. We also examine how education may be used to disrupt peacebuilding. Case studies may include Syria, Afghanistan, Israel/Palestine, Guatemala, UAE, and the United States. Guest speakers are invited from relevant organizations to speak about their responsibilities; students prepare questions to interview the guests.

EDUC-AD 116J
Inequality and Education
January Term 2015 (Abu Dhabi)
Prof. Noguera
Crosslisted with Social Research and Public Policy
The course will examine how schools are implicated in the reproduction of inequality in countries throughout the world. Although policy makers often regard education as a means to promote greater equality and opportunity, empirical evidence suggests that more often than not, a child’s background predicts how well they will perform in school and what types of employment opportunities will be available to them later in life. However, some nations do a better job than others in using education to expand opportunity. Understanding why some nations continue to have schools that struggle in their efforts to serve minorities and the poor children, and why other nations are experiencing greater success in this endeavor is the central aim of this course. We will also consider the ways in which teachers, students, parents and their allies, have used educational settings and the educational process as a focal point for resistance to social and cultural reproduction, and various forms of oppression and discrimination. The role of social identities related to class, race, language and ethnicity in shaping the experiences of students and teachers in the reproduction process, will be a primary focus of the course readings and class discussions.

ENGR-AD 110J
Design and Innovation
Offered every year
January Term 2015 (Abu Dhabi)
Profs. 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.
**FILM-AD 157J**  
Cinema and War  
*January Term 2015 (Abu Dhabi)*  
Prof. Ben-Ghiat  
*Croslisted with Peace Studies*  
This course investigates the relationship of cinema and war from the early 20th century to the present. From the Libyan War of 1911-1912 onwards, film has been integral to shaping public consciousness of military events as they unfold and public memory of wars after the guns have fallen silent. The course looks at feature films and non-fiction, with government and clandestine short films shown as well as commercial entertainment films and independent documentaries. Topics to be addressed include how war’s many violence are represented; the filmmakers’ circumstances (censorship, political agendas and pressures, physical danger, the politics of funding); national cinemas; the role of sound; the camera as weapon; the uses of history; and the operation of memory. Case studies may include the two World Wars, civil wars (Spain, Lebanon), anti-colonial wars, the fall of Communism, the war in Iraq, Vietnam, the Israel-Palestinian conflict; and the Egyptian revolution.

**HIST-AD 118J**  
World War I: A Case Study in the Causes and Consequences of War  
*January Term 2015 (Abu Dhabi)*  
Profs. Berdahl and Kimball  
*Croslisted with Peace Studies*  
The First World War was the seminal event of the 20th century. It left ten million soldiers and six million civilians dead. Under the strain of war and defeat, Russia, Germany, Austria-Hungary, and the Ottoman Empire collapsed in revolution. Large portions of France lay in ruins and England’s wealth shattered. The war set the stage for the disastrous events of the 20th century. In this course we will examine the broad background to the war: the roles of nationalism, colonialism, and militarism, and the consequences of the decline of the Ottoman Empire. We will analyze the immediate responses to the crisis of 1914, the judgments and misjudgments that started the conflict. We will examine war strategies, the costs and futility of its battles. By looking at diaries, letters, and contemporary writings, we will study its human impact. And we will study the larger outcomes of the war: changes in society, the revolutions, the peace settlements and their consequences.  
History listing in Global Thematic.

**LITCW-AD 130J**  
Fiction Writing: Craft Workshop  
*January Term 2015 (Abu Dhabi)*  
Prof. Strauss  
This 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.

**LITCW-AD 131J**  
Performative Literature: Acting Epics, Romances, Ballads and Stories  
*January Term 2015 (Abu Dhabi)*  
Prof. Vitz  
This course presents narrative literature as a set of springboards to performance, rather than as a series of books simply to be read privately. In this strongly performance-oriented course, students approach literature as works that were acted out, sung, and narrated from memory, as part of a storytelling tradition. Students are invited to draw on their dramatic and musical skills and interests, and on their language abilities. For their final project, students collaborate in staging and performing a substantial piece of traditional narrative. Works discussed and performed include epics, romances, ballads, and short tales of various kinds, drawn from world literature. In J-term 2015, students will perform from the medieval French Arthurian romance *Yvain or the Knight with the Lion* by Chretien de Troyes and from the Spanish epic *The Song of the Cid*. Short works (in a Course Packet) will be taken from the following—and will thus represent a wide range of kinds of narrative
and modes of performance: ballads from Spain and India; tales from Latin (The Scholar’s Guide), medieval French (various types of tales), Turkish (The Book of Dede Korkut), Hebrew (Tahkemoni), Arabic (Kalila and Dimna, 1001 Nights), and Urdu (Amir Hamza). Students will be invited to perform in the original languages wherever possible, and an attempt will be made to include works from the students’ own traditions.

MDURB-AD 127J
Public Space and the Life of Cities
Profs. Ballon and Westermann
January Term 2015 (Abu Dhabi)
Public spaces play an essential role in the life of cities and their residents. Public squares and parks, streets and esplanades—these are often the signature spaces that constitute a city’s distinctive identity. They are also the settings of everyday life, mixing bowls where a city’s diverse communities interact, forums for individual as well as collective action and expression. This course explores the nature of public space in cities around the world, with attention to their physical character and [urban] design, their history, their pictorial and literary representation, and the social practices that activate public space. We will explore three overarching questions. What do we mean by “public” and “public space”? What are common characteristics of public spaces and how do people use them? And why are public spaces important to city life? We will study historical and contemporary squares and streetscapes of Europe and the Middle East, and draw upon case studies from the hometowns of our students as well as site visits in Abu Dhabi and Dubai.

PEACE-AD 122J
Truth, Reconciliation and Justice in Post-Conflict Situations
January Term 2015 (Abu Dhabi)
Prof. Sachs
The focus will primarily be on the experience of the Truth and Reconciliation Commission in South Africa, why and how it came into being, how it was structured, how it functioned and its impact on the nation and national development. Sub-themes will include an analysis of four kinds of truth, the problem of denialism, and the difference and relation between restorative and punitive justice. The course will offer comparative reflections on how similar issues have been dealt with in Northern Ireland, Colombia and Sri Lanka.

PSYCH-AD 153J
Culture, Context and Psychology
January Term 2015 (Abu Dhabi)
Prof. Way
Prerequisite: 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.
SRPP-AD 115J  
**Social Networks**  
*January Term 2015 (Abu Dhabi)*  
Prof. Bearman  
*Crosslisted with Economics, Political Science*  
Social networks are the subject of some of the most exciting recent advances in the natural and social sciences. This course provides an introduction to the major discoveries in the field of social networks, particularly advances during the last decade. It also provides students with an introduction to the methods and software used to analyze and visualize social networks. Topics include the small-world puzzle (six degrees of separation), the strength of weak ties, centrality, complexity, thresholds (‘tipping points’), and the spread of diseases and fads. Case studies used in the course include topics such as the contagion of suicides, social influence on musical taste, sexual relationships among adolescents, 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.

SRPP-AD 134J  
**21st-Century International Human Rights**  
*January Term 2015 (Abu Dhabi)*  
Prof. Koh  
*Crosslisted with Law, Leadership and Social Entrepreneurship*  
This course asks: How can human rights advocates better operationalize 20th century tools to achieve better 21st century human rights outcomes? It examines case studies at the intersection of law, politics, policy and institutions to determine how to achieve better human rights policy outcomes. Too often, human rights advocates—both inside and outside governments—fail to achieve their desired outcomes because they cannot manage politics, harness incentives and institutions, or deploy law in a way that operationalizes the principles they value. This course begins with an overview of the institutions, strategy, law, and process of human rights. We then explore a number of case studies that illustrate cutting-edge human rights problems, and the various tools that may be employed for their resolution. The course will close with a series of student presentations identifying current issue areas ripe for new and better human rights strategies that might help attack these critical questions.

THEAT-AD 134JX  
**Theater in the Arab World**  
*January Term 2015 (Abu Dhabi)*  
Prof. Ziter  
*Crosslisted with Arab Crossroads Studies, Islamic 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 conflation 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-Sadiki’s use of the halqa and Wannus’ inclusion of hekoatee); and the use of familiar tales to explore new political realities (Wannus’s and Farag’s use of the *Arabian Nights Tales*, Al-Hakim’s use of pharaonic myth, Al-Hakim and Salim’s use of Greek myth).

ACCRA  

ECON-AD 213J  
**Economic Development and Urbanization in Africa**  
*January Term 2015 (Accra)*  
Prof. Buckley  
*Crosslisted with Social Research and Public Policy, 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 discussed. Emphasis is given to 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 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 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.

HIST-AD 130J  
**Islam in Africa**  
*January Term 2015 (Accra)*  
Prof. Gomez  
Drawing on both secondary and primary sources, this course begins with an examination of the history of Islam in Africa, focusing primarily on developments in the western Sudan, al-Maghrib, and East Africa. Introduced by merchant activity in the eighth century CE, Islam by the fifteenth century had become the religion of ruling elites.
throughout much of the western Sudan and along the East African littoral, where it was the foundation for a celebrated urban development. A sustained period of Islamic reform ensued in the western Sudan from the seventeenth through the nineteenth centuries, coterminous with the transatlantic slave trade, whose end arguably stimulated slaving activity across the Sahara and Indian Ocean (activity that long antedates that of the Atlantic). By means of these various trades and other mechanisms, many African Muslims were transported into the Americas as well as the Indian Ocean, and the course will follow their experiences as well as their legacies among African-descended populations, concluding with a consideration of their relationship, as well as that of Africa itself, to developments in the broader Muslim world up to the present day. ATLANTIC and INDIAN OCEAN WORLD for History.

BERLIN

COREA-AD 38J
Memory
January Term 2015 (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), 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).

BUENOS AIRES

ECON-AD 218J
Growth and Development: An Economic Perspective on Argentina’s History
January Term 2015 (Buenos Aires)
Prof. Tvede
Compared to most other countries the economic development of Argentina has been disastrous in the last 100 years. In 1908 GDP per capita in Argentina was around 80% of GDP per capita in US, where GDP per capita is the value of production divided by the size of the population. One hundred years later, in 2008, GDP per capita in Argentina was around 35% of GDP per capita in US. In the course we aim to understand why the development of Argentina has been so disastrous focussing on economic factors. We will compare Argentina with other countries in order to gain insight into the crucial factors for economic growth and development. We will first study the history of Argentina with emphasis on its economic development. Next we will go into the mechanisms of growth by studying basic economic theory about supply and demand, production, consumer choice and growth. Using our knowledge about the history of Argentina and economics, we will try to understand some of the main causes of the actual economic development of Argentina. The insights we gain from studying the Argentinian experience will help us understand that economic growth and development are sensitive and delicate phenomena, not just for Argentina but for any country. The course includes excursions to see traces of earlier times and their current impact on Buenos Aires and its culture.

POLSC-AD 179J
Political Conflict and Economic Development
January Term 2015 (Buenos Aires)
Prof. Satyanath
It is now widely acknowledged that political conflicts play a major role in driving economic development trajectories. We will study how political conflicts impact economic development, using examples from Latin America’s rich political and economic history to better understand the conflict-development relationship. The course will follow a seminar format and students will be encouraged to compare the conflict-development relationship in Latin America with that of their own country, and come up with explanations for differences between the two. The course will include multiple field trips to significant sites for Argentina’s political conflicts.
FLORENCE

COREI-AD 49J
Science in Flux: The Galilean Revolution
January Term 2015 (Florence)
Science, Society and History
Prof. Coffey
How does science develop and change? What sorts of considerations are used to assess and evaluate scientific theories, particularly when those theories upend our entire picture of the physical world and our place in it? Are there factors that go beyond the empirical data itself, such as broader conceptual and religious considerations? And are these ‘extra-empirical’ considerations legitimate constraints on scientific inquiry? This course will examine these big questions about the nature of science in the context of Galileo’s groundbreaking theory on the nature of motion—a theory that laid the groundwork for Newton and the rise of modern science. We will look at the many conflicts in which Galileo became embroiled—scientific, religious, and personal—and study the historical developments that eventually led to widespread acceptance of the Galilean worldview. Our aim will be to understand the complicated way in which Galileo’s physics emerged, was resisted, and eventually triumphed, and to situate that evolution within a broader narrative about the nature of scientific development and change.

HIST-AD 177J
Renaissance Humanism and Humanity Today
January Term 2015 (Florence)
Pre–1800
Prof. Geroulanos
This intellectual history course examines the emergence of Renaissance humanism, particularly in Florence from Petrarch to Pico and Machiavelli, by examining the political and cultural foundations of humanism, the turn toward Ancient Greece and Rome, and the establishment of a human-centered point of view in poetry, philosophy, religious thought, and art. What picture of the human being emerged with this turn? How did the turn toward the Classics contribute to the development of modern humanism? How was this humanism itself taken up in the Enlightenment and the development of modern education systems, and what remains of humanism today?

POLSC-AD 140J
Introduction to Machiavelli
January Term 2015 (Florence)
Prof. Holmes
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.

LONDON

COREA-AD 2J
Idea of the Portrait
January Term 2015 (London)
Crosslisted with Art and Art History
Prof. Zamir
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.

COREA-AD 17J
Nature of Code
January Term 2015 (London)
Prof. Shiffman
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.
**NEW YORK**

**BUSOR-AD 111J**
**Principles of Marketing**  
*January Term 2015 (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.

**COREA-AD 1J**
**The Human Voice**  
*January Term 2015 (New York)*  
*Prof. Daughtry*

This course explores the complexity, strangeness, socio-historical resonance, and expressive power of the human voice, as well as a number of the factors that condition and delimit that power. We begin by discussing the voice’s relationship to the body (both in terms of anatomy and contemporary discourse on “embodiment”) and to a number of technologies, from amplification to autotune. In the second half of the course, we focus in on the salience of voice within the experimental music scene in New York. Perhaps most importantly, we treat our class as an experimental vocal collective, 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 46J**
**Narrative, Media, and Technology**  
*January Term 2015 (New York)*  
*Prof. Borenstein*

Telling stories is a fundamental human activity, but the ways these stories are told depends upon the means in which they are created and transmitted. This course examines the role of technologies ranging from print, cave painting, comics, animation, and film, to hypertext, social media, and viral video. In addition to reading and viewing, the assignments will also include creative technological projects and excursions to the Museum of Moving Image, the Museum of Comics Art, and The Moth story telling theater.

**COREI-AD 50J**
**Genetics and Society**  
*January Term 2015 (New York)*  
*Science, Society, and History*  
*Prof. Conley*

Today, the cost of human genotyping is dropping faster than Moore’s law is bringing down the price of computer chips. Individuals are genotyping themselves in record numbers using consumer services like 23andme. Emerging from these data, new research on the role of genes in our lives and in society often yields counterintuitive results.

For example, it turns out that while genes matter for both IQ and social class, they are just as much an engine of social mobility as they are of class reproduction. Meanwhile, a deeper look at race shows that genetic analysis does not reify our racial categories but instead destroys them. This course will explore this emerging field of socio-genomics. New York City and Abu Dhabi are cosmopolitan centers that draw immigrants from all over the world. What can and can’t the genetic make-up of their respective populations tell us about their pasts and their futures?

**LAW-AD 212J**
**International Law**  
*January Term 2015 (New York)*  
*Prof. Alvarez*

*Crosslisted with Peace Studies*

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.

**MUSST-AD 215J**
**Museums in Global Context**  
*Profs. Clarke and McClellan*  
*January Term 2015 (New York)*

This course surveys the history and representational role of museums, from its origins in cabinets of curiosity formed during the age of exploration to the global proliferation of museums today. Our goal is to provide a critical framework to understand how and why museums have evolved and function in a globalized world. We will consider
how Enlightenment collecting practices led to the development of the “universal museum” in an era of colonial expansion and examine how this dominant model has expanded—and been challenged—over the past century. Among the issues to be discussed are: the organization and display of collections, the language and symbolism of museum architecture, the relationship of museums to their public(s), heritage and repatriation, cultural diversity and the politics of representation, and globalized collecting and exhibiting today. Classroom lectures will be supplemented by field trips drawing on the rich diversity of museums in the New York area.

**POLSC-AD 160J**

**Social Media and Political Participation**  
*January Term 2015 (New York)*  
**Prof. Tucker**

In recent years, social media usage (Facebook, Twitter, LinkedIn, Tumblr, 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, student are first introduced to the most important topics of political behavior—voting, turnout, partisanship, public opinion formation, and protests and social movements—and then to the much newer literature on the usage of social media. In the afternoon sessions, students both visit social media companies located in New York City, and are taught the necessary tools to work on their original research projects. These research projects are conducted in conjunction with NYU’s new Social Media and Political Participation laboratory (smapp.nyu.edu).

**SRPP-AD 133J**

**Wealth and Inequality in the Global City**  
*January Term 2015 (New York)*  
**Prof. Manza**

The rapid increase in wealth and income inequality in many countries, often concentrated and most severe in the world’s leading cities, is the subject of this course. Using New York City as our laboratory, we explore some of the ways in which wealth and power are created and maintained, as well as examining some of the social consequences of high levels of inequality for families and communities. Readings and lectures explore the social and political economy of inequality through the work of contemporary social science. We will deepen our understanding of key issues through field trips, films, guest lectures, and meetings with key leaders in the world of finance and business, government, and nongovernmental groups working to alleviate some of the most serious consequences of poverty and inequality in New York.

**SHANGHAI**

**ACS-AD 205J**

**Arab Crossroads in China**  
*January Term 2015 (Shanghai)*  
**Prof. Benite**  
**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.

**AHC-AD 128J**

**Children and Childhood: Medical, Historical and Cultural Perspectives**  
*January Term 2015 (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 136J**

**Art, Culture and Self**  
*January Term 2015 (Shanghai)*  
**Prof. Jen**

An interdisciplinary look at different ways of construing the self and how they both affect and are affected by culture, with a focus on China and the arts. Topics will include the contrast afforded by self construction and its reflection in the arts in the West; originality and the Chinese copycat phenomenon; the autobiographical impulse; and
hybridity. Exercises in cultural psychology and readings and lectures on art, architecture and literature will be supplemented by field trips to a variety of museums, such as the Shanghai Museum, the Shikumen Museum, the Rockbund Art Museum, the Chinese Imperial Examination System Museum, and the Propaganda Poster Art Museum, as well as to the Novartis research lab, where cross-cultural issues affecting scientific research are being addressed through architecture.

EDUC-AD 117J
Teaching the Nation: Education and Nationalism in Modern China
January Term 2015 (Shanghai)
Prof. Zimmerman
This course explores how China has developed and transmitted nationalism through a range of educational institutions: schools, universities, museums, stadiums, and mass-media outlets. In course readings and papers, we will examine how the meanings of “nation” in China shifted across the past century. We will also intersperse our classes with visits to schools and other educational sites, to study contemporary trends and dilemmas in the teaching of nationalism. At the end of the course, we will ask what other national school systems might learn from China—and vice versa—in a globalizing world of flux, danger, and opportunity.

SYDNEY

ANTH-AD 102J
Anthropology of Indigenous Australia: Art, Politics and Cultural Futures
January Term 2015 (Sydney)
Prof. Myers
Crosslisted with Museum and Cultural Heritage Studies
This course offers an introduction to some of the current issues in the anthropology of Indigenous Australia, considering a range of Aboriginal forms of social being, ranging historically and geographically and giving significant focus to the changing relationships between Indigenous people and the settler nation of Australia. We will explore a range of sites of representation and imagination—in the expressions of visual art, film, and the performativity of political activism—in studying how Aboriginal people have struggled to reproduce themselves and their traditions in their own terms. While those in the dominant society thought at first that Aboriginal people and their culture would “die out” and later that they would or could be simply “assimilated,” we will trace a history of Indigenous people from urban and remote communities intervening on what W.E.H. Stanner called “the great Australian silence” and asserting their right to a cultural future. This will include assessing the contentious history of debates over the very rights of representation of Aboriginal culture and realities. This course will make use of several museums in Sydney, and a few prominent Indigenous scholars and artists will present their work relevant to the theme.

COREI-AD 11J
State and Fate of Earth
January Term 2015 (Sydney)
Science, Society, History
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 25J
Coastal Urbanization and Environmental Change
January Term 2015 (Sydney)
Experimental Discovery in the Natural World
Prof. Burt
Crosslisted with The Environment, Urbanization
Over 80% of the Australian population lives within 100 km of a coast and virtually all major Australian cities occur on coastlines. As a result, Australia’s coastal environments have been substantially modified to suit human needs. This course uses 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.
COREI-AD 41J

Protecting the World’s Health: Triumphs and Challenges

January Term 2015 (Washington DC)
Science, Society, History
Deans Healton and Sullivan-Marx
Crosslisted with Social Research and Public Policy, The Environment

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. These four examples offer excellent learning templates for exploring public health because of their diversity: one has ended (smallpox), one is current near eradication (polio), one is an infectious disease for which no vaccine exists (AIDS), and one is a fully preventable human-manufactured epidemic (tobacco). The course includes a mix of lectures, class exercises, the role of games in health education, CSI-like investigation approaches, guest lectures, and site visits based in Washington, D.C. Students become familiar with how an epidemic emerges, steps taken to measure an epidemic’s scope and distribution, how epidemiologists—the detectives of public health—go about determining the source of an epidemic, the role research plays in answering questions with respect to source and cure, how public health leaders work to arrest an epidemic, and the interplay between society, culture, politics, and health.

POLSC-AD 176J

Nation-Building

January Term 2015 (Washington, D.C.)
Profs. Traub and Jones
Crosslisted with Peace Studies

Nation-Building explores the range of strategies which strong states use in order to build the capacity of weak ones. This is a matter, not of morality, but of national security. Thanks to globalization, the poisons which 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.
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. 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.
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 a wide variety of classes covering all levels of interest and ability. Physical education programming takes place both on and off campus, within the state of the art fitness center, and throughout the university’s world-class athletic facilities. Students are required to complete two 7-week Physical Education sessions. All Physical Education classes are non-credit and gradual on a pass/fail basis. These courses do not appear on student transcripts.
PHYED-AD 1  
**Fitness for Life**  
This introductory course orients students to the cardio and strength training equipment in the Fitness Center and provides a framework for 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**  
Capoeira is a dynamic Brazilian art form combining self defense, acrobatic movements, music, and dance. Students will develop a strong base in capoeira movements and gain an understanding of capoeira through its rich history, contemporary context, and music. No prior dance or martial arts experience necessary. This class is geared towards all ability levels.

PHYED-AD 8  
**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.

PHYED-AD 9  
**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. Prerequisite: (1) the ability to swim continuously for 200 meter or 300 meter with mask/fin snorkel; (2) the ability to swim/float in water too deep to stand in for 10 minutes; (3) confidence in open water, and (4) the completion of a medical questionnaire with physician’s consent. PE credit will be awarded upon obtaining a PADI Open Water Dive qualification prior to the end of the class. Given the progressive nature of instruction, students must attend all sessions in the order offered. If a session is missed, the affected student is solely responsible for scheduling and paying for the makeup session. All makeup sessions must be completed prior to the next regularly scheduled session.

PHYED-AD 10  
**Aerobics (Women Only)**  
This comprehensive aerobics class will cover all aspects of movement with the focus on maintaining a targeted heart rate to maximize cardio benefit. This women’s only class will be taught by an in-house instructor.

PHYED-AD 11  
**Fencing**  
Fencing is the art and sport of swordsmanship using a blunt weapon. Fencers use one of three types of weapons—the foil, the epee, or the sabre. Students will learn basic offensive and defensive moves; as well as understand the basic rules of competition.

PHYED-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 13  
**Jiu Jitsu**  
Jiu Jitsu is a strategic grappling sport where one manipulates an opponent’s force against himself rather than confronting it with one’s own force. Individuals will learn how to apply the fundamental techniques of Jiu Jitsu, including positioning, leverage, joint locks, escapes, submissions, and self-defense.

PHYED-AD 14  
**Pilates and Yoga (Women Only)**  
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, 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 17

**Golf for Beginners**
This driving range and putting green based golf instruction class is focused on exposing individuals to the basics of golf. In addition to receiving technical instruction on proper grip and swing, individuals learn the history and rules of golf and basic golf etiquette. The class culminates with an on-course experience.

PHYED-AD 18

**Karting and Driver Fitness**
Karting is a motor sport with small, open, four-wheeled vehicles racing on scaled-down circuits. In addition to developing quick reflexes, precision vehicle control, and decision-making skills, individuals gain a basic understanding of what can be altered to try to improve the competitiveness of the kart, including tire pressure, gearing, seat position, and chassis stiffness. The driver fitness portion of the class focuses on the physical fitness training necessary to effectively compete as a race car driver, including strength and cardiovascular training so as to handle steering, braking and the G-forces associated therewith.

PHYED-AD 22

**Tennis for Beginners**
This class is geared towards novice tennis players and exposes individuals to the basics of tennis. In addition to receiving technical instruction in serve, volley and forehand and backhand strokes, individuals learn the rules of tennis.

PHYED-AD 23

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

PHYED-AD 24

**Pilates and Nutrition**
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. Upon successful completion, students understand and are able to demonstrate the basic components of Pilates practice.

PHYED-AD 25

**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 in beginning diving, floating/treading water, and underwater swimming, as well as safety awareness in and around the water are included.

PHYED-AD 27

**Aerobics**
This comprehensive aerobics class will cover all aspects of movement with the focus on maintaining a targeted heart rate to maximize cardio benefit. This class will be taught by an in-house instructor.

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, modern dance, jazz, and contemporary dance. Music selections include classic, pop, and dance beats.

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

**Intro 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.
Total Fitness/CrossFit

CrossFit is a strength and conditioning program that constantly incorporates varied, high intensity, functional movements without focusing on any one activity. The workouts vary from day to day with a regular mixture of activities designed to activate and strengthen various core and major muscle groups. Workouts are typically short—20 minutes or less—and intense, demanding all-out physical exertion, including sprinting, rowing, jumping rope, climbing rope, flipping tires, weightlifting, and carrying sandbags, kettlebells etc. CrossFit seeks to achieve balance in ten fitness categories: heart and lung endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance and accuracy.

Scuba (Women Only)

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. Prerequisite: (1) the ability to swim continuously for 200 meter or 300 meter with mask/fin snorkel, (2) the ability to swim/float in water too deep to stand in for 10 minutes, (3) confidence in open water, and (4) the completion of a medical questionnaire with physician’s consent, PE credit will be awarded upon obtaining a PADI Open Water Dive qualification prior to the end of the class. Given the progressive nature of instruction; i.e. later classes are entirely dependent upon earlier classes, 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.

Performance Boxing (Women Only)

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.

Bowling

This introductory course will expose students to the basics of bowling, including technique, tactics, handicaps and scorekeeping. By the end of the course, students have the capabilities be able to engage in a bowling league and/or competition. This course will be taught by a contracted instructor.

Body Sculpting

Body Sculpting is a non-aerobic class focusing on muscle-toning and core strength. By engaging in traditional weight-training moves with moderate weights, students will be instructed in the most effective exercises and proper form for targeting all of the muscle groups in the body—e.g. Quads, Hamstrings, Gluteus, Calves, Chest, Back, Shoulders, Biceps, Triceps and Abdominals. This course will be taught by an in-house instructor.

Calisthenics

Calisthenics involves bodyweight only workouts using rhythmic exercises (e.g. Jumping Jacks, Pushups, Crunches and Trunk Twists) thereby promoting strength, endurance, flexibility and general well-being. This course will be taught by an in-house instructor.

Kettlebells

Kettlebells are cast iron weights shaped like a ball with a handle for easy gripping. Kettlebells offer a different kind of training using dynamic moves targeting almost every aspect of fitness—endurance, strength, balance, agility and cardio endurance. Kettlebell exercises are in their nature holistic; therefore they work several muscles simultaneously and may be repeated continuously for several minutes or with short breaks. This combination makes the exercise partially aerobic and more similar to High-intensity interval training rather than to traditional weight lifting. This class will be taught by an in-house instructor.

TRX

Born in the Navy SEALs, Suspension Training bodyweight exercise develops strength, balance, flexibility and core stability simultaneously. It requires the use of the TRX Suspension Trainer, a highly portable performance training tool that leverages gravity and the user’s body weight to complete 100s of exercises. This course will be taught by an in-house instructor.

Beginner’s Equestrian

This course is designed to equip students with the fundamental techniques and theories of equestrianship, including walking, trotting, cantering, galloping, and horsemanship.
PHYED-AD 47
Yoga (Hatha & Phoenix)
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. Phoenix Rising Yoga (PRY) works on the assumption that the body and mind are not separate, and that physical and emotional issues are profoundly connected. As a body-based, approach to self-awareness, PRY uses assisted yoga postures accompanied by facilitative dialogue that can help you to deepen your connection to your inner experiences and open the doors to greater self-awareness. This, in turn, has the potential to facilitate the identification and practice of the next steps in your life's journey. This course will be taught by contracted instructors.

PHYED-AD 49
Badminton
This course is designed to introduce basic badminton skills, techniques, rules and strategies for singles and doubles play with a focus on development of various strokes, serves, and offensive and defensive strategies.

PHYED-AD 50
Flexible Fitness
“Flexible Fitness” is an opportunity for students to receive PE credit through a structured, supervised yet flexible active lifestyle program. Students who enroll in “Flexible Fitness” have one (1) semester to complete 30 hours of physical activity. The program is designed to encourage students to participate in a wide variety of physical activities and to build habits of consistency. Students decide when and how they would like to participate based on a series of guidelines. This is a 14 week course.

PHYED-AD 51
Aikido
Aikido is a Japanese martial art based on the philosophy of blending with an opponent’s power and redirecting their aggressiveness to a mutually safe place rather than trying to counter power with power. It is therefore not dependent on the individual’s size and strength. Elements of classical Japanese sword and staff are incorporated into the empty hand techniques, which consist of throwing and pinning defenses against a wide variety of attacks. The class is open to both beginners and advanced practitioners and people of all fitness levels. An in-house instructor will teach this course.

PHYED-AD 52
Body Tone
Body Tone will be primarily a resistance and callisthenic based Instructor led studio class. We will cover the entire body during sessions using light-medium weights. We will work muscles to the high repetitions method, with changes in speed of repetitions and also isometric contractions. (In the mold of a Body Pump class but with more freedom and more recovery if required) An in-house instructor will teach this course.

PHYED-AD 53
Outdoor Circuit Training
An outdoor workout is your opportunity to let loose. You’re not locked into the gym, not to your spreadsheet of weights and reps. Think of this as an opportunity to try new things and get creative about challenging your body. The sample outdoor circuit workout below should take about 60 minutes to complete. Use this workout as a template that you can modify with other exercises and cardio types throughout your vacation or if you get bored of typical gym. Contracted instructors will teach this course.

PHYED-AD 54
Speed and Agility
Speed and agility training can help you develop explosive power and athleticism for any sport or fitness goal. Training to develop speed and agility also provides a great way to mix up your regular workouts with some fun, metabolically challenging exercises. Also creates unique, proprioceptive challenges that reinforce muscle firing sequences and motor patterns that transfer directly into movements commonly found in sport and life. An in-house instructor will teach this course.

PHYED-AD 90
Men’s Varsity Soccer
Participate as a team member in the Men’s Varsity Soccer team for at least one (1) semester

PHYED-AD 91
Women’s Varsity Soccer
Participate in the Women’s Varsity Soccer team for at least one (1) semester

PHYED-AD 92
Men’s Varsity Basketball
Participate in the Men’s Varsity Basketball team for at least one (1) semester

PHYED-AD 93
Women’s Varsity Basketball
Participate in the Women’s Varsity Basketball team for at least (1) semester
Global education is an essential component of NYU Abu Dhabi’s educational mission and curriculum. It is realized through a careful sequence of interrelated academic and intercultural experiences that provide students with intellectually rigorous, research-focused learning environments that complement and extend their coursework. They include semester-long study away programs, January Term programs, and course-related study trips in the UAE and the broader Middle East that are typically combined with January Term or semester courses.

The NYUAD Office of Global Education coordinates the study away programs and course-related study trips. The office supports students before, during, and after their experiences abroad to maximize intercultural learning, promote safety and health, and help students contribute as responsible global citizens in the communities they join—wherever they are in the world.
STUDY AWAY PROGRAMS

Semester-long Study Away in the NYU Global Network: Students may spend up to two semesters over their four years at NYU Abu Dhabi studying abroad at academic sites mostly within the NYU Global Network, which includes degree-granting campuses in New York, Abu Dhabi, and Shanghai, and 11 global academic centers on six continents: Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Sydney, Tel Aviv, and Washington, D.C. The global academic centers connect students from NYU Abu Dhabi, NYU Shanghai, and NYU New York who study together and experience the social diversity of NYU’s global network. Each of the centers offers courses in the local language, history, and culture, academic lectures by distinguished faculty and leaders of the local communities, and co-curricular activities to explore the region, meet local students and figures, and use new language skills. For a description of the NYU global academic centers, see pp. 365–367.

Alternative Program Options: The majority of NYUAD students will study away at one or more of the NYU global academic centers to take advantage of the unique curricular and technological offerings of NYU’s Global Network. However, if a student’s academic program 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: Students may choose among courses offered in Abu Dhabi, New York, and several other NYU global academic centers. Students may enroll in up to two study away January Terms during their four years at NYUAD. For January Term, students will select from courses offered in Abu Dhabi, Accra, Berlin, Buenos Aires, Florence, London, New York, Shanghai, Sydney, and Washington, D.C. For more information on January Term, see pp. 302–315.

GENERAL STUDY AWAY POLICIES

Careful academic and logistical preparation is required for students who intend to study away.

Students must attend a Study Away Advising Session and consult with their faculty mentors early in their academic careers to be certain study away experiences can fit well with their major requirements and progress toward graduation. Some programs have specific prerequisites, including the completion of courses related to a particular language, region, culture, discipline, research methodology, or issue. To assist with the mentoring process, NYU Abu Dhabi has identified site preferences within the NYU network for NYUAD majors to study away with an eye toward developing students as well-rounded scholars of the liberal arts and sciences, highly competent producers of knowledge in a field of specialization, and socially responsible members of any community they choose to join. Students work with their faculty mentors to determine what is appropriate for their individual academic programs. The paths are available online at https://students.nyuad.nyu.edu/academics/global-education/study-away/global-network-paths/
**Academic Credit:** Academic credit from study away programs within the NYU global network 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 non-NYU or non-NYUAD programs is subject to the NYUAD policy for transfer credit.

**Graduation Requirements:** All successfully completed courses taken at NYU global academic centers automatically count toward the 140 minimum credit hours required for graduation. However, students must consult with their faculty mentors in advance of study away and refer to online study away equivalency charts (available on the Student Portal) to determine whether courses taken abroad can be used to fulfill specific NYUAD graduation requirements, such as the core or the major. Courses taken at non-NYU programs require prior approval from the 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:** Fees for approved semester long study away are the same as for a semester at NYU Abu Dhabi. Financial support is applied to cover these costs the same way it is when a student is studying in Abu Dhabi. 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 encouraged at NYUAD, the opportunity to participate in any study away program is a privilege, and the application process is competitive.

**APPLICATION SCHEDULE**

**For January Term:** Applications due October 1. Students are notified of their course placements on October 15.

**For Study Away during the Academic Year:** NYUAD has one annual preliminary application deadline of December 1 for study away programs in the coming academic year. This early deadline helps upper-class students and their faculty mentors do long-range planning for study away to ensure these important experiences fit well with the selection of a major, normal progress toward graduation, and preparation for the Capstone Project during the student’s senior year. First-year students can apply by May 1 of their first year for study away in the spring semester of their sophomore year. Final applications are typically due by February 15 for fall semester study and by September 15 for spring semester study.

**Semester Study Away:** Students may apply to study away beginning in the second semester of their sophomore year and as late as the first semester of their senior year (if approved by their major mentor) Study away before or after this time frame requires special 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 NYU’s global network require students to complete the program’s own application paperwork in addition to the NYUAD forms and may have different (often earlier) deadlines.

Selection Process: Selection for any study away program is based on a student’s academic record, the strength of the application materials, and academic preparation for and suitability of the chosen program to the individual student’s academic goals. The competitiveness of the application process varies based on the number of applicants, and the allotment of limited spaces on some programs.

The goal of a first semester of study away is to advance students as well-rounded scholars and global citizens within the liberal arts and sciences tradition. For most students, the second semester of sophomore year presents an ideal time to place the “big questions” of their globally-focused core courses into a new local context explore new subject areas before finalizing their choice of majors by the end of sophomore year develop a higher level of competency in a foreign language develop greater intercultural understanding toward social responsibility through sustained engagement of difference and the ability to navigate that difference toward greater common ground and common good.

A second semester of study away needs to be carefully designed and planned to support a student’s development as a scholar in his or her field(s) of specialization. Students must present a compelling academic rationale for their program choice and course selection, demonstrating that the chosen program and courses: provide essential academic content for his or her field(s) of specialization that would otherwise not be available at NYUAD provide the opportunity to conduct research towards developing one’s capstone project (e.g. data collection, piloting a research area, comparative work, access to archives and collections, specialized arts practice training) connect the student with local faculty and/or field experts in the host site who can provide essential guidance on capstone project work or other essential research/arts practice allow the student to put his or her theoretical and research training into guided practice in a way that benefits specifically from the cultural context of the host country.

The Office of Global Education— with its Faculty Committee—is charged with reviewing applications and selecting students. Applications for second semester away are also reviewed by the faculty and the dean in the student’s chosen major(s). If the number of qualified applicants exceeds the number of spaces available for a given study away program, priority is based on class standing and will be given to students for whom this would be their first NYUAD study away experience. Some qualified applicants may be asked to delay their study away plans to another semester or to select an alternate program.
NYU New York students interested in studying at NYU Abu Dhabi are welcome to apply for an NYUAD January Term course, wherever it is offered in the global network, and/or for a full-time course of study during the fall or the spring semester. Applications for study away at NYU Abu Dhabi are due to the NYU Global Programs office in New York according to 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 courses are due by October 1. 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
STUDENT RESEARCH

Research is an important part of the NYU Abu Dhabi education, and research opportunities are threaded throughout the undergraduate program. Students become active investigators and experience the challenge, creativity, and rigor involved in grappling with unanswered questions and proposing answers, considering problems from new angles, and developing and analyzing 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 enriches their classrooms with this cutting-edge vibrancy and draw students into their research activities. In addition, students have the opportunity to participate in advanced research projects at the NYUAD Institute and work with leading scientists, scholars, and artists who are moving the frontiers of knowledge. The low ratio of students to faculty and researchers gives the undergraduates at NYUAD extraordinary access to advanced research.

REGIONAL STUDY TRIPS

An important part of NYU Abu Dhabi’s educational mission is the 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 2013–14, study trips were organized to the Northern Emirates of the UAE, Ethiopia, India, Morocco, Nepal, Oman, Qatar, Saudi Arabia, Singapore, Sri Lanka, Turkey, and Zanzibar. Day and weekend study trips in the UAE included visits to the Desert Conservation Reserve, Hydroponic Farm, and Bastakia area in Dubai; the Museum of Islamic Civilization in Sharjah; Masdar Institute and City, Al Wathba Wetlands Reserve, the World Future Energy Summit, and Yas Island mangroves among numerous sites and events in Abu Dhabi.

**DIRECTED STUDY**

Directed Study is intended for students with a well-defined interest in a subject and the preparation to undertake advanced, independent work. 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 video conference 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.
ACADEMIC RESOURCE CENTER

The Academic Resource Center (The ARC) provides NYU Abu Dhabi students with resources designed to support their development as compelling communicators, scholars, and global citizens able to articulate their ideas to a 21st-century international audience.

The ARC is staffed by Global Academic Fellows (GAFs) who specialize in writing, the sciences, mathematics, the social sciences, engineering, and the arts. The GAFs have been selected based on their undergraduate academic achievements, commitment to student learning, interest in global education, and penchant for cross-cultural and interdisciplinary communication and collaboration.

Writing GAFs work with students one-on-one or in small groups to develop specific skills in writing, revision, articulation, argumentation, and oral expression; Writing GAFs encourage and guide students throughout all stages of the writing process. Science, Math, Social Science, Engineering, and Art GAFs support students as they study, work on independent or class projects, grapple with course material, as well as prepare for exams and quizzes.

On NYU Abu Dhabi’s Saadiyat Campus, the GAFs are housed in the ARC on the second floor of the Student Center, next to the highline and near the Market Place. Students are always encouraged to drop by to meet with a GAF, find out more about academic support at NYU Abu Dhabi, and schedule appointments with GAFs.

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 academic centers 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—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

The Institute sponsors and coordinates major academic conferences, research workshops, lectures, film series, exhibitions, and theatrical and musical performances. Through a comprehensive range of activities, the Institute forms an intellectual and programmatic link between NYU New York and NYU Abu Dhabi, and bridges and creates knowledge communities across the globe.

Research: A key element of 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); biosciences (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); The Library of Arabic Literature translation project and the humanities, aiming in particular at building research capacity in areas of the Humanities that are relevant for the study of the Arab world; its rich intellectual, religious, and scientific history; its cultural and artistic heritage; and its interaction with other cultures.

All faculty and students at 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 are 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.
NYUAD also provides support for students to undertake intensive research, scholarly or creative projects during summer. These opportunities may be designed to develop advanced skills, participate in faculty research projects or undertake independent research under the mentorship of faculty. Support is also provided for students to present their work at national or international research conferences.

**Scholarly and Public Programs:**
The NYUAD Institute hosts public programs directed both to local audiences and to the worldwide academic and research communities of Abu Dhabi and New York. It is fast becoming a center of intellectual life bringing together faculty and students from institutions of higher learning throughout the region and inviting leaders of business, policy, and the interested public.

With locations in New York and Abu Dhabi, the NYUAD Institute forms an immediate intellectual and programmatic link between NYU’s main campus in New York and NYUAD, bringing the plenitude of NYU’s renowned graduate and professional schools to the Gulf region. Themes of workshops and lectures organized by the NYUAD Institute have focused on, for example, the Coral Reefs of the Gulf; Nabati Poetry; the History of Science and the Arab world; Recent Developments in Genomics; Issues in Social Migration; Cultural Heritage; Electronic Music in the Middle East—and many other topics across a variety of academic disciplines and the arts.

For more information on NYU Abu Dhabi Institute, including the schedule of programs and information about past programs, please visit the Institute’s website at nyuad.nyu.edu/institute.
The Academic Policies of NYU Abu Dhabi are summarized below. Unless otherwise noted, students should direct all questions or concerns regarding these policies to their Faculty Mentor, who will liaise with the appropriate members of the university administration as needed. For the most up-to-date policies, please refer to the NYUAD website: nyuad.nyu.edu.
ACADEMIC STANDING

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), and of other personally identifiable information under certain limited conditions. Students have the right to file complaints with the United States Department of Education’s Family Policy Compliance Office concerning alleged failures by an institution to comply with FERPA.

FERPA governs the release of personally identifiable information to both external and internal parties, including other University employees, parents, and government agents. The NYUAD and NYU FERPA Guidelines (accessible as indicated below) describe the circumstances and procedures governing the release of information from a student’s education records to such parties.

Disclosure of Personally Identifiable Information: Among other exceptions authorized by FERPA, prior consent of the student is not needed for disclosure of directory information or for disclosure to school officials with a legitimate educational interest in access to the student’s educational record. School officials having a legitimate educational interest include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment. In addition, the University may, at its sole discretion, forward education records to the officials of another institution (a) in which a student seeks or intends to enroll if that institution requests such records, or (b) if the student is enrolled in, or is receiving services from, that institution while she or he is attending 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.

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

ADDING AND DROPPING COURSES

Within the following time frames, a student may add or drop a course (or section) without record on the student’s permanent transcript:

- For a 14-week course the deadline for adding is the end of the second week and for dropping is the end of the third week
- For a 7-week course the deadline for adding is the end of the first week and for dropping is the end of the 8th day of class
- The deadline for adding or dropping a January Term course or section is the end of the first day of the course or section.

Any student who adds a course after the first day of instruction is fully responsible for all work previously assigned in that course. During the second week of add/drop courses may be added only with the permission of the instructor. No course or section may be added after the stated deadline. After the stated deadlines, courses may only be dropped in accordance with the NYUAD policy on Withdrawal. Note that NYUAD students are subject to these add/drop limitations even when studying at another NYU campus, regardless of the deadlines at that campus.

ADVANCED STANDING

NYU Abu Dhabi does not award transfer credit for high school coursework or for external assessments, such as AP or IB exams. Advanced level courses, including AP, IB, and A Levels, may allow students to substitute an advanced course for an introductory course at 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 must be documented with the Registrars office by the end of the applicable add/drop period. Audited courses may not be converted to a for-credit basis after the add/drop deadline and will not be reflected on a student’s transcript.
**COMMENCEMENT MARCHING ELIGIBILITY**

Students may participate in the NYUAD Commencement Ceremony if:

i. they have met all requirements for graduation and have not previously marched in anticipation of the degree being conferred or

ii. they matriculated at least eight semesters prior to Commencement and they were registered in the semester immediately preceding commencement for all courses necessary to graduate, regardless of whether or not all such courses are successfully completed by Commencement.

**COURSE LOAD**

NYU Abu Dhabi requires students to complete 140 credit hours to graduate. Students generally take nine four-credit courses per year: usually four during each semester and one during each of three January Terms. However, as not all courses within the NYU system are four-credit courses, course load is measured in credit hours. Students must average 16 credit hours per regular semester, and may not generally take more than 18 credit hours in any one term.

NYUAD believes firmly that four years is the appropriate amount of time for students to take optimal advantage of NYUAD’s unique course structure, global programming, and co-curricular experiences. Students interested in accelerating or extending their degree programs must consult with their faculty mentors and the NYUAD Dean of Students to determine eligibility.

Faculty mentors will work closely with students to ensure a balance in academic workload, particularly as students take advantage of NYUAD’s scheduling system and the availability of 7-week courses.

Students who wish to take more than 18 credit hours per semester must obtain the permission of their faculty mentors and the Vice Provost for Academic Administration. No student is permitted to take more than 20 credit hours in a semester. Students are required to take at least three January Term courses during their career, one per year in each of three years.

Students who wish to take fewer than 16 hours per semester must also obtain the permission of their mentor and the Vice Provost for Academic Administration in order to ensure a course of study that allows the student to make normal progress toward a degree. No student may take fewer than 12 credits per regular semester.

**DOUBLE COUNTING**

A course may count toward more than one requirement. For example, the same course may count toward both a major and toward a multi-disciplinary concentration or toward two different majors. However, there are limitations to double counting.

i. For double majors, students may count all courses that are explicitly required for both majors, or a total of three courses, whichever is greater.

ii. All concentrations must include a minimum of at least two courses that are not counted toward any other set of major or concentration requirements.

iii. No individual course may count for more than one core category.

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

DOUBLE MAJORS AND 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. Students with double majors are required to complete only one capstone project in what is recognized as their primary major. In lieu of a second capstone students must complete two additional courses in their non-primary major. A student’s degree, Bachelor of Arts or Bachelor of Science, is determined by the student’s primary major.

EXEMPTIONS

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

GRADE CHANGES

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

A student 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>
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<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<td>C-</td>
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<td>D+</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>Pass (See policy on Pass/Fail)</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (See policy on Incompletes)</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal (See policy on Withdrawal)</td>
</tr>
</tbody>
</table>

The grade point average (GPA) is computed by determining the total number of quality points earned (quality points multiplied by credit hours) and dividing by total graded credit hours. Quality points are earned in letter-graded NYU courses taken after a student’s first year of enrollment. 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.
GRADUATION HONORS

NYUAD has 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 a given semester will generally be considered for an Incomplete only if the leave of absence is approved within the last three weeks from the end of the term.

THE NYUAD COMMUNITY’S COMMITMENT TO INTEGRITY

At NYU Abu Dhabi, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students, faculty, and staff take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential. As part of the NYU global network university, NYUAD 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 to 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 only during the withdrawal period associated with that particular course.

**RECOMMENDED 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 Prerequisite. Official transcripts indicate successful completion of those courses taken in the first year for which a grade of C-or better is received. Courses from which a student has
withdrawn or in which the student received a grade of lower than a C do not appear on the official transcript nor do they contribute toward satisfying graduation requirements. In addition, students may request from the Registrar independent documentation of these grades for external use.

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

This policy contributes to the development of a learning community at 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 deadlines, a student may discontinue a course and receive a grade of W:

- For 14-week courses the deadline for withdrawing is the end of the 9th week of the term
- For 7-week courses the deadline for withdrawing is midway through the 5th week of the term
- For January Term courses the deadline for withdrawing is the end of the second week of the term.

After the final date in each of the above, no student may withdraw from a course without a direct appeal to the Vice Provost for Academic Administration. All relevant circumstances will be taken into consideration, but there is no guarantee that a late withdrawal will be allowed.

Consistent with the Transcript Policy, courses from which a student has withdrawn during the first year of 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.
Student Affairs and Campus Life
ADVISEMENT AND MENTORING

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.

Mentors also help identify resources and opportunities available within NYUAD and the NYU global network that enhance students’ undergraduate experiences and can play a key role in helping students think about and plan for internships, special honors, regional and international academic competitions, and in helping students find an appropriate balance between academic and extra-curricular activities.

General advising and learning support is also provided through the Academic Resource Center, the Vice Provost for Academic Administration, the Office of First-Year Programming, and the Registrar. Writing instructors 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 one-on-one with students to refine study skills, improve time management, and offer other significant support that contributes to academic success.

The Library offers additional academic support with reference assistance and support of NYU Classes, NYU’s electronic repository of materials for each course.

OFFICE OF FIRST YEAR PROGRAMMING

NYU Abu Dhabi provides unique and expansive opportunities for academic and personal exploration. 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 visions 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 NYU network. Ongoing programming, dialogue series, and events are a part of the first-year experience for NYUAD students and serve to illuminate the unique values and strengths that each student brings to this community.
The NYU Abu Dhabi Career Development Center (CDC), located on the ground floor of the Campus Center, helps students take first steps and next steps toward life after graduation—from help in selecting a major to help landing a dream job—and all the decisions in between. At the Career Development Center students may access career counseling services that address career exploration, graduate school and award selection, and effective preparation for and navigation through the internship/job-search process. Experienced career counselors are on-hand to provide individualized support and assist students in refining their areas of interest. Career counselors also help with self-assessment as it relates to choosing a major or exploring career options available to NYUAD students. In addition to the resources and services accessible through the NYU Career Development Center, students have to access a vast international job network which draws from the partnership with NYU’s Wasserman Center for Career Development and other Global Network University Campuses.

NYUAD CareerNet acts as the main resource in accessing part-and full-time internships and other opportunities, both locally and globally. 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.

In addition to providing career-related experiences, the Career Development Center hosts events designed to provide students 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.

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 UAE 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 UAE, including: tutoring and mentoring kindergarten through grade 12 students; working with special-needs students; raising environmental awareness through collaborations with UAE 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 UAE 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.

Through Community, NYUAD students gain a greater understanding of their community and have the opportunity to engage with their fellow UAE residents; they are able to give back to the community in a meaningful way, all the while gaining important professional experience.

**FITNESS, SPORTS, AND RECREATION**

In addition to required Physical Education courses discussed elsewhere (pp. 319–322), the Department of Athletics, Intramurals and Recreation offers NYUAD students an opportunity to engage in a wide variety of athletic and recreational opportunities. Dedicated staff and coaches provide quality programs, instruction and mentoring through competitive and intramural teams, and student interest groups. Regardless of skill or ability, all students are encouraged to discover everything on offer and to participate.

The Department promotes and enhances a healthy lifestyle by providing qualified coaches and instructors, coordinating the use of athletic facilities, overseeing the intercollegiate and intramural program, arranging for recreational opportunities, and providing exercise classes. Students at NYU Abu Dhabi have the opportunity to participate in a wide range of indoor and outdoor fitness activities including popular team sports such as football/soccer, basketball, 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.

Six competitive teams compete against other universities in the Abu Dhabi Inter-University Sports League. While the goal is to field at least one externally competitive team per fall, winter, and spring season, the specific sports offered depend on the interest and ability levels among students. There are also opportunities for individual competition in events.

Intramural sports offer a great way for students to get involved in regular sport activity at NYU Abu Dhabi. Students can join an existing team or create their own. Students can also participate in athletic student interest groups (SIGs), which are student initiated and chartered organizations run by students who have a common interest in a particular activity for competitive, recreational, or instructive purposes. Being involved in an athletic SIG is a great way to become a student leader.
The NYUAD Fitness Center, located in the Campus Center, is equipped with state-of-the-art cardiovascular exercise, resistance, and free weight training equipment. It also houses studios for dance, pilates, yoga, spinning, and much more. Students can learn about fitness, and ultimately, achieve their fitness goals by participating in weekly small group activities, like capoeira, TRX, and performance boxing. They can also take advantage of personal training with our trained fitness center staff. Aside from a targeted workout, personal training is a great way to learn how to properly use the equipment in the fitness center.

HEALTH AND WELLNESS

The NYUAD Health and Wellness Center (HWC) is located on the ground floor of the Campus Center. The HWC 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 Health and Wellness 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, developing 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 UAE, and throughout the NYU’s global network. Students actively participate in spiritual life in the UAE as well as through student-led initiatives and celebrations taking place on campus throughout the year.

In addition, the Hall Council works directly with the staff and RAs to host programs such as trips to Dubai, Open-Mike-Night, Floor Wars, Purple and White Dance Party, indoor skydiving, Midnight Breakfast, Earth Day celebrations, UNIque, movie nights, camping trips, and Beach Days.

The Residential Education team also handles many housing procedures including room selection, guest passes, key management, and much more.

**RESIDENTIAL EDUCATION**

Living on campus can be one of the most exciting and meaningful experiences students have at NYUAD. Students have the opportunity to meet people from different parts of the world, make long-lasting friendships, and participate in intellectual and social activities.

The Office of Residential Education supports student development by providing resources and implementing purposeful and engaging programs. We see the diverse spectrum of student interests as an opportunity to meet the individual and collective needs of our student body by fostering a welcoming living and learning residential environment.

A resident assistant (RA) lives on every floor in the student residences and is a trained peer leader. RAs create a sense of community among all of the residents on the floor by hosting several programs and floor meetings. NYUAD RAs attend a rigorous selection and training process and are considered to be among the institution’s student leaders. The RAs regularly conduct a wide variety of social, cultural, and educational programs and activities designed for the entire school, specific years, or individual student floors.

**SAFETY AND TRANSPORTATION**

The mission of the NYUAD Department of Public Safety is to create, promote, and preserve a safe and secure University environment by delivering high quality community safety and protection-services in a professional and customer-friendly manner. It is equipped to provide the highest standards of Security and Safety for the NYUAD community. Additionally all transport services are coordinated and conducted on a daily basis by the department. The department partners with the Public Safety Department of NYU to provide the highest level of professional support possible.

All of the NYUAD sites are staffed 24 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 US Embassy. These relationships are important in keeping the community 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. Public Safety 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 on Campus or any affiliated facility. All visitors entering these sites are required to obtain a visitor’s ID Card.

The Department of Public Safety coordinates business and academic-related transport services for all faculty, staff, and students. A shuttle bus service provides transportation from the campus at Saadiyat to designated destinations in the city of Abu Dhabi. 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.
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 website.
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About NYU
AN OVERVIEW OF NEW YORK UNIVERSITY

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, NYU Polytechnic School of Engineering, School of Continuing and Professional Studies, School of Medicine, School of Law, 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 NYU’S GLOBAL NETWORK UNIVERSITY

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

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

The portal campuses are complemented by a set of global academic centers, where students may study away for a semester or longer. Each site is characterized by a distinct academic identity: for example, NYU Accra’s program emphasizes global public health and economic development; NYU Berlin focuses on art and the humanities; NYU Prague focuses on music as well as global media and transitional government

The system is designed for mobility; each study away site offers a sufficient number of basic courses to allow students to complete core requirements including, at specified sites, core requirements even in track programs like premed or business. The sites also are venues for conferences, lectures, research activity, graduate programs (including, in some places, graduate programs culminating in a degree), as well as platforms for more general intellectual exchange.

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

For more information about the Global Network, see nyu.edu/global and President Sexton’s Global Network Reflection on his website (http://www.nyu.edu/about/leadership-university-administration/office-of-the-president/redirect/speeches-statements/global-network-university-reflection.html).

NYU GLOBAL ACADEMIC CENTERS

Students from NYU Abu Dhabi have the opportunity to study at NYU New York, NYU Shanghai and at NYU’s global sites. Each academic center offers courses in the local language, history, and culture, academic lectures by distinguished faculty, and co-curricular activities to explore the region, meet local students and figures, and use new language skills.

NYU Accra (Ghana): The program at NYU Accra 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 Accra 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 US, 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 (USA): NYU New York is now one of the largest private universities in the United States. The university, which has no walls and no gates, is deeply intertwined with New York City, drawing inspiration from its vitality. The center of NYU in New York is its Washington Square campus in the heart of Greenwich Village. The university includes 14 schools and colleges, and offers more than 2,500 courses each year in an extraordinary range of fields.
NYU Paris (France): At NYU Paris students immerse themselves in the daily life of this vibrant city while taking courses in French language, history, culture, and society. Students in the Francophone program supplement their studies with courses at the University of Paris. Students select courses from a wide variety of subjects taught in English or French by a superb faculty. Students proficient in French may also enroll in selected courses at the following French universities: Paris I, Paris III, Paris VII, Paris X, Ecole Normale Superieure, Insitut d’Etudes Politiques de Paris (Sciences Po).

NYU Prague (Czech Republic): At NYU Prague students come to understand what it means for a country to completely reposition itself on the global stage in the space of 20 years. Courses explore the cultural and political transition from authoritarian rule to democracy; some are taught by the very architects of this transition. Other courses cover the broad sweep of Czech history and culture: its legacy as a medieval power center, its role in European modernism, its rich heritage of art, music, literature. Internship and volunteer opportunities abound. Students with language proficiency may also enroll in selected courses at Charles University.

NYU Shanghai (China): The dizzying pace of growth and change in China over the past quarter century is unprecedented and difficult to grasp. NYU Shanghai helps students understand these changes by offering a solid grounding in the Chinese past and a close-up look at the future now being built. Courses on various aspects of Chinese culture and society, past and present, are complemented by business and professional courses and internships that immerse students in energetic Shanghai.

The chance to study side-by-side with Chinese students lends an added depth to students’ appreciation of China and its people.

NYU Sydney (Australia): NYU Sydney is located in Australia’s largest and most cosmopolitan city, stretching across miles of sparkling bays and beaches. Students have the unparalleled opportunity to live and study in a hub of commerce, culture, and communication in the Asia-Pacific region. The curriculum includes courses on Australia’s rich history of immigrant communities as well as courses in environmental studies, history, journalism, literature, media and communication, and sociology, 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. (USA): No global network would be complete without a location in Washington, D.C., home to over 170 embassies, headquarters of international policy-making bodies, and seat of the US federal government. Internships allow for concentrated study and research in an array of subjects, from public policy to political science to art history.
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The NYUAD Campus

The campus of NYU Abu Dhabi is located on Saadiyat Island, a natural island that lies a short distance from the main island of Abu Dhabi and is now under development. The Cultural District of Saadiyat Island will feature three major museums: the Zayed National Museum, the Louvre Abu Dhabi, and the Guggenheim Abu Dhabi. Other districts will take advantage of the island’s spectacular beaches and mangrove lagoons. NYUAD is located in the Al Marina District, which will eventually have a prominent marina and downtown feel.

Occupying a total area of approximately 38 acres (15.4 hectares) of land, the university occupies two sites: the main site with the university buildings, and the north site, where the outdoor athletic facilities are located. The campus design allows the natural environment to be experienced year-round. It is dense, walkable, and responsive to the climate, with shaded walkways and landscaped courtyards, plazas, and gardens for social interaction. The design also fosters the integration of living and learning, with residences, classrooms, and faculty offices organized in mixed-use buildings, not separated in distinct areas.
The campus, designed by Rafael Viñoly Architects, is organized by its split-level, pedestrian-only circulation system. At ground level, shaded colonnades, pools of water, and landscaped sitting areas, flank the main east-west spine of the campus. Three plazas along this main street form gathering places, and other campus streets connect the plazas to the surrounding area. On the north side of the main street are three major centers of the campus research and life: the Experimental Research Building on the West Plaza, the Arts Center on the East Plaza, and the Campus Center on the Central Plaza. On the south side of the campus are academic buildings, with ground-floor classrooms and faculty and administrative offices on the first floor, and dining halls terminate each end of the main street.

Two stories above ground level, the “High Line” provides access to the residential clusters and semi-private gardens. Faculty and senior staff reside in apartments with views over the campus, to downtown Abu Dhabi, and across Saadiyat Island to the Arabian Gulf. Students reside in quads with gardens that link to the upper level pedestrian path and overlook classroom courtyards below. Having students, faculty, and staff live on campus facilitates interaction, a key to the educational experience at NYUAD.

Shading systems achieved through urban design and the close proximity of structures, through architectural features such as the colonnade, and through the integration of landscape materials facilitate NYUAD’s goal of year-round use of outdoor spaces. Measures to generate 75 percent of household hot water and 10 percent of power from renewable energy sources will be implemented to achieve the University’s sustainability goals.

The layout of the campus promotes interaction between the disciplines. The facilities include a wide variety of instructional spaces, including experimental laboratories, new media labs, film production facilities, music practice rooms, and classrooms with sophisticated technological infrastructure. The flexible labs in the Experimental Research Building will support a range of advanced research projects. The Arts Center has four theaters and a variety of teaching and production spaces, including art studios for painting, drawing, sculpture, and animation, media labs, editing suites, and film shooting stages. The Campus Center combines the Library, Student Center, Health and Wellness Center, and a performance gymnasium with a 50-meter pool, running track, ball courts, climbing wall, squash and racquet ball courts, and fitness center. The indoor athletic facilities are complemented by outdoor fields, track and tennis courts.

An open campus, NYU Abu Dhabi welcomes members of the public—to lectures and conferences at the NYUAD Institute Conference Center; exhibitions at the Art Gallery; athletic activities at the Sports Center; and performances at the Arts Center. The campus also has a Bookstore and variety of cafés and dining facilities.
Visiting and Contact Information
WELCOME CENTRE IN ABU DHABI

The NYU Abu Dhabi Welcome Center is the first point of contact for visitors at the Saadiyat Campus. Located at the main entrance, the Welcome Center provides visitors with information about all aspects of the university, including admissions, the NYU Abu Dhabi Institute, and human resources. The Welcome Center is also the meeting place for those attending an information session, joining a campus tour, seeking print literature about the university, or meeting with a member of the NYUAD faculty or staff. Prospective students and their parents are encouraged to come to the Welcome Center to schedule a visit with an admissions counselor.

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
New York, N.Y. 10011
Tel: 212 992 7200

DIRECTIONS TO NYU ABU DHABI

NYU Abu Dhabi is located just off of the Sheikh Khalifa Highway (E12) on Saadiyat Island.

From Downtown Abu Dhabi: Follow Hamdan (5th) Street toward Saadiyat Island where it becomes the E12. Cross the Sheikh Khalifa Bridge and after approximately two kilometers the exit to campus, Exit 11 Saadiyat Beach West, will be visible on the right.

From Dubai or Abu Dhabi Airports: Follow the E11 toward Yas Island. Exit for the E12 toward Yas and Saadiyat Islands. The exit for campus is Exit 11 Saadiyat Beach West. By taxi the trip from Abu Dhabi Airport takes about 30 minutes and costs approximately 75 AED.

MAILING ADDRESS

New York University Abu Dhabi
P.O. Box 129188
Abu Dhabi United Arab Emirates

TELEPHONE

From Outside the UAE:
+971 2 628 4000
Dial the international exit code for the country you are dialing from
Dial the UAE country code: 971
Dial the city code and the NYUAD local number: 2 628 4000

From within the UAE:
02 628 4000
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<thead>
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<td>Public Affairs</td>
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</tbody>
</table>
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- **New York**
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- **Associate Director, Public Safety Operations**
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  - Mobile 050 813 2086
- **Security Supervisor**
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  - Mobile 050 813 2158

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  - 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

### ACADEMIC ADMINISTRATION
- **Vice Provost, Academic Administration**
  - Charles Grim
  - charles.grim@nyu.edu
- **University Registrar and Director of Student Information Systems**
  - Mary Downes
  - mary.downes@nyu.edu

### OFFICE OF THE DEAN OF STUDENTS
- **Dean of Students**
  - David Tinagero
  - david.tinagero@nyu.edu
- **Associate Dean of Students and Director of Residential Education**
  - Ken Grcich
  - kgrcich@nyu.edu
- **Assistant Dean of Students and Director of the Career Development Center**
  - Hazel Raja
  - hazel.raja@nyu.edu

### OFFICE OF GLOBAL EDUCATION
- **Vice-Provost, Associate Vice Chancellor for Global Education and Outreach**
  - Carol Brandt
  - carol.brandt@nyu.edu
- **Associate Dean for Global Education**
  - Katya Grim
  - katya.grim@nyu.edu

### IN THE CASE OF AN EMERGENCY
- **Emergency Police/Fire/Ambulance**
  - 999
- **NYU Wellness Exchange**
  - 02 628 5555 (24 hrs)
- **Security Helpdesk**
  - 02 628 4402 (24 hrs)
Welcome Center in Abu Dhabi
New York University Abu Dhabi
Saadiyat Island
Abu Dhabi, UAE

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