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

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Welcome from Vice Chancellor
Alfred H. Bloom

Welcome to NYU Abu Dhabi!

I invite you through the pages of this Bulletin to engage the powerfully innovative vision of undergraduate education that NYUAD defines and delivers. I am persuaded that this singular undergraduate institution offers a model of liberal arts and science education unsurpassed in quality, and unmatched in preparing wise and effective leaders for an interdependent global world.

Our students are drawn from the world’s best. They are bright, intellectually passionate, committed to building on and off campus a community anchored in mutual respect, understanding and care, and resolved to place their talents, along whichever paths of life they choose, at the service of humanity’s needs and goals.

Its faculty are researchers, scholars, and artists of extraordinary distinction within and beyond their disciplines, and at the same time exceptional teachers, dedicated to supporting and challenging their students and to transforming them into intellectual colleagues.

Its curriculum builds from an innovative cross-disciplinary base, through 22 rigorous majors, towards a full-year independent project. It is further enriched by the rare opportunity to work with world-class faculty at the frontiers of their fields, to participate locally and around the globe in community internships, and to build international experience across NYU’s global network of sites. At its core, NYUAD combines the best of the American liberal art and science tradition with development of the global perspective and talent required to create shared understanding and purpose across the divisions that fracture our world.

Moreover, NYUAD is located at a new cross-roads of the world, empowered by its tight connections to NYU New York and NYU’s global network, and positioned to welcome and embrace the insights, ideas, and perspective of our rapidly evolving global century.

I know of no undergraduate institution that offers a deeper sense of the joy and possibility of undergraduate education, or that more effectively prepares its students for leadership of a highly complex and demanding world.

I look forward to our sixth remarkable year.

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**
weened 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.

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.

The city has built a forward-looking agenda in health care, the arts, economic and environmental sustainability, and educational and human development, and is committed to supporting the vital talent and infrastructure required for it. Together, this strategic location and progressive commitment create an astounding array of opportunities for developing effective responses to the world’s critical challenges.
NYUAD offers a core curriculum, 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 and expanding faculty expertise. 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.
## Academic Calendar

### ORIENTATION

- **August 24-29 (Mon. 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 30 (Sunday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September 3 (Thursday)</td>
<td>Add deadline for 7-week courses</td>
</tr>
<tr>
<td>September 10 (Thursday)</td>
<td>Add deadline for 14-week courses</td>
</tr>
<tr>
<td>September 17 (Thursday)</td>
<td>Drop deadline for 14-week courses</td>
</tr>
<tr>
<td>September 22-25 (Tues-Fri)</td>
<td>No classes: Eid Al-Adha</td>
</tr>
<tr>
<td>September 27-28 (Sun-Mon)</td>
<td>Legislative Days classes meet on a Thursday &amp; Wednesday schedule respectively</td>
</tr>
<tr>
<td>October 4 (Sunday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>October 10 (Saturday)</td>
<td>Legislative Day (classes meet on a Thursday schedule)</td>
</tr>
<tr>
<td>October 15 (Thursday)</td>
<td>No classes: Al-Hijra/Islamic New Year</td>
</tr>
<tr>
<td>October 20 (Tuesday)</td>
<td>Last day of classes for 7-week courses</td>
</tr>
<tr>
<td>October 21-22 (Weds-Thurs)</td>
<td>No classes: Final exams for 7-week courses</td>
</tr>
<tr>
<td>October 23-25 (Fri-Sun)</td>
<td>Fall break</td>
</tr>
</tbody>
</table>

### FALL SEMESTER II

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 26 (Monday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>November 4 (Wednesday)</td>
<td>Drop deadline for 7-week courses</td>
</tr>
<tr>
<td>November 8 (Sunday)</td>
<td>Withdrawal and change of grading basis deadline for 14-week courses</td>
</tr>
<tr>
<td>November 25 (Wednesday)</td>
<td>Withdrawal and change of grading basis Deadline for 7-week courses</td>
</tr>
<tr>
<td>December 2 (Wednesday)</td>
<td>No classes: UAE National Day holiday</td>
</tr>
<tr>
<td>December 14 (Monday)</td>
<td>Last day of classes / Legislative Day (classes meet on a Wednesday schedule)</td>
</tr>
<tr>
<td>December 15 (Tuesday)</td>
<td>No classes: Reading Day</td>
</tr>
<tr>
<td>December 16-20 (Weds-Sun)</td>
<td>Final Exams</td>
</tr>
<tr>
<td>December 21 (Monday)</td>
<td>Winter break begins / Travel home</td>
</tr>
</tbody>
</table>

### WINTER BREAK

- **December 21, 2015-January 3, 2016**: Winter Break

### JANUARY TERM IN ABU DHABI

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 4 (Monday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 10 (Sunday)</td>
<td>Course withdrawal deadline for all courses</td>
</tr>
<tr>
<td>January 21 (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 4 (Monday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 10 (Sunday)</td>
<td>Course withdrawal deadline for all courses</td>
</tr>
<tr>
<td>January 18 (Monday)</td>
<td>No Classes: Martin Luther King Day</td>
</tr>
<tr>
<td>January 22 (Friday)</td>
<td>Last day of classes</td>
</tr>
</tbody>
</table>

### JANUARY TERM IN NYU GLOBAL SITES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5 (Tuesday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 11 (Monday)</td>
<td>Course withdrawal deadline for all courses</td>
</tr>
<tr>
<td>January 22 (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 (Wednesday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>February 2 (Tuesday)</td>
<td>Add deadline for 7-week courses</td>
</tr>
<tr>
<td>February 7 (Sunday)</td>
<td>Drop deadline for 7-week courses</td>
</tr>
<tr>
<td>February 9 (Tuesday)</td>
<td>Add deadline for 14-week courses</td>
</tr>
<tr>
<td>February 16 (Tuesday)</td>
<td>Drop deadline for 14-week courses</td>
</tr>
<tr>
<td>February 28 (Sunday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>March 15 (Tuesday)</td>
<td>Last day of classes for 7-week courses</td>
</tr>
<tr>
<td>March 16-17 (Wed-Thurs)</td>
<td>No classes: Final exams for 7-week courses</td>
</tr>
</tbody>
</table>

### SPRING BREAK

- **March 18-25 (Fri-Fri)**: No classes

### SPRING SEMESTER II

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 26 (Saturday)</td>
<td>Classes begin / Legislative Day</td>
</tr>
<tr>
<td>March 31 (Thursday)</td>
<td>(classes meet on a Thursday schedule)</td>
</tr>
<tr>
<td>April 5 (Tuesday)</td>
<td>Add deadline for 7-week courses</td>
</tr>
<tr>
<td>April 7 (Thursday)</td>
<td>Drop deadline for 7-week courses</td>
</tr>
<tr>
<td>April 26 (Tuesday)</td>
<td>Withdrawal and change of grading basis deadline for 14-week courses</td>
</tr>
<tr>
<td>May 5 (Thursday)</td>
<td>No classes: Isra &amp; Mi’raj Holiday</td>
</tr>
<tr>
<td>May 12 (Thursday)</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 16-19 (Sun-Thurs)</td>
<td>Final Exams</td>
</tr>
<tr>
<td>May 23 (Monday)</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

### SUMMER TERM

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 21 (Saturday)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>May 23 (Monday)</td>
<td>No classes: Commencement</td>
</tr>
<tr>
<td>May 24 (Tuesday)</td>
<td>Add deadline</td>
</tr>
<tr>
<td>May 26 (Thursday)</td>
<td>Drop deadline</td>
</tr>
<tr>
<td>June 9 (Thursday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>June 23 (Thursday)</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>June 25 (Saturday)</td>
<td>Final Exams</td>
</tr>
</tbody>
</table>
Students are required to complete two physical education semester capstone projects. Students are also required to complete an academic major; and complete a two-semester capstone project. 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 out-side 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 anthropology, education, law and linguistics.

**Types of Courses:** NYUAD has several types of courses: 14-week courses; 7-week courses; 3-week courses in January; and 4-week courses in the 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 highly intensive with students typically focusing on one course during the term.

**Core Curriculum:** Students are required to take eight courses in the Core Curriculum and earn a grade of C or higher in each course. The Core Curriculum is divided into four areas: Pathways of World Literature; Structures of Thought and Society; Art, Technology and Invention; and Ideas and Methods of Science. Students take two courses in each area. In Ideas and Methods of Science, they take one course in each of the two tracks: Experimental Discovery in the Natural World, which has a laboratory component, and Science, Society and History. Students who complete Foundations of Science I fulfill the requirements for Experimental Discovery in the Natural World. Students are strongly encouraged to take five Core courses in the first two years whenever possible in order to focus on more advanced disciplinary courses during later semesters.

**Writing:** The development of strong writing skills throughout a student’s academic career is an important objective of an NYUAD education. The 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 begin their NYUAD writing development with a Core course that includes a Writing Workshop—omitting Analysis and Expression altogether.

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. 24-66) are excellent forums in which to strengthen writing skills. Courses with a dedicated writing workshop are designated by a “W” suffix in the course number (e.g. CORE1-AD 55W 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 an “X” suffix in the course number. For the most up-to-date list of courses that fulfill this requirement, please consult the NYUAD Web site.

Major: Students must complete the requirements of a major, which vary. NYUAD offers 22 majors across the Arts, Humanities, Social Sciences, Science and Mathematics, and Engineering. Students declare a major by the end of the second year, however, some majors have requirements beginning in the first year. Although all courses successfully completed may count toward the 140-credit graduation requirement, only those courses in which grades of C or higher are earned may count 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 337-351.

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. 360.

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. Each student is admitted based on the overall strength of the application he or she submits, including academic excellence, extracurricular activities, teacher and counselor evaluations, and a demonstrated interest in global citizenship, service, and leadership.

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

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

Regular Decision
· Application due: January 1
· Financial Support Application due: February 15
**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 Office of Undergraduate Admissions in New York City. Students must apply using the Common Application. Applicants are encouraged to submit their applications as early as possible for consideration for admission. For up-to-date information on admissions policies and procedures, please see our web site at: nyuad.nyu.edu/admissions.

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

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

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

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

Transfer Applicants: NYU Abu Dhabi is not accepting applications for transfer students in the 2015–16 admissions cycle.

**Cost of Attendance AY 2015-2016**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$45,278</td>
</tr>
<tr>
<td>Room</td>
<td>$11,126</td>
</tr>
<tr>
<td>Board</td>
<td>$5,340</td>
</tr>
<tr>
<td><strong>Total Tuition, Room &amp; Board</strong></td>
<td>$61,744</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$2,016</td>
</tr>
<tr>
<td>Books</td>
<td>$1,650</td>
</tr>
<tr>
<td>Registration &amp; Service Fee</td>
<td>$2,472</td>
</tr>
<tr>
<td><strong>Total Fees</strong></td>
<td>$6,138</td>
</tr>
<tr>
<td><strong>Total Billed Charges</strong></td>
<td>$67,882</td>
</tr>
<tr>
<td>Personal expenses (estimate)</td>
<td>$2,260</td>
</tr>
<tr>
<td>Travel (estimate)</td>
<td>$3,410</td>
</tr>
<tr>
<td><strong>Total other costs</strong></td>
<td>$5,760</td>
</tr>
<tr>
<td><strong>Total Cost of Attendance</strong></td>
<td>$73,710</td>
</tr>
</tbody>
</table>

1Initial financial support awards are based on prior, estimated costs of attendance.
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.

The Office of Financial Support works individually with each student to assess his or her family’s financial circumstances to tailor our generous financial assistance. Based on a student’s eligibility, NYU Abu Dhabi’s financial support may cover up to the full cost of an NYU Abu Dhabi education. NYU Abu Dhabi accepts applications for financial support from all students, regardless of citizenship.

Applicants who wish to be reviewed for need-based financial support must complete and submit the CSS/Financial Aid PROFILE application (and the NonCustodial PROFILE, if applicable) online by the appropriate deadline and will be notified of their awards when they are offered admission, provided the required application(s) and other documentation needed to make an informed decision are submitted on time. Students must reapply annually to maintain their financial award. Students can generally expect their awards to be similar to the prior year’s award unless there has been a significant change in family financial circumstances.

Students are encouraged to contact the Office of Financial Support at nyuad.financial.support@nyu.edu if they have any questions or concerns about the application process or their award.

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

**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 ways of reflection into work in their chosen fields of specialization. Some ATI courses involve creative practice. Students may compose music, sing and chant, make films, create artworks, act, or pursue creative writing.

**COREA-AD 1**

**The Human Voice**

**Prof. M. 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 the technologies that transform and alter the voice. We explore how technologies in the past, such as amplification and autotune, have affected the voice. We also examine how new technologies, such as digital voice recognition, affect our relationship to the voice. The course concludes with a focus on the voice’s relationship to power, and how it is used to construct identities and narratives.

**COREA-AD 2J**

**Idea of the Portrait**

**January 2016, London**

**Prof. S. Zamir**

This course explores the idea of the portrait and its role in the construction of identity and the representation of cultural difference. It examines the ways in which portraits are used in different cultures and from different periods. The course examines the portrait as a medium of self-representation and as a means of 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 ways of reflection into work in their chosen fields of specialization. Some ATI courses involve creative practice. Students may compose music, sing and chant, make films, create artworks, act, or pursue creative writing.

**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 instrument state-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 fundamental and diverse principles that musical cultures need instruments; how these instruments interact with or take the place of vocal music; where they are connected to dance and where they have evolved from far distant origins; how diverse counterpoint, harmony, 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 4J**

**Gardens of Eden**

The Garden of Eden marks the history of the peoples of the Book—Jews, Christians, Muslims—as a primal site of creation, bounty, betrayal, and loss, as spurn to repentance and redemption, as prelude to the creation of the world 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 explores the efforts by people of the Abrahamic religions to repossess 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. The course asks why 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 5**

**Photography and Narrative**

The 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 film in different times and places? What are the 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 visual, in which images and text are combined in creative partnerships, and which are about photographs but in which no images are actually reproduced.

**COREA-AD 6W**

**Reinventions of Love**

**Spring 2016**

**Prof. Roelanda Arias**

Crosslisted with Core: Pathways of World Literature Writing Workshop

This course explores how the mythology, poetics, imagery, and emotion associated with romantic love have varied dramatically over time and different cultures. Spanning several millennia and 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 Iliad, the Upanishads, hexameters of Songs; the poetry of Kalidas, Catullus, and Neruda; plays by Zemi, Eupides, 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 exploring their own inventions, employing creative writing, visual improvisations, ensemble performance, and photography.

**COREA-AD 7K**

**Scapegoat**

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 roots of scapegoating from the biblical 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 scapegoat others, and to make scapegoats of the most extreme cases, such as 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 lenses. 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**

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 films, paintings, video games, and new media, to understand ways that maps produce knowledge visually.

**COREA-AD 16**

**Men and Machines**

The course explores how technology has influenced the arts and investigates the use of technology by artists over the ages. “Media arts” and other cognates 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 many of the concerns of media arts is the goal. The course examines how technology and their use and influence on media and arts are surveyed.

**COREA-AD 17J**

**Nature of Code**

**January 2016, New York**

**Prof. D. 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 programming strategies and techniques behind computer simulations of natural systems. We explore simulations 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.
RITUAL AND PLAY

Spring 2016
Prof. B. Schechner

Underlying performances of all kinds—dance, music, performances of everyday life, sports, and even our movements—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 institutions; and ritual and play 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.

COMMUNICATION AND TECHNOLOGY

Fall 2015
Prof. C. Protzel

From cave paintings to live video streams on smartphones, this course will explore the development, reaction, and impact of some of humankind’s most transformative inventions—its forms of communication. How have these inventions, such as writing, printing, photography, the telegraph, television, radio, and the internet, influenced human behavior throughout the course of history? What role do they play in shaping our lives today? Toward the end of the course, students will speculate on the future of communication technologies in a connected world by prototyping their own inventions and experiences. Readings and discussion will cover communication theory, technical processes, and creative applications. Writing assignments will be paired with practical assignments where students will be challenged to bring their analysis and ideas to life. We will work 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. The focus is to bring their analysis and ideas to life. Students will learn how to use computer software systems to analyze as well as generate rhythms, solve puzzles of musical time patterns, and write complex rhythms.

CONVICTION AND DOUBT

Fall 2015
Prof. D. Cook

What can and should we be certain about? The course explores the role of doubt throughout history and in various cultures. It explores the capacity of doubt to extend 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 the theatre in shaping and changing human experience. In this course, students are encouraged to question and doubt toward a greater plurality.

GEOGRAPHIC REPRESENTATIONS

Writing Workshop

This course considers representations of social and historical realities within which notions of cultural identity, citizenship, and power are invented and preserved. 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, 1962; Life of Pi, 2012, such as The Road, Al-Milak huwa l-Malik, and St John; photographs by Annie Liebovitz, Brian Duffy, and Youssef Karsh. Basic semiotic, materialist and cultural theories of signs for a course on geographic representations. Key essays such as Postcoloniality and the Artifice of History: Who Speaks for the Pastness of India by Dipesh Chakravorty, Fictions of the Post by Harry Berger, Imperialist Nostalgia by Renato Rosaldo, and Theorizing the Male Gaze by Edward Snowden are read side by side videos of performances, films, and slides of photographs.

IDEA OF THE EXOTIC

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, animating the unknown to know. Moving across various texts, arts, media, and institutions—museums, maps, photographs, films, TV, print, among others—this course reflects on how our imagination of ourselves is interwined with the ways that we imagine other places. The reading includes: Daniel Defoe, Robinson Crusoe; Mark Twain, The Inventions of Robert A. 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 seminar is devoted to the interrelated issues of colonialism, postcolonialism, comparative race, and multiculturalism as apprehended through diverse disciplines, media, and colonial histories. Throughout our focus will be comparative, transnational, and transcultural, mingling the theories and methods of media studies, literary studies, philosophy, and social studies. The goal is that the role of the human in the world, the way we understand ourselves, and the world we have built can still be shaped by the legacies of (post) colonialism, as reflected, refracted, translated, and resisted by the media.

CREATIVITY AND INNOVATION

Fall 2015
Prof. P. Kline

This course probes the heuristics of human innovation as understood by ancient and modern inventors and philosophers. The central questions of the course are the following: What are the sources, requirements, and factors that influence human creativity? 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 technology and technological developments of the cultural 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.
performers have creatively engaged both obsolete and emerging technologies—mirrors, camera obscuras, phonographs, photocopies, projectors, telephones, computers, and satellites—to communicate shifts in how we perceive time, movement, space, similarity and difference among human beings, as well as different social power. We study a variety of philosophers, scientists, anthropologists, cultural theorists, visual artists and playwrights including Horace, Euprides, Walter Benjamin, Donna Haraway, Michael Taussig, David Hockney, Inges, Vermeer, Cartagio, Chuck Close, films by the Lumiere Brothers and Jean Rouch, Apple Computer television commercials, and web-based performance/installation art by Stelarc, Electronic.

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 practices? How is identity through the 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 and documentary techniques will be introduced in order to understand and differentiate between a wide range of artistic practices and intentions. The course considers artists from the U.S.A., Europe, the Middle East and Asia, and includes visits to local galleries and artist studios.

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 through the study of philosophy 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? Fall 2015 Prof. C. Geddes Crosslisted with Music This course analyzes what we understand as “music.” Italian music of different eras, representing the whole of the art form, is heard from all over the world, we explore what constitutes musical meaning, how it is produced, and how music expresses feelings. Taking advantage of the medium of this course, the professor will be able to incorporate 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.

COREA-AD 35 Lies and Lying Fall 2015 Prof. S. CapotA 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 actual 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, Business, Journalism, Relationships, Digital World and History. We will discuss and analyze the motives, techniques, technology and outcomes of some of the biggest lies 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, visual arts, internet, social networking, mass media, advertisement as well as guest liars and lying experts.

COREA-AD 36W Death: Myths, Histories, Metamorphoses 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 Talstoy, 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.

COREA-AD 37W Staging the Self 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 our experience is aesthetically, psychologically, and politically theorized in different contexts. What does an individual’s experience represent in specific art forms, cultures or of historical contexts? How does an individual’s experience of collective experience reconstructed in different arts work? Can individual experience portray collective historical reality? Should we understand an artist’s oeuvre in relation to their personal life? In what ways do individual art works bestow human experience with specific epistemologies and with social and historical realities? Texts for the course include works by Irving Goffman, Errol Morris, Erik Erikson, Joseph Roach, Freddie Rokem, Deirdre Heddon, and selected plays, films, and museum displays.

COREA-AD 38J Memory
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 defined by social practices and, not least, by the physical environment. How is identity through the 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 and documentary techniques will be introduced in order to understand and differentiate between a wide range of artistic practices and intentions. The course considers artists from the U.S.A., Europe, the Middle East and Asia, and includes visits to local galleries and artist studios.

COREA-AD 41 Nomads Fall 2015 Prof. D. 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 record-keeping and storytelling. Paying special attention to kinetic objects and the built environment, we will probe historical and contemporary conceptions of ownership and ecological, historical, and citizenship and belonging. We will study writings by Deleuze and Guattari, Walter Benjamin, and Roa Braidotti, and look at film, photography, art, 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
While Aristotle celebrated the capacity of art to elicit emotion, Plato treated it with suspicion. Suspected of irrationality, emotion has continued across cultures and time. We examine a large number of examples, starting with languages, moving through tools like the wheel and metalwork to modern tools like software and network topologies, asking how our choice of tools changes the way we think about our goals.

COREA-AD 44 Records
What drives us to create records of human events and cultures? What is the art of history and history making 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 by history? These questions 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.
This course explores the multifaceted nature of Time. 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 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, Aby Warburg, Tostoy, Langer, Bergson, Freud, analytic philosophy (Carroll, Kivy), and cognitive theory (Hogan).

**CORE-A-D 43**
**Time**
**Spring 2016**
**Prof. G. Bravo**
Crosslisted with Peace Studies, Music

This course will explore the meaningful 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 how it is used in acoustic space using varieties of microphones and space mapping techniques. The course will also explore using acoustic measurement techniques such as accelerometer 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 soundscapes. The course will cover all aspects of environmental field recording, editing, and presentation of the final results. **CORE-A-D 46 J**
**Narrative, Media, and Technology**
**January 2016, New York**
**Prof. E. 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 will examine a range of technologies ranging from print, cave painting, comics, animation, and film, to hypertext, social media, and viral video. In addition to reading and viewing these assignments will also include creative technological projects and excursions to the Museum of Moving Image, the Museum of Comics Art, and The Moth storytelling theater.
The class will include a practical studio component. We are engaged in play throughout our lives. It is a deeply meaningful way that serves as an essential component of our education in the world. Beginning with the imaginative and open-ended games of our childhood, and continuing through more structured aspects of play like sport, theatre, board and video games, it serves a vital tool in our development as individuals. It can be collaborative or competitive, open-ended or closed, but always is innately fun. Examining the topic from a variety of perspectives, including psychological, artistic and philosophical, we will engage with multiple levels of playfulness throughout history, from simple childhood escapism to urban scale games facilitated by new technologies. Students will be challenged to create new forms of play by prototyping and designing their own games and frameworks for play throughout the semester.

**COREA-AD 52**

**Play**

Fall 2015

Prof. S. Fitzgerald

We are engaged in play throughout our lives. It socializes us and teaches us the complex and self-effacing way that serves as an essential component of our education in the world. Beginning with the imaginative and open-ended games of our childhood, and continuing through more structured aspects of play like sport, theatre, board and video games, it serves a vital tool in our development as individuals. It can be collaborative or competitive, open-ended or closed, but always is innately fun. Examining the topic from a variety of perspectives, including psychological, artistic and philosophical, we will engage with multiple levels of playfulness throughout history, from simple childhood escapism to urban scale games facilitated by new technologies. Students will be challenged to create new forms of play by prototyping and designing their own games and frameworks for play throughout the semester.

**COREA-AD 53**

**Abjection**

Fall 2015

Prof. S. Jeong

How is the act of abjuring an identity? What is rejected or expelled from us? This fundamental aspect of the human condition underlies the notion of abjuration: a detached and degraded state or the act of causal, rhetorical or physical exclusion. Deeply embedded in oneself or cast out of society, takes various forms: from the maternal body and the corpse to social minorities and refugees. It implies some trauma or taboo that disturbs the symbolic order of law and norms. This course asks how abjection occurs on many levels and how it can also catalyze new modes of life and community. We trace it in terms of horror, repulsion, beauty, sexuality, multiculturalism, terrorism, etc. and highlight today’s abjection that is generated in global systems and revealed through violence or catastrophe, yet also with positive potential. We explore film (Fassbinder, Sissako, Falman, Eastwood, Von Trier, Sono Shion), literature (Kafka, Genet, Beckett, Yi Sang), art and performance (Bacon, Sherman, Stelarc, Zhu Yu), along with psychoanalysis, feminism, philosophy, aesthetics, and trans-historical material from myths and religions to punk rock and cyber culture.

**COREA-AD 54**

**Site Specificity**

Spring 2016

Prof. S. de Beer

This course explores what it means to be situated in a particular site. Do places have a spirit and identity? Do artists respond to a place in a particular way that serves as an essential component of our education in the world. Beginning with the imaginative and open-ended games of our childhood, and continuing through more structured aspects of play like sport, theatre, board and video games, it serves a vital tool in our development as individuals. It can be collaborative or competitive, open-ended or closed, but always is innately fun. Examining the topic from a variety of perspectives, including psychological, artistic and philosophical, we will engage with multiple levels of playfulness throughout history, from simple childhood escapism to urban scale games facilitated by new technologies. Students will be challenged to create new forms of play by prototyping and designing their own games and frameworks for play throughout the semester.

**COREA-AD 55**

**Iconoclasism**

Spring 2016

Prof. M. Machizuki

It is often said that as long as there has been art, there has been iconoclasm, literally from the Greek words for image (eikon) and to break (klân) of images (eikon). What does it mean to annihilate an image? What motivates the violent destruction of artworks, and what does it mean to be a critic of violence? In this course, we will reflect on the fundamental impulse to create? Throughout history and across many societies—from biblical sources to Bamiyan buddhas, Reformation and Dayak-Dyak vernacular—iconoclasts, idealists and revolutionaries have sought to silence dissent by erasing artworks that give potent material presence to ideas. Taking a long view of creating and destroying images as a form of political and cultural protest, we will examine the haptic modality as the fundamental mode of access to the physical properties of the world. This course provides a multidisciplinary, cross-cultural introduction to the dynamics and salience of the human sense of touch. It is easy to have an idea of the effects of significant loss or change by closing our eyes, by wearing earplugs. What about a significant loss of the sense of touch? What would that be like? The answer might not come readily due in part to the absence of the everyday presence of the sense of touch. Far from being just an immediate skin sensation, touching is intimately blended into embodied experiences that are affectionate, exciting, guiding, and expressive. If the haptic modality is the fundamental mode of access to the physical properties of the world, this course provides a multidisciplinary, cross-cultural introduction to the dynamics and salience of the human sense of touch, and runs a continuous thread for a number of fundamental questions and crises that we do consider. We will explore the ways in which the senses of touch and hapticity are shaped by twenty-first century haptic scholars embrace. A wide variety of interpretations, disciplines and experiences exploring the symbolic, cultural, ethical, social and technical aspects of haptic communication will be discussed.

Topics covered in this course include social and cultural development, memory, learning, digital design, experiences of visual impairment, tactile therapies, human computer interaction, multimodal interaction and sensory substitution, funnelling illusion and apparent motion, and privacy and security.

**COREA-AD 57**

**Touch**

Fall 2015

Prof. M. Eld

It is easy to have an idea of the effects of significant loss or change by closing our eyes, by wearing earplugs. What about a significant loss of the sense of touch? What would that be like? The answer might not come readily due in part to the absence of the everyday presence of the sense of touch. Far from being just an immediate skin sensation, touching is intimately blended into embodied experiences that are affectionate, exciting, guiding, and expressive. If the haptic modality is the fundamental mode of access to the physical properties of the world, this course provides a multidisciplinary, cross-cultural introduction to the dynamics and salience of the human sense of touch, and runs a continuous thread for a number of fundamental questions and crises that we do consider. We will explore the ways in which the senses of touch and hapticity are shaped by twenty-first century haptic scholars embrace. A wide variety of interpretations, disciplines and experiences exploring the symbolic, cultural, ethical, social and technical aspects of haptic communication will be discussed.

Topics covered in this course include social and cultural development, memory, learning, digital design, experiences of visual impairment, tactile therapies, human computer interaction, multimodal interaction and sensory substitution, funnelling illusion and apparent motion, and privacy and security.

**COREA-AD 58J**

**Light**

January 2016, Shanghai

Prof. S. Fitzgerald

From its physical properties that create life to its metaphorical association with beauty and goodness, light is integral to our experience of being human. Playing out over the millennia, from the Chinese tradition of the Lantern Festival at the Lunar New Year to the current production and manufacture of LED components, our relationship with light has been both mostly cultural and materially in our understanding of the world around us. This course will examine the perceptual, psychological, and metaphorical ways in which we encounter light in stories, art and culture. We will examine texts from a variety of cultures that use light and darkness as a metaphor for good and evil, and study the works of artists like James Turrell, Anthony McCall, Teddy Lo and Erwin Widi who work directly with light. Celebrations, rituals, and ceremonial use of light like the Diwali and the growth and use of pyrotechnics will be considered. The class will include a practical component in which students develop their own light-based works leveraging the unique and innovative resources of Shanghai in the realms of exploring the materiality of light firsthand.

**COREA-AD 59**

**Abstraction**

Spring 2016

Prof. S. Mikidza

The making of abstract visual forms is a near-universal pursuit across cultures. Some of the earliest known cave art, dating back approximately 40,000 years, is abstract. The use of abstract forms in ornament and for symbolic communication predates significant periods of history and in different locations across the globe. Abstraction has become prominent in modern art all over the world. This course takes a creative and innovative approach to abstraction and asks why human beings in different places and at different times have drawn and carved similar shapes, lines and patterns and what are the meanings of these forms? Why have some cultures with long traditions of representational painting turned to abstraction? How have religious, political and social contexts shaped this turn? What has been the role of abstraction in Islamic and other non-Western traditions and how have these traditions influenced Western art? Although the course will range widely historically and culturally, it will take the Middle East as one of its key areas of interest and will include visits to galleries, private collections and selected centers for traditional arts in the UAE.

**COREA-AD 60**

**Song**

Spring 2016

Prof. M. Wraggthy

This course is a trans-historical, cross-cultural examination of one of the world’s most durable and flexible sonic practices. Through studies of sacred chants, folk songs, amulets, lullabies, laments, art songs, popular songs, and even the vocalizations of other species (e.g., whales, birds) that have been framed as songs, we will explore the structural affordances, cultural parameters, and expressive
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 science, how scientific knowledge is produced, and how they work in practice; the basis of scientific authority and challenges to it; scientific revolutions; how ethical and political decisions are made in relation to regulation and applications; and how changes in science relate to larger intellectual, cultural, social, political, economic, and environmental trends as well as public policies.

**EXPERIMENTAL DISCOVERY IN THE NATURAL WORLD COURSES**

Note that courses in this subcategory have been renumbered (e.g. COREX-AD 1 was formerly COREX-AD 1)

**COREX-AD 1**
The Desert: Life in an Arid Environment

While seemingly inhospitable to life, the desert teems with animals and plants that have evolved to cope with an arid environment. This course addresses fundamental questions related to desert climates and the species that populate them. What geographic conditions generate a desert terrain? How rapidly does the terrain change over time? What are the special attributes of the plants and animals that thrive in desert climates, and how do these populations change as the climate changes? This course uses the local terrain as a laboratory to address these questions, and team projects requiring field work form the core of the learning experience.

**COREX-AD 2J**
Stem Cells: Immortality and Regeneration

January 2016, Abu Dhabi

Prof. E. Mazzoni

What part of you is immortal? Biologists will tell you that the answer is induced embryonic stem cells, which can self-replicate and differentiate into all the cells in our bodies. What are stem cells? How are they “made” in laboratories? Can they make whole organs and organisms? Can we clone people? What are the ethical concerns when using stem cells? These questions are key to understanding how stem cells can be used to revolutionize the treatment of human disease. This class aims to provide a theoretical and practical background on stem cells. We will read and discuss the literature describing milestones in stem cell research and gain practical training in growing and differentiating embryonic stem cells. We will also review the ethical and political issues regarding the use of stem cells in research.

**COREX-AD 12**
Language of Computers

Spring 2016

Prof. E. Lipton

This course introduces students to the basics of how computers “think” and some of the inherent limitations of computer programming. How digital programs (software applications) make computers behave intelligently and allow them to solve problems effectively for a wide range of applications and fields of science, and other media to education, medicine, and the core sciences? How do we use computer programs to process, structure, and manage information, create and manipulate digital media, and search and gather information relevant to any particular topic? How do computer programs operate virtually, creating the World Wide Web of the modern digital age, and how does all of this affect issues related to security and privacy in the wired world we live in today? Students are asked to create innovative programming solutions to a set of problems and develop applications focused on the social good for their final project. The programming language of choice is Python, a relatively easy programming language with powerful visual, text processing, and computer graphics capabilities. This course is intended for students from different disciplines (outside the sciences); no prerequisite is needed.

**COREX-AD 13**
Mutations and Disease

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

**COREX-AD 15**
Microbes

Microbes are tiny organisms that are found on every imaginable surface and habitat. This complex microcosmic world poses a number of problems 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 for both fundamental answers to their causes, developing tools to help with diagnostic tests, and the development of treatments and preventive 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 the relation between 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.

**COREX-AD 16**
Where the City Meets the Sea: Studies in Coastal Urban Environments

Spring 2016

Prof. J. Burt

Crosslisted with Urbanization, The Environment

Over half of the human population lives within 100 km of a coast and coastal cities 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 multi-disciplinary and case studies focused on site-based studies and Geographic Information System (GIS) data to examine patterns and processes operating in coastal areas. 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 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.

**COREX-AD Domain of Crystals**

Knowing the three-dimensional structure of a molecule is important for understanding its functional properties. Is it indeed possible to visualize 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 pharmacology. Students grow crystals of different colors, shapes, and sizes and harvest them for physical and morphological characterization in order to understand the
January 2016, Sydney
Australia's coastal environments have been the design of coastal cities. As a result, the spatial patterns of human impacts to Sydney's environment and to compare their results with patterns observed in other coastal cities.

COREX-AD 26
Sustainable Energy
How do solar cells work? What is “green” chemistry? Why are we “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 needed to discover new, advanced functional materials with superior physical properties. This course provides a holistic overview of the curriculum with inexpensive energy resources and the challenges with alternative energy. It provokes the creative input of students and includes undergraduate research projects, field work and transforming discussions aimed at possible alternative solutions.

COREX-AD 30
The Mind
This course explores the perennial question, how does the mind work? We learn how philosophers, computer scientists, neuroscientists, psychologists, and other energy-related issues that are central to the classroom and experimental laboratory setting where students manipulate materials and explore material properties for biomimetic design.

COREX-AD 43
Behavior
Why do we behave in a certain way? 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 inquiry, which are experiments that measure behavior in both humans and animals. We will discuss topics as diverse as memory, morality and laws. We will examine how being part of small and large groups can affect decision-making and behavior.

COREX-AD 48 J
Big Data
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 physical infrastructure are also involved. How does one 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. In this course the students work as teams to solve problems, to compare and to discuss the results. 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 optimal matchmaking, and efficient experimental design. The intent is to make you better able to face complex problems in any field you choose.

COREX-AD 35
Seven Wonders of the Invisible World
Fall 2015
Prof. M. 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 and his efforts to reproduce these microorganisms allowed scientists to observe detailed structures of plants, viruses invading cells, intricate crystal lattices, and the seemingly chaotic motion of small particles. How do we use modern tools, like computer simulations, 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-organisms, plant and animal cells, bacteria and viruses, fungi, proteins and naturally occurring crystals.

COREX-AD 54
Diversity
Fall 2015
Prof. S. Boisnout
This course will investigate two fundamental concepts: Identity, “Who am I?”, and Diversity, “How am I different from other human beings?”. These questions will be addressed from cultural, environmental and biological perspectives. We will examine the origin of human diversity, how human diversity has been measured and analyzed, and how our perception of diversity has changed through history. Emphasis will be placed on recent progress in genomics and evolution. Large data 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 physical infrastructure are also involved. How does one 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. In this course the students work as teams to solve problems, to compare and to discuss the results. 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 optimal matchmaking, and efficient experimental design. The intent is to make you better able to face complex problems in any field you choose.
This course will entail several observations at night.

Writing Workshop
would prolong indefinitely the lives of those who with obvious signs of life? How did the building

COREI-AD 2
SCIENCE, SOCIETY AND HISTORY

How have diseases, and efforts to control them, so, fundamental human concerns are confronted—

At the beginning of the 20th century, a scientific

COREI-AD 5W
Immortality

I want to live forever! Since antiquity, humans have
discipline that focuses on understanding the natural

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

Fall 2015
Prof. F. 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 the very small and the nucleus. It led to great technological advances, with much modern technology crucially exploiting quantum effects. But the revolutionary advent of relativity and the new quantum mechanics came with significant consequences: physics became detached from the public’s everyday experiences and intuition. Challenging that notion of inaccessibility, this course analyzes some of the basic concepts of relativity and quantum theory.

COREI-AD 19
The Powers of Genes

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, is one of the most significant scientific and technological achievements of the 21st century. The future of medicine, agriculture, and biotechnology is being redefined by the invention of gene therapy, the development of gene chips, and the manipulation of 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 gene therapy, the debate over the ethical and moral 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 a safer, more secure, and trustworthy environment. The 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
Writing Workshop

years ago; it was considered a dangerous idea was fiercely debated by philosophers as well as was discovered and accepted as a number 1500 technologies or ideologies, numbers have a history, and understanding of them has changed over time and also been surprisingly controversial. Zero

Science is a social enterprise, although one factors. So how much of what we call 'scientific progress' is the result of social negotiation, and our uncertainty.

Account of scientific progress. Does his picture account of scientific progress will also be discussed. These 'extra-empirical' considerations legitimate and under 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.

Prof. L. Minsky Crollisted with Core: Structures of Thought and Society 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 thought about and responded to diseases in different social contexts over time. The course readings consist of books drawn from a range of disciplines.

COREI-AD 56 Future of Medicine

How will medicine evolve in the future? Will our diseases be cured? Will physician-patient relationships be altered rather than react to it? And can your DNA sequence be used to develop personalized treatments? Healthcare is arguably the most important place where science meets society, and technical advances in science are raising important ethical issues about healthcare, such as genetic discrimination and designer babies. This course will look at the science, ethical issues, and politics behind medicine and healthcare systems, and use medicine as a tool to study the relative roles of the individual and government.

COREI-AD 57 Thinking

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

...
We will investigate key concepts (including vary, but which generally applies to situations Spring 2016 will learn how to analyze words in terms of their COREI-AD 59

prof. n. habash
chance
spring 2016
prof. y. le Jan

chance designates a common word whose meaning can vary, but which generally applies to situations involving a certain amount of unpredictability. We all spend a lot of time and effort to evaluate and possibly increase our chances of success, or to minimize certain risks. If philosophical discussions about chance and randomness can be traced back to antiquity, probabilistic and statistical concepts appeared more recently in mathematics. The ambition of the theory of chance has been to deal rationally with this elusive notion. Starting with the classical arguments, the theory now applies to a myriad of maladies: minor headaches, cold and flu symptoms, postoperative pain, bacterial infections, diabetes, cancer, AIDS, heart disease, high blood pressure, and others. Drugs approved for use in humans follow a long pathway from discovery to the market, and every drug has a fascinating human and scientific story of creativity (and in some cases serendipity), diligence, and perseverance. This course examines through case studies the history of drug discovery and the people who engage in it; the scientific breakthroughs made in the course of discovering and developing drugs; the process and ethical dimensions of how drug candidates are identified, evaluated for safety and efficacy, approved for sale, and marketed and distributed globally; the protection of intellectual property; and the consequences for human health and well-being.

COREI-AD 62J

Rationality
January 2016, Abu Dhabi
prof. p. wollheim

This class explores the question whether humans are rational from a wide variety of perspectives, including economics, psychology and neuroscience. We will begin by tracing the history of ideas regarding rational and irrational actors back to antiquity and end on a discussion of societal implications of human rationality. We will explore contemporary approaches to the study of rationality, such as the heuristics and biases approach, which highlights the shortcuts in reasoning that make us prey to biases, and the ‘bounded rationality’ view which argues that rationality is bounded by the information available and optimized for the environment we live in and the classical economics has an unrealistic view of rationality. We will also touch on neuroscience, both in terms of neural explanations of human behavior as well as interventions to alter it. Finally, we will reflect on whether rationality can be considered a criterion of human conduct is absolute and universal or relative and contingent on cultural, socio-economic and environmental factors.

COREI-AD 63

Ethics and Politics of Public Health
Fall 2015
-prof. R. Katz

The media presents a flood of findings and recommendations about public health based on epidemiological studies, some of it contradictory to the last published findings. Then, many of these findings and resultant policies meet with vigorous and even volatile, opposition from citizen-groups. This course will explore the complex question of: How is historically powerful and enduring cultural influence such as paternalism, racism, sexism, capitalism, ethnocentrism and ‘causation-ism’ contribute to volatile reactions to epidemiological findings and subsequent policy decisions designed to protect citizens in different countries today? Concepts from the fields of ethics, medical history, epidemiology, epistemology, and art will be central in readings, films and discussions focused on this core question.

COREI-AD 64

Birth of Science
Fall 2015
-prof. A. Gondolf

Who invented Science invented or discovered? And is this issue still relevant to our interpretation and use of the scientific method? Because of the great wealth of scientific results obtained in the Hellenistic period of ancient Greece, the course will take up such questions starting from that period. We will analyze the works of Euclid and Archimedes and others in Mathematics, Physics, Astronomy, and Geography, with a particular focus on very modern, and maybe still undiscovered, contents. The achievements of Hellenistic science and the issues it raised will be compared with some of the theories appearing in other golden ages of science, such as ancient Babylonia, the Islamic Golden Age, the Renaissance, and our times. The course will not consist of a review of established facts, but rather the exploration of sometimes controversial interpretations.

COREI-AD 60

Concepts and Categories: How We Structure the World
Fall 2015
-prof. O. Cheung

Humans have a strong tendency to group and divide objects, people, emotions, and events into different concepts and categories. These seemingly effortless acts pose fundamental questions about our understanding of the self and the nature of the world. In this course, we will read texts from history, literature, philosophy, and scientific sources, and discuss why we conceptualize the world in particular ways, whether any categories are fundamental, and the degree to which concepts and categories are innate or learned. From the conceptual taxonomies proposed as fundamental thinkers such as Aristotle and Kant, to the findings from psychology and neuroscience that inform us about our predispositions for object concepts and social groups, we will reflect on what this knowledge can tell us about the forces that shape self and society.

COREI-AD 61

Modern Drug Discovery
Fall 2015
-prof. T. Dore

Pharmaceuticals are the most important component of modern medicine. Prescription and non-prescription drugs are the primary method used to treat a myriad of maladies: minor headaches, cold and flu symptoms, postoperative pain, bacterial infections, diabetes, cancer, AIDS, heart disease, high blood pressure, and others. Drugs approved for use in humans follow a long pathway from discovery to the market, and every drug has a fascinating human and scientific story of creativity (and in some cases serendipity), diligence, and perseverance. This course examines through case studies the history of drug discovery and the people who engage in it; the scientific breakthroughs made in the course of discovering and developing drugs; the process and ethical dimensions of how drug candidates are identified, evaluated for safety and efficacy, approved for sale, and marketed and distributed globally; the protection of intellectual property; and the consequences for human health and well-being.

COREI-AD 62

Extinction
Spring 2016
-prof. Peutz

Crosslisted with Core: Pathways of World Literature Writing Workshop

PATHWAYS OF WORLD LITERATURE

Pathways of World Literature introduces students to significant works of literature in different cultural traditions and includes 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 translations and genres across space and time, consider the historical depth and geographical spread of literature, and explore conversations between classical and modern literature.

COREI-AD 4W

Culture and Difference: 1001 Nights
Fall 2015
-prof. P. Horta

Writing Workshop

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.
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 unacknowledged 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 complete association 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.

This course explores the ways in which writers have responded to the social complexity of urban life and the difficult task of finding points of connection within the diversity of the city. How do writers narrate both the order and the disorder of urban space? What intellectual frameworks do they call upon to find meaning in unfamiliar settings? How do these assumptions shape what is seen and unseen within the city? And most importantly, what do these city texts reveal about the potential for clear and coherent association with the urban environment? Readings will include philosophical works from ancient Greece, travel accounts of the medieval and early modern world, and fiction from writers such as Zola, Woolf, Mahouz, Conrad and Pamuk.

Our Monsters, Ourselves 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—or who do we include in our family of the 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 lastly, 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 current cultural preoccupations.

Law and the Imagination Spring 2016
Prof. S. 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 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, Becchae, Narrow Road to the North, Walden, Island of Dr. Moreau, Do Androids Dream of Electric? and Life of Pi.

Imagining Cities Fall 2015
Prof. N. Roth
This course examines the ways in which writers have responded to the social complexity of urban life and the difficult task of finding points of connection within the diversity of the city. How do writers narrate both the order and the disorder of urban space? What intellectual frameworks do they call upon to find meaning in unfamiliar settings? How do these assumptions shape what is seen and unseen within the city? And most importantly, what do these city texts reveal about the potential for clear and coherent association with the urban environment? Readings will include philosophical works from ancient Greece, travel accounts of the medieval and early modern world, and fiction from writers such as Zola, Woolf, Mahouz, Conrad and Pamuk.

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Cosmopolitan Imagination Fall 2015
Prof. K. Stimpson
This course is fueled by two related questions: how have cultural practices of “our own cultural past” changed over time, and how have ancient tales of myth and magic found expression in cultures around the world? Almost every culture in the world has some form of a “myth of origins” that includes mythical or magical tales; very often these tales include the exploits of a youthful protagonist. What can these tales, and their evolution—and transmission—over time and place, reveal to us about our own cultural preoccupations, as well as the cultures where these tales were originally produced? Through an examination of materials including graphic novels, fairy tales, folktales, and films, we will examine the ways in which representations of childhood reveal ideas about power, politics, and the relationship between the self and society. Readings may include excerpts from The Arabian Nights; Grimm’s fairy tales; various Harry Potter novels; films from Hiyao Miyazaki, Disney, and Pixar, among others.

Myth, Magic, and Representations of Childhood Fall 2015
Prof. D. Williams
Writing Workshop
This course explores the ways in which writers have conceived of our relationship to “nature” throughout history and in contradistinction to nationalism, cosmopolitanism can be understood as a perspective that regards human difference as an opportunity to be embraced rather than the core problem to be solved. Does this perspective lie behind all “great” literature, which asks its readers to experience otherness by opening themselves up to the unexpected? How does the course use novels, poems, plays, and films to explore the cosmopolitan impulses behind the literary imagination.

Tragedy
Tragic drama originated in ancient Greece and it is still a form of literature that is 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.

Technophilia and its Discontents
Fall 2015
Prof. C. Patell
Why must Luke Skywalker turn off his computer at the climactic moment of George Lucas’s iconic film, Star Wars? Star Wars is celebrated in part because it started a revolution in cinematic special-effects, but underlying the film’s narrative logic is a deeply rooted anxiety about the right uses of technology. If man, as Hannah Arendt famously put it, is homo faber, the “creator,” the tool-making animal, then from at least Plato to the present, human beings have been telling stories about how to use tools correctly and about how dangerous they can be. This course investigates the ways philosophical writing, novels, plays, and films have dramatized the vexed relationship between human beings and the technologies they create. What is at stake in the creation of tools and technologies? Why are human beings, perhaps now at the start of the twenty-first century more than ever, so enamored with technological progress? Why is technophilia, the love of technology, so often accompanied by its opposite, technophobia, the fear of technology? What do these、“doubles” and “masks” through myths, fiction, 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 film and African cultural forms. We build a repertory of approaches to understanding and uncovering the many layers of masking and doubling by reading in anthropology, psychoanalysis, aesthetics, and literary theory.

COREP-AD 24W

Contagion

Fall 2015

Prof. B. 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 reimagination 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, AIDS to the proliferation of zombies and vampires in global popular culture today.

COREP-AD 25W

Text as World

Writing Workshop

How do we write the 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 Rome, the Chinese, Persians, and Ancient India, modernity, we will read 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 26

Oceans

Oceans spell motion. They have transformed human history since the beginning of time. They are rolling spaces of experimentation and exchange, hope and heartbeat, where peoples’ engagement with each other, and their worlds, have tussled with nature and interpreted the divine. Human interactions with oceans have spurred trade, set the boundaries of nations, built empires, redistributed populations, redefined tastes in food, produced new forms of art and music, transmitted diseases, and triggered new ideas and innovations in politics, law, science and technology. Above all, oceans continue to carry—and all too often thwart—the dreams of becoming and belonging of humans on the move. This course will explore the ways in which literary works across many genres—novels, plays, and poetry—have portrayed human relationships with oceans. It will prompt you to ask: how has the ocean functioned as a metaphor for the individual’s connection with nature and society? In what ways do depictions of oceans commensurate or comment upon a panoply of human experiences through time? What affect and emotions do they encode? What identities do they create?

COREP-AD 27

Enchantment

The advent of the novel marked a break with a magical way of thinking. “A magic curtain woven of legends, hung before the world,” writes Milan Kundera, “Cervantes sent Don Quixote journeying out to test 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 biological data in science, themselves be conceived as enchanting? This course looks at attempts from various cultural vantage points to reconcile magical realism in the aftermath of cultural and scientific modernity. Must enchantments 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.

COREP-AD 28

Mortal and Immortal Questions

Fall 2015

Prof. R. Mitsis

We will read a wide-ranging selection of works from different cultures and chronological periods that have framed in memorable, though often contradictory, ways some basic questions about what it means to be a human, to die or be alive. Are there limits to what humans can be? How do human beings come to terms with the end of life? What is the meaning of death and who must decide whether it be compatible with the Enlightenment and scientific inquiry? The course will engage with the literature of death and dying from different cultural traditions and periods who travel away from home and then write about their experience. Readings include Anthony Doerr’s All the Light We Cannot See and Edwidge Danticat’s Directorate 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 Emechta’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 29

Exile, Diaspora and Migration

Diaspora has been a recurring feature of human history since the dispersal of Jews from the land of Israel. In 2015–16, 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 other 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 and ontological implications 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 works 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 Autobiography: Ideas of the Self in a Global World: Travels with Herodotus, A Journey to the Source of History (2012).
break rules, and unsettle fixed truths. Seemingly heedless of cultural norms, these characters in their many different guises point to the important role that violence may play in the making of culture.

In this course, students consider rogues, outlaws, and outsiders of various types from around the world and from various genres, 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 38
Money and the Good Life

Spring 2016 (7 weeks)

Profs. A. Cagidemetrio

This course examines a variety of cultural conceptions of money and wealth, and the ethical questions that money or wealth allows a writer to probe. Is the value of men measured by the value of their 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, Ivara Saikaku’s “A dose of what the doctor never orders,” and Thomas Mann’s “Death in Venice,” Yahya Hakki’s Veblen, Max Weber, and Alfred Hirshman’s Wallpaper,” Ernest Hemingway’s “Indian Camp,” and J. Guthrie’s Monday Mornings. Readings are supplemented by excerpts from works by Ibn Khaldun, Adam Smith, Thorstein Veblen, Max Weber, and Alfred Hirshman.}

COREP-AD 39
Birds in Pairs: Literary Representations of Disease and Health

As the Arabic saying goes, “Health is a crown worn by the healthy and seen only by the ill.” Throughout history, literary representations of human struggle with disease and the related search for a cure. This course depicts the literary representation of pathologies and their medical treatments, ranging from eighteenth-century European treatises on the “English Malady” to the depiction of tuberculosis and leprosy in twentieth-century Japan. In the attempt to restore health, the relationship between patient and doctor is of central importance and will therefore constitute a thematic focus for this course. Readings will include: George Cheyne’s The English Malady, Franz Kafka’s “Country Doctor,” Thomas Mann’s “Death in Venice,” Yahya Hakki’s “Lamp of Umn Hashim,” Bernard Pomerance’s The Elephant Man, Albert Camus’ The Plague, Sigmund Freud’s Dora, Charlotte Perkins Gilman’s “Yellow Wallpaper,” E. M. Forster’s “The Indian Camp,” Gai Tsukiyama’s The Samurai’s Garden, and Sanjay Gupta’s Monday Mornings.

COREP-AD 41
The Soul

The theme of this class will be the discovery and exploration of the concept of the soul in the religious and philosophical traditions of the Mediterranean. We will focus on the great questions about the relationship of the human soul to the body. What is the soul? Is it the essence of the self? Is it the essence of the body? Does it constitute the soul? Is it the essence of the body? If so, could we still find happiness in such a condition? Is our knowledge invalidated by a break in the body? Is our knowledge 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.

COREP-AD 44W
Laughter

Fall 2015

Prof. A. Celik

Writing Workshop

Laughter is an essential part of the human experience. Yet, what does laughter 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 readings will include literature, visual art, theater, film, television, animation, new media, psychology, and biology. Students will encounter such authors, writers, and thinkers as Nasreddin Hoca, Aristotle, Jean-Pierre Jeunet, Margaret Cho, Jim Henson, Frida Kahlo, Oscar Wilde, Jane Austen, Shakespeare, Anton Chekhov, Joss Whedon, Theda Ferr, and Takash Mariu.}

COREP-AD 45
Narrative Unknowing

The fundamental question we will probe in this course is how narratives represent our coming to know. Ever since the Enlightenment, the West typically assumed knowing to be the achievement of a rational subject moving progressively through lawful space and time—and figuring things out. Only a lawful world allows the questing subject to arrive at knowledge and self-knowledge. This processive story serves as a central target of modernist and postcolonial critique. Writers such as Kierkegaard, Dostoevsky, Nietzsche, Kafka, Freud, Faulkner, and Beckett call into question the narrative of the knowing Western subject. Garcia-Marquez’s postcolonial One Hundred Years of Solitude simply dispenses with Western priorities of knowing and self-knowledge.

COREP-AD 46W
Extinction

Spring 2016

Prof. N. Peutz

Crosslisted with Core Science, Society and History

Writing Workshop

Scientists believe that our planet is experiencing its sixth mass extinction (the fifth, caused by a meteor collision, occurred 65 million years ago). Many even have called for the recognition of a new epoch, the Anthropocene. In the Anthropocene, human activity impacts human and non-human activities and human-induced extinctions on its biosphere. But how do we make sense of the accelerating rate of species death? What is the relationship between the extinction of a species and the extinction of cultures, languages, and lifeways? How have biodiversity loss, language death, and loss of “savages races” of Siberian, aboriginal populations, genocide, and the specter of self-extinction shaped our understanding of what it means to be human? This course examines the human encounter with biotic, cultural, and metaphorical extinctions in a variety of genres, from Darwin’s reflections aboard the Beagle to the preservation of Ishi (“the last wild Indian”), and from flood narratives to apocalyptic fantasies.

COREP-AD 47
Dreams

Dreaming is a trait that human beings share with a lot of other mammals. It was, however, not until Freud’s insights into the subjective nature of dreams and especially neuroscience’s explorations of the material basis for dreams that the cognitive function, that dreams were considered to belong in the realm of metaphysics. Thus, they served as a source of inspiration, for prophecy and invocation. Literature has made use of these specific qualities in order to reflect on the dreaming persons’ ethical motivations, impulses to act, finding their identity, being deluded or informed and changing their inner world. The class spans six texts and one film (Kubrick) that represent dreams, either literally or metaphorically, from Antiquity (Ciceron) to the present day (Borges) and across a variety of civilizations.

COREP-AD 48
Beasts Transformed and Transformed

All cultures attempt to define what it is to be human. In the process, all cultures ponder 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, wolves, 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 humans and “the wild.” The course surveys how poets and narrative artists have imagined the commingling of humanity and non-humanity across several centuries and cultures. What are the historical conditions of getting into shape? What are the limits of the human? How do cultures set those limits? What resources does literature offer for thinking about self-definition in relation to social responsibility?
COREP-AD 49
Migration
Spring 2015 (7 weeks)
Prof. W. Sollers
There are more migrants worldwide today than Brazil has inhabitants. China, India, and the United States have the most migrants, but 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 Eastern 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. This is a course for interested in drawing upon literature, folk tales, films, and records of individual pilgrims—that culminates in the Chinese literary masterpiece, Journey to the West. We will then circle back to the Middle East to take up pilgrimage in both the Islamic tradition and in the West, such as the Hajj, as well as the Christian journey. We will examine the relation between pilgrimage and enlightenment. Is a fascination with crime universal or does it vary over time and across cultures? Why do humans feel compelled to tell, retell, edit, and contest stories about their darkest doings? What is more revealing of a society’s values, the stories of its exemplary leaders, saints, and heroes, or the stories of its criminals, outcasts, and pariahs? What does it mean to be “male” or “female,” “masculine” or “feminine,” and how do the meanings of such categories vary across historical periods and geographic locations? How have disabled bodies been represented and classified? How do novels and films serve as primary readings. This course will be constructed around a series of discrete problems, including today’s most pressing eco-critical dilemmas, that will be contextualized historically through a variety of preliminary readings. We will include works by Gaskell, Williams, Zola, Stifter, De Tocqueville, Marx, Teikin, Munif, Tolstoy, Melville, Carson and others.

COREP-AD 51
Utopias and Dystopias
Fall 2015
Prof. K. Williams
We all think about wanting to live in the perfect world, but what happens when definitions of “perfect” conflict with one another? In this Pathways of World Literature course, we will explore how writers and artists have wrestled with the question of “utopia” and, more particularly, the ways in which utopias always seem to fall short of their ideal. As we examine these failed utopias, we will consider the ways in which these texts explore the increasingly fraught relationship between humanity and technology, and between the community and the individual. We will consider dystopian worlds that have become the mainstay of pop culture, from novels to video games and movies. The course may include contemporary work by Hiyao Miyazaki, Chang Koonchung, and Vladimir Sorokin, as well as such classics as Thomas More’s Utopia, Charlotte Perkins Gilman’s Herland, and Fritz Lang’s “Metropolis.”

COREP-AD 52
Reading the Earth
Fall 2015
Prof. S. Kalantzakos
This course introduces students to a wide variety of perspectives on the way that nature and its relationship to human agency has been conceived from the industrial revolution onwards. As we face dramatic climate changes and the specter of wholesale annihilation, understanding our conceptions of and relation to nature becomes more pressing. Can we repair the rifts between humans and nature caused by industrialization? Have technological innovations affected attitudes toward the environment? The course will be constructed around a series of discrete problems, including today’s most pressing eco-critical dilemmas, that will be contextualized historically through a variety of preliminary readings. We will include works by Gaskell, Williams, Zola, Stifter, De Tocqueville, Marx, Teikin, Munif, Tolstoy, Melville, Carson and others.

COREP-AD 53
Disability
Fall 2015
Prof. K. Williams
This course considers disability as a cultural concept that describes how human variation matters in the world. How has disability been understood over time and across cultures? How have disabled bodies been represented and classified? How does disability intersect with other identity formations such as race, class, and gender? Ultimately, we will ask: what new forms of representation might bodily difference produce? Alongside texts that may describe disability as defective or tragic, we will trace other literary poles that resist normative structures, from narratives that theorize ideas of access, care, and cure to fictions that rewrite disability as an enlivening ideal.

COREP-AD 54
Pilgrimage and Enlightenment
Fall 2015
Prof. M. Swislocki
For much of human history, the West meant India, the source of Buddhism, and a destination for pilgrims in search of enlightenment. This course examines the relationship between pilgrimage and enlightenment. Is pilgrimage a metaphor of a life well lived, or must it be a literal journey in search of a higher state of being? Is the purpose of pilgrimage to reach a destination, or is the journey itself, wherever it leads, more important? When is pilgrimage an individual affair, and when are more communal acts essential to the journey? We begin our journey in India with Ashvagosh’s Life of the Buddha, and then follow a trail of religious cultural production—including sutras, mandalas, and scriptures—of the Buddha and his disciples. We will consider the ways in which utopias always seem to fall short of their ideal. How does disability intersect with other identity formations such as race, class, and gender? How have disabled bodies been represented and classified? How does disability intersect with other identity formations such as race, class, and gender? Ultimately, we will ask: what new forms of representation might bodily difference produce? Alongside texts that may describe disability as defective or tragic, we will trace other literary poles that resist normative structures, from narratives that theorize ideas of access, care, and cure to fictions that rewrite disability as an enlivening ideal.

COREP-AD 55
Gender and Representation
Spring 2016
Prof. G. Gopinath
This course understands gender as a social construct rather than as self-evident and immutable, and examines the ways in which constructions of gender shift across time and place. Some of the questions we will consider include the following: what does it mean to be “male” or “female,” “masculine” or “feminine,” and how do the meanings of such categories vary across historical periods and geographic locations? How do gendered representations in relation to other social differences such as race, class, sexuality, religion, nationality, and disability? How have ideologies of gender been central to colonial and national formation from the late eighteenth century to the present? How does gender shift in the context of diaspora, migration, and globalization? We approach these questions through a consideration of aesthetic practices and representational forms—literature, film, visual art—that suggest alternatives to a binary logic of gender and instead articulate different visions of gender justice. We will examine literary works by Shyam Selvadurai, Jean Rhys, Assia Djebar, Shyam Selvadurai, Shani Mootoo, and Mahasweta Devi; films such as Igor Pontecorvo’s The Battle of Algiers and Deepa Mehta’s Earth; and contemporary visual art from the Middle East, Africa, and South Asia.

COREP-AD 56
Writing Workshop
Spring 2016
Prof. C. Talmisanciu
Our topic will be with crime universal or does it vary over time and across cultures? Why do humans feel compelled to tell, retell, edit, and contest stories about their darkest doings? What is more revealing of a society’s values, the stories of its exemplary leaders, saints, and heroes, or the stories of its criminals, outcasts, and pariahs? What does it mean to be “male” or “female,” “masculine” or “feminine,” and how do the meanings of such categories vary across historical periods and geographic locations? How does gender shift in the context of diaspora, migration, and globalization? We approach these questions through a consideration of aesthetic practices and representational forms—literature, film, visual art—that suggest alternatives to a binary logic of gender and instead articulate different visions of gender justice. We will examine literary works by Shyam Selvadurai, Jean Rhys, Assia Djebar, Shyam Selvadurai, Shani Mootoo, and Mahasweta Devi; films such as Igor Pontecorvo’s The Battle of Algiers and Deepa Mehta’s Earth; and contemporary visual art from the Middle East, Africa, and South Asia.
of A’ishah al-Ba’unijiyah, one of the most “proliﬁc and prominent woman who wrote in Arabic prior to the modern period”, and track optimism’s role in Islamic legal theory. hauntng all of our travels will be the issue of whether NYUAD is itself an act of “epistemological optimism,” and thus an institutional answer to the questions posed at the start of our journey.

COREP-AD 58

Displacements

Fall 2015

Prof. M. Dash

One of the most signiﬁcant developments in cultural and literary studies in recent times has been the focus on migration and displacement. The study of globalization further emphasizes detachment from the material world and privileges movement over stasis. Consequently this emphasis on migration tends to position mobility and rootedness as opposite poles, often celebrating the former and neglecting or even disavowing the latter. The question is how a sense of place can persist in the face of all this movement and interaction. This course will consist of theoretical and ﬁctional texts which make a case for revisiting the question of a global sense of place. How does the experience of displacement or contact with the outside change our relation to place? Is there a relation to place that transcends nostalgia for lost origins? If displacement is valued over placement do the experiences of men predominate? The theoretical and ﬁctional readings will center on the shaping force of place in human experience and the primitiveness of setting and landscape in narratвеs.

COREP-AD 59

One Unkm Known World

Spring 2016

Prof. M. Peachin

For most of human history, anything beyond one’s place of residence was mysterious, perhaps frightening and perilous, or perhaps hugely exciting. How did people imagine, discover, experience, and express what they found to exist beyond the limits of their ﬁrst-hand experiences? We will read various pieces of literature, and some scholarship about that literature, which reﬂect on the unknown world—books of travel, conquest, adventure, exploration, mystery, and wonder. How do the authors represent the unknown and describe places they have never seen? What do they attempt to “do” with the unknown, or to make the unknown do for them? We will engage with texts such as: Arrian, Indika; Tacitus, Germania; The Journey of Theophanes; Al-Biruni, Indica; Marco Polo, Description of the World; Ibn Battuta, The Journey; The Legend of Prester John; Aliviz Cadamosto, Navigazionq; The Four Voyages of Christopher Columbus; Hakluyt, Divers Voyages; The Journals of Lewis and Clark.

COREP-AD 60

On Violence

Fall 2015

Prof. T. Gajaraivala

The ethics of violence, its articulation and resistance, violence as a social problem and violence as an aesthetic necessity: from the epic, to the novel, to contemporary poetry, literature has been attempting to reckon with the question of violence. This includes violence in the form of pain, redemption, to violence as part of the rhetoric of patriarchy, to violence as necessary for anticolonial nationalism. We will consider this both as a theoretical problem as well as an aesthetic one. In other words, we will consider the work of philosophers and theorists wrestling with ethical and political implications of violence, while also considering how literary texts drawn from a diverse geographic and historical corpus have attempted to ‘write’ violence as a problem of artistic representation. Some of the texts we may consider include: Europides’ Medea, the epic Mahabharata, Dante’s Inferno, Dostoevsky’s Crime and Punishment, Sorel’s Reﬂections on Violence, Gandhi’s “Hind Swaraj”, Simone Weil’s Essay on Force, Franz Fanon’s The Wretched of the Earth, and the poems of Faiz Ahmed Faiz and Dennis Brutus.

COREP-AD 61

Cultural Memory and Resistance

Fall 2015

Prof. M. Dinwiddie

As the Atlantic slave trade forcibly dispersed Africans throughout Europe and the Americas over four centuries, cultural memory became a key component of survival for those who journeyed through the Middle Passage. How did languages incorporate modes of expression – creole, patois, pidgin—that connected with scarce-remembered cosmologies and ways of being to allow for resistance? How did Africans resist and resist against? And how was the traditional musical culture of African peoples reconstructed with new instruments and inﬂections during this process? We will examine texts ranging from the Book of Exodus, Ibn Battuta, The Tale of Sundiata, early African slave narratives, the music of the Fisk Jubilee Singers, Bessie Smith, Billie Holiday, Nina Simone, works by Amiri Baraka, Aimé Césaire, Edouard Glissant, Wole Soyinka, Mos Def, Common, Nubian Sisters, Saul Williams, Talib Kwell, Tupac Shakur, and in ﬁlms such as Sugar Cane Alley, La Haine, Illmatic and Belle to better understand key components of cultural memory and resistance.

COREP-AD 62

Replays

Fall 2015

Prof. K. Williams

Why do we want to experience things—from theatrical performances to athletic feats—again? With technologies of repetition, re-imagining, and re-thinking texts and stories across historical, geographical, and cultural differences? How does the technology of the theater, or the book, or the ﬁlm make such repetition possible (or impossible)? What transfers in the remaking of a text? Taking up dramatic works in particular and cultural practices of repetition in general, this course considers the drive to recreate experiences and ideas, the delights of return, and the inevitable failure to recapture actions and origins. Readings for the course include: Euripides, The Trojan Women; Gaul Hanzing, Snow in Midsummer; Christopher Marlowe, Tamburlaine; William Shakespeare, Hamlet; Michel de Cervantes, Don Quixote; Wadji Mouawad, Incendies (trans. as Scorched); Kalte O’Reilly, Peeling; Gertrude Stein, Doctor Faustus; Lights the Lights; Tom Stoppard, Rosencrantz and Guildenstern Are Dead; Caryl Churchill, Cloud-nine.

COREP-AD 63W

Confession

Fall 2015

Prof. Nielsen

Confession is a cultural practice that grew out of a religious context to become something more: a practice that—though now removed from religion directly—arguably carries many of the same functions of transgression and absolution of sin. In Confession we think about religious and cultural practice and ask what, why, and how people confess through writing and performance? If confession is no longer religiously determined, what possesses us as humans to confess our secrets, and why do readers read and care? Furthermore, how does a secular confession operate in a globalized world? Do confessional practices traverse the globe? By broadening the Christian deﬁnition of confession and thinking on student generated material, we will examine confession from an intercultural point of view and think about what we can learn about a culture by the kind of secrets it keeps and the nature of its confessional practices. Students should expect to read Hannah Arendt, Chikamatsu Monzaemon, Rustom Barucha, Joan Didion, Sigmund Freud, Allen Ginsberg, Koffi Kwahule, Jean Racine, and Jean-Jacques Rousseau.

COREP-AD 64

The Hero

Spring 2016

Prof. M. Kesrouany

What does it mean to be a hero? How does heroism travel across diverse places and beyond the frontier to intersect with mundane questions of survival as well as issues of racial, class, and gender differences? And why do tales of heroism remain so persistently appealing to us today? In this course, we will examine the concept of the hero in world literature from ancient epic to postmodern ﬁction and ﬁlm. We will investigate how the ideals of heroism, types of heroes/heroines, antitheses, as well as modes of heroic action change through time, across literary genres and cultural traditions. Texts may include the Epic of Gilgamesh, Sophocles’ Antigone, Sartre’s Nausea, Sir Gawain and the Green Knight, Shakespeare’s Hamlet, Chinua Achebe’s Things Fall Apart, Pynchon’s Crying of Lot 49, graphic novels, selections from the Bible, the Quran, and the One Thousand and One Nights, and ﬁlms such as Birdman, Lord of the Rings and 300.

COREA-AD 9W

Reinventions of Love

Spring 2016

Prof. R. Polendo

Crosslisted with Core: Art, Technology and Invention

Writing Workshop

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 1W

Relativity and Relativism

Spring 2016

Prof. M. Silverstein

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

CORES-AD 3
Truth
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 varieties 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 5W
Relationship of Government and Religion
Fall 2015
Prof. J. Sexton
Crosslisted with Law
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 serve as a starting point for the course because they broadly prohibit government entanglement with religion while simultaneously bestow 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 three reading lists, one for each term: (1) the “Modern” (industrial) and “Post-modern” (post-industrial) family values that appear today. Then we focus on particular aspects of family life: childhood; childhood and marriage; sex and reproduction; husband-wife relations; old age; female-headed and other nontraditional families.

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 France, 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 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, a variety of global case studies, from the eighteenth century to the present.

CORES-AD 11W
Faith in Science, Reason in Revelation
Fall 2015
Prof. J. Steams
Islamic Studies
Writing Workshop
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 Islam from the Middle Ages to the present day, drawing on primary sources and secondary readings from religious studies, the history of science, and anthropology.

CORES-AD 13
Family, Gender, and Modernity
This class examines a few universal, global patterns in the ways that families are constructed 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; childhood and marriage; sex and reproduction; husband-wife relations; old age; female-headed and other nontraditional families.

CORES-AD 15W
Politics and the City: Plato to Cairo
Crosslisted with Urbanization
Writing Workshop
Cities are efficient social networks. They allow increased communication and creation. They are spaces for deliberation and collective action. This class explores the reasons why most humans now live in cities, why cities rise and decline, and how they become sites and stakes of political protest. We start by examining the politics of urban development in Abu Dhabi and Dubai, and by analyzing three urban protests, in early 1990s’ Riyadh, in Cairo during the Egyptian revolution, and in New York City during the Occupy Wall Street movement. We then explore the concomitant processes of city-making and politicalization as analyzed by Plato, Ibn Khaldun, Hegel, Engels, Marx, Weber, Freud, and Simmel. The last part of the course is dedicated to interdisciplinary urban studies that draw upon the history of urban planning and to subaltern urbanism. In-class sessions are complemented by field visits to Abu Dhabi and Dubai.

CORES-AD 16
Family and Kinship
Crosslisted with 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 and the social and cultural institutions that we create. Yet what we mean by family or 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 relationships between the universal and what is specific to particular societies and cultures.

CORES-AD 21
Gender and Globalization
Spring 2016
Prof. K. 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 familiarize them with the debates that surround them. In addition, the course looks at the relevance of women’s representation to address broader issues of gender and the political process as well as the shortcomings of democratic mechanisms to achieve women’s rights and some proposed solutions to these limitations.

CORES-AD 22W
Cultures and Modernities
Writing Workshop
“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 disjunctions and discrepancies that repeatedly disrupt this narrative. This class examines the (cross-) cultural politics and imaginaries of “modernity” to ask: What does it mean to be modern in the global present?

CORES-AD 24W
Landscapes of Memory
Writing Workshop
This course explores the ways in which urban landscapes have traditionally served as fragile repositories for collective memory from the first monuments of Near Eastern civilization to the modern architecture of contemporary global cities. Through an analysis of the history and anthropologies of the landscapes, while others aggressively brush aside older forms and structures to make way for the new. Students will examine the role of urban memory, exploring historical and contemporary debates about the conflicting demands of preservation and modernization in a variety of cities from around the world.

CORES-AD 25
Gift and Exchange
Gift giving occurs in all cultures. A gift can be a material object or money, but it can also be an act of kindness or love. A gift is free but it can also come with the expectation that it will be matched by a return gift. Gift giving is therefore part of a complex structure of economic and social exchange. This course considers gift giving from the perspectives of anthropology, history, and the arts. It explores gift giving 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
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 politics 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 democracy. Topics covered will 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
Crosslisted with Peace Studies
Writing Workshop
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 international boundaries and the emergence of peace and conflict studies as an academic discipline. Readings include works by Lao Tzu, Thucydides, St. Francis of Assisi, 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 29W
Property
Spring 2016
Writing Workshop
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 relationship between the state and the private sector, 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 law. Topics covered may include intellectual property rights, rights to genetic material, inheritance, airwaves, the financial regulation of the rights of film and music, the trade-off between rights to privacy and freedom of the press.

CORES-AD 30
Consciousness
Topics covered may include: the concept of a unified human self arising from 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, physicist, and theories as representations of the mind. Readings from philosophers such as Thomas Nagel and David Chalmers and neuroscientists such as Hakwan Lau and Stanislas Dehaene.

CORES-AD 34J
Polarization
Spring 2016
Polarization has been a feature of societies around the world since the inception of human civilization. To this day, individuals routinely sort themselves in to 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 what is 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 philosophers, sociologists, political scientists, biologists, and economists. Special attention will be given to social media and social networking, a pervasive aspect of contemporary life. The course will serve as a prerequisite for a course-long project. There are no prerequisites for this course; 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 choice and the contexts by which we make choices: (1) what makes a choice hard? and (2) what should one do when faced with a hard choice? We explore answers to these questions from a variety of perspectives - philosophical, religious, literary, psychological, and neuroscience.

CORES-AD 36W
Ideas of the Sacred
Fall 2015
Prof. J. Coughlin
Writing Workshop
This course explores the question of God(s) pertaining 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 world view 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. Crosslisted with Law

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. Students will examine the nature and looking at examples 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 nature 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 that 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 2016 (7 weeks)
Prof. J. Coughlin
Writing Workshop
This course poses the fundamental questions: “What is law?”, “What is a legal system?”, and “What is the rule of law?” Apparent is 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 postmodern jurisprudence.

CORES-AD 39W
Revolutions and Social Change
Spring 2016
Prof. G. Derlugyan
Writing Workshop
Revolutions, i.e. the rapid, massive and often violent social and political changes 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. As these 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 2016 (7 weeks)
Prof. J. Alt
Writing Workshop
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.
Japan, Renaissance England, the contemporary world—these three topics 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 will be 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 will ask the 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 2015 (7 weeks)

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? Sociologist Mary Douglas, often called “an anthropologist of consumption,” 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 tastes? 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, economic, and animal-social landscapes, 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

The course is about the nature of language, of thought, and of the relation between them. Among other topics 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—a full belief system that is so complex and 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 2015

Prof. A. 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 to interpret 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 the study 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. In addition, we will explore how emotions were often treated with suspicion as unattractive impulses and anxiety-producing drives, threatening reason, morality, gender identity, or social and political equilibrium. This course explores the forms of emotional experience and expression in a variety of global case studies. By investigating diverse interplays of definition and practice of others, economics, medical, pedagogical, and social-engineering projects, and the collusions 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, Dhammapada, Sira Abelard and Heloise, Shigesuke, Descartes, Spinoza, Campe, Darwin, and Freud, as well as relevant secondary scholarship.

CORES-AD 51

Shame and Guilt

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 constructive ends (as in moral obligation) 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, in the ethical systems they motivate, can generate. Authors studied will include Homer, Sophocles, the Bible, Shakespeare, Dostoevsky, Nietzsche, Freud, Honore de Balzac, Pierre Bourdieu, Salman Rushdie and Kanan Makiya.

CORES-AD 52

Life's Ends

The course will examine issues that arise concerning the concept(s) of life. It will particularly consider various ways to value life, from a ‘quality’ of life perspective to ‘quantity’ of life. 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 what virtue of what? Does it have an 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, David Hume, Schopenhauer, Nietzsche, George Santayana, as well as religious texts such as The Bhagavad-Gita, the Diamond Sutra, and the Tao Te Ching.
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?" What is a Religion? How has labor—and our attitude towards it—evolved from subsistence farming and slavery? What happened in the industrial revolution and which changes are brought about in the new digital age? What role have institutions and religions played in attitudes toward labor? How does education affect work/life satisfaction, wages, and the ways in which 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 personal information? 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. CANONICAL THEMES AND ISSUES

Surveillance and Privacy

This multidisciplinary course examines the historical, sociological, cultural, and psychological 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 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 personal information? 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.

Fall 2015

Core Focus: What is a Religion? What happened in the industrial revolution and which changes are brought about in the new digital age? What role have institutions and religions played in attitudes toward labor? How does education affect work/life satisfaction, wages, and the ways in which 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 personal information? 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.

Fall 2015
This course examines the institutional structures and the contemporary treaties about a universal concern: justice. To what extent are our social, political, and economic institutions just? How would we know in this course? We explore the idea of a just society as understood across cultures, communities, and time from the earliest recorded histories of the Arabian Peninsula, the Iranian Plateau, the Indian subcontinent, and the European community works. Through careful reading of primary texts, we consider what place the values of group integrity, liberty and equality occupy in conceptions of what constitutes a just society. We apply these insights to inquiries into our own local communities and practices.

**CORES-AD 64**

*Justice in Theory and Practice*

**Fall 2015**

Prof. P. Brule

This course invites students to engage with historical and contemporary treaties about a universal concern: justice. To what extent are our social, political, and economic institutions just? How would we know in this course? We explore the idea of a just society as understood across cultures, communities, and time-from the earliest recorded histories of the Arabian Peninsula, the Iranian Plateau, the Indian subcontinent, and the European community works. Through careful reading of primary texts, we consider what place the values of group integrity, liberty and equality occupy in conceptions of what constitutes a just society. We apply these insights to inquiries into our own local communities and practices.

**CORES-AD 66 J**

**Democracy and its Critics**

January 2016, Abu Dhabi

*What Do Leaders Do?*

Spring 2016

Prof. P. Hernandez-Lagos

Are social outcomes primarily shaped by prominent individuals or deterministic structural forces? Some claim leadership is a mere label used to justify social change stemming from structural forces of nature and culture. Others assert history can be found in the biographies of a few prominent men and women. In this course we examine this old and unsettled debate. Considering political, social, artistic, and business perspectives, we dissect the concept of leadership. Students will learn to elaborate on the interplay between culture and leadership, which both societies create and their own leaders. The course draws on the classic work of Machiavelli, Hobbes, Tolstoy, Marx and Carlyle, as well as modern thinkers such as Weber, Schumpeter and Lakoff, among others. We will also explore the life of prominent individuals, such as Gandhi, Mandela, Mother Teresa, Jobs, Soros, Churchill, Thatcher, and many others.

**CORES-AD 67 J**

**Sovereignty**

January 2016, Berlin

Prof. S. Geraulans

From Ancient Mesopotamia to modern times, the idea of sovereignty—beginning with kingly power and leading to popular popular democracies and law-based forms of rule—has dominated political theory as well as theater, literature, and philosophy. The central questions of this course concern political power: hegemony, dominion, rulership, but also democracy, law, and economics. How do we think about power and its history? What does it mean for kings, the people, or particular parties to be called “sovereign”? How is this sovereignty to be depicted? Through a series of literary, philosophical, and political readings in the Western, Islamic, and Chinese traditions, we will examine this question against the extraordinary backdrop of Berlin and its history as capital of the German Empire and of the Third Reich, then as divided city, and finally now as perhaps the most important political center in Europe.

**CORES-AD 69**

**Taxation**

Spring 2016

Prof. C. Dale

Benjamin Franklin said that “in this world nothing can be said to be certain, except death and taxes”. Since taxation is an important aspect of every individual’s life, it is important to understand the direct and indirect consequences of taxation. Should there be tax breaks for minorities? Do political institutions abuse tax values to maximize the tax revenues? What are the effects of paternalistic tax policies, such as soda, cigarette and spirit taxes? The first part of the course concerns the fundamentals of tax structures and the emergence of taxation in different forms. The second part considers how taxation affects equity, economic growth, individual attitudes, government institutions, and the process of globalization. The final part explores the indirect consequences of tax systems, such as war, rebellions and religious movements.

**CORES-AD 70 J**

**The Ghetto**

January 2016, Shanghai

Prof. M. Dunster

On March 29, 1516, the city council of Venice forced Jews to live in a closed quarter, “il geto”, named for the copper foundry that once occupied the area. In this course, we trace the ghetto from these beginnings to its revival by the Nazis to the contemporary U.S. If we are to understand today’s black ghettos, including the recent events in Ferguson, it is useful to understand the Jewish ghettos of the past. We’ll study a little known moment in the ghetto’s history: when thousands of Jews escaped to the only place that was open to them—Shanghai—and were ultimately herded into the Hongkew ghetto. We’ll ask how it is that the ills and cruelties of forced segregation do not crush the spirit of a people? How can we explain the fact that from Venice to Krakow to Harlem, ghettoized people have often flourished before getting blotted out by larger forces? How can we take account of the historical and political ghettoization without losing sight of its benefits?

**CORES-AD 71 J**

**Markets**

Spring 2016

Prof. O. Bachet

Markets are everywhere—“virtuals” like the stock exchange and “physical” whenever exchange of goods take place. Markets are essential as they are the recipients as well as the generators of economic activities. The course takes an historical, philosophical and economical point of view on markets and aims at providing a better understanding of how markets work, why they (may) work well, as well as what they can and cannot do. Critical readings include, among others, Aristotle, Adam Smith, Marx, Jevis, Lange and Hayek. In light of recent events, one of the sub-question addressed in the course relates to the assumption between free and fair markets. According to the semester, we will also participate in a few market experiments. Part of the writing requirement for the course will be based on these experiments along with a light quantitative analysis.

**CORES-AD 72 J**

**Children and Childhood**

January 2016, Shanghai

Profs. P. Klass and L. Wolff

How are children and childhood viewed in different cultures and centuries? To whom do children really belong—the parents, the state, the world? Whose responsibility is it to educate, feed, and care for children? Is a child a “blank slate” or a complex product of parentage, the environment, biology, abilities, and behaviors? This course emphasizes historical, medical, and cultural perspectives on childhood, exploring common themes and cultural variations, as reflected in literary texts and artistic representations in America, Europe, and China: Confucian analects, Song dynasty poetry, Ming ceramics, Italian European Renaissance painting, leaders and Mahalik miniatures, Montaigne’s essays, John Locke’s philosophy, Rousseau’s educational ideals, English Romantic poetry, German Romantic Lieder. Freud on the dynamics of childhood, popular and artistic fiction, and children’s literature from Dr. Seuss. Explore the history, medicine, and sociology of childhood, including infant and child mortality, child labor, and the changing historical nature of the family in China, America, and Europe. Consider children’s education and health in global perspective, with Shanghai field trips: schools, Children’s Palace, Art Museum, Propaganda Poster Art Center.

**CORES-AD 73 J**

**Living off the Land**

January 2016, Abu Dhabi

Prof. M. Risse

Is there a point, there is significance to life as a whole? That is the theme of life.” Though notoriously hard to make precise, the question has animated much literature, art and philosophy. Some philosophers have provided disheartening answers: life is suffering, is absurd, is all about creating hell for each other. But others have provided more uplifting answers to support our quest for significance. Scrutinizing these theories, the students should be interested to anybody who wishes to reflect on her/his life as a whole as part of her/his education. After reviewing several pessimistic and more optimistic approaches to personal significance and existential defense of the subject of death. The course finishes with a discussion of a set of lectures on the topics of this course by a contemporary philosopher. This class is wide-ranging, but its main focus is on contributions in
the current Anglo-American analytical tradition of philosophy. Do not expect answers of the sort “The meaning of life is X.” Short of that, there is much exciting material to be encountered that combines intellectual depth with valuable advice.

CORES-AD 74W  
**Nature and Human Nature**  
Fall 2015  
Prof. T. Kukkonen  
Writing Workshop

The notion of “following nature” as a guide to human conduct is ages-old; so is the opposing contention that humanity should rise (but how?) above what nature has given us in order to grasp some higher destiny (but what?). What lies behind these opposing conceptions of the relationship between humanity and our natural environment? If we are shown to be nothing but animals of a particular sort, then what does that spell for our self-image, our societal ideals, and our ultimate end? And does our place in the natural order confer upon us some special duties with regard to the rest of nature? Finally, what is the notion of “natural” operative behind all these discussions, anyway? Is the notion of “human nature” even coherent, or helpful? Over the semester we will examine psychology, society, morality, and religion using the tools of philosophy, literature, and science. We will read classical texts and cutting-edge research in order to further our understanding of the problem faced by all of us—that of what it means to be human.

CORES-AD 75J  
**Idea of the University**  
January 2016, London  
Prof. T. Kukkonen

What makes a university? What is it for? Who is it for? Above all, who gets to decide? What are a university’s necessary components and what its desirable accoutrements? How does the university’s avowedly pure pursuit of knowledge relate to the professions it simultaneously serves and helps to define, the societies which it builds and by which it is sustained? What distinguishes the university from other institutions of higher learning and research? Is the university’s idea universally translatable, or may the university be transformed as it goes global? In this course, we take a longitudinal survey of the debates and controversies surrounding the university and its place in society. We will canvas ancient Athens and Alexandria; medieval Islamic colleges and European cathedral schools; Paris, Oxford, Bologna, and student and faculty life at early universities; early modern scientific societies and confessional universities; nationalist and cosmopolitan agendas in the modern era. We will furthermore examine how the university compares with classical Indian and Chinese educational schemes. The course concludes with a close and critical look at competing visions for the 21st-century university.
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 academic programs of the Arts and Humanities division are firmly rooted in the best traditions of a liberal arts curriculum but they approach this curriculum from new intellectual perspectives: our courses are shaped around a deep commitment to global frameworks of understanding; and, where appropriate, they teach the history, theory, and practice of the arts together rather than separately. These approaches are a distinguishing characteristic of the Arts and Humanities at NYUAD and they signal a belief in both an ethics and a disciplinary inventiveness suited to the contemporary world. NYUAD's Arts and Humanities courses instill an awareness of the global interconnectedness of human values and of the need for communication and respect between cultures; and in each area of inquiry, they also respond to the location of Abu Dhabi and enable students to deepen their understanding of Middle Eastern history and culture.

Students majoring in Art & Art History, Film & New Media, Literature & Creative Writing, Music and Theater 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 literature, music, theater, and new media.

The History program engages local and regional histories through the innovative framework of oceanic regions, which facilitates the development of genuinely global historical perspectives that draw into relief both unique geographical identities and rich traditions of cultural interaction and exchange... The Philosophy program combines practical philosophy, and theoretical philosophy with the global history of philosophy from ancient to modern times. The concentration in 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 Arts and Humanities division also coordinates a number of multidisciplinary programs and pre-professional courses. These include the major in Arab Crossroads Studies, which explores the Middle East through its rich history of interconnectedness with other regions of the world, as well as courses about the Ancient World, Interactive Media, and Museum & Cultural Heritage Studies.

Arts and Humanities is also home to the teaching of languages with a focus on Arabic and Chinese.
The descriptions of each major that follow include 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 Division is also home to our Arts & Humanities Colloquia courses; these are multidisciplinary courses that support the various Arts and Humanities majors. The colloquia create unexpected connections and cross-pollination between disciplines.

From pre-historic cave art to the digital media of today, human beings across the globe and through the ages have used visual forms to understand and shape their world. Painting, sculpture, 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 the visual arts in a variety of ways. The visual arts investigate and re-imagine the physical, social, cultural, and spiritual spheres of human existence and offer arguments about and interpretations of these realms. The Art & Art History major at NYU Abu Dhabi invites students to explore the objects, practices, meanings, and institutions that constitute the visual arts in diverse cultures from comparative, historical, and cross-disciplinary perspectives.

The Art and Art History curriculum is global in its focus and pays special attention to cross-cultural encounters, to an understanding of art in comparative frameworks, and to the dialogues between the Art and Art History and the humanities, sciences and other arts. The wide range of courses on offer in Abu Dhabi can be supplemented with courses on other traditions, periods and topics at New York University’s other sites.

The major in Art & Art History integrates the traditions of historical, critical, and philosophical thinking that characterize the disciplines of Art History and Aesthetics with practice-based studio art. The courses are divided into two tracks: 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, graphic design, 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 the visual arts address the major issues and debates that have shaped our understanding of the visual arts. Among the questions we confront are: What is art and the nature of aesthetic experience, and why are they differently understood and valued at different times and in different cultures? What is gained or lost by studying art by focusing on a particular place, time, tradition or genre as opposed to approaching it from a comparative perspective that puts two or more cultures in dialogue? What might it mean to think of art as the product of cross-cultural exchange? How do institutions such as museums, galleries, funding bodies, and universities influence the creation, dissemination and reception of art? How do we explain the experience of the viewer psychologically, culturally, and historically? How can other disciplines help us better understand the visual arts?

The NYUAD Art & Art History program is closely related to and crosslists pre-professional courses in Museum and 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.

The major in Art & Art History consists of twelve courses. Students following the Art History track take Foundations of Art History I and II, Thinking Art and one of the four Art Practice foundation courses. Students are encouraged to complete Foundations I and II as early in their degree program as possible and must have completed them before taking Thinking Art; they are also required to take two electives focused on periods before 1800 and these should be from two different cultural traditions. Students on the Arts Practice track must complete two of the four practice-based
foundation courses as well as Foundations of Art History I and II and Advanced Critique and Exhibition Studies. All students are required to undertake a Capstone project. Students who choose to double major in Art & Art History and another discipline and who choose to complete their Capstone project in that other discipline must still complete twelve Art & Art History courses. Instead of the two-semester Capstone Research Project in Art & Art History, these students may elect any two additional Art & Art History courses (other than foundation courses).

Art & Art History majors who are interested in studying abroad should plan to do so during the spring semester of their sophomore year or the fall semester of their junior year. They should also plan to take as many of their required courses as possible before going abroad. The Art & Art History program is developing Berlin as the primary away site for the program but students can also elect to take courses at other NYU away sites. The choice of semester, courses and site should be discussed with the student’s mentor and approved by the program. All majors should expect to be in Abu Dhabi for the spring semester of their junior year and throughout their senior year.

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**

<table>
<thead>
<tr>
<th>4 courses, distributed as follows:</th>
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<tbody>
<tr>
<td>2 of the following: Foundations of 2D, 3D or 4D</td>
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<tr>
<td>2 Art Practice electives</td>
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**Requirements for the Concentration in Art History**

<table>
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<th>4 courses, distributed as follows:</th>
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<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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**Sample Schedule**

**Year 1**

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<th>Fall Semester</th>
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<td>CORE</td>
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<td>Spring Semester</td>
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**Year 2**

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<th>Fall Semester</th>
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<td>Spring Semester</td>
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**Year 3**

<table>
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<th>Fall Semester</th>
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<tr>
<td>GENERAL ELECTIVE</td>
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<td>Spring Semester</td>
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<td>CORE</td>
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**Requirements for the Major**

<table>
<thead>
<tr>
<th>12 courses, distributed as follows:</th>
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<tbody>
<tr>
<td>5 Required Courses: 2 of the following: Foundations of 2D, 3D, 4D or Photography and Lens-Based Media; Foundations of Art History I &amp; II; Advanced Critique and Exhibition Studies</td>
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<tr>
<td>5 Electives: 1 may be taken from the Art History electives</td>
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<tr>
<td>2 Capstone: Seminar and Project</td>
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ART AND ART HISTORY

ART HISTORY TRACK

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

<table>
<thead>
<tr>
<th>YEAR 1</th>
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<td><strong>Fall Semester</strong></td>
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<td><strong>CORE</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
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<tr>
<td><strong>GENERAL ELECTIVE</strong></td>
<td><strong>FOUNDATION OF ART HISTORY I</strong></td>
<td><strong>ART HISTORY ELECTIVE</strong></td>
<td><strong>ART HISTORY ELECTIVE</strong></td>
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<td><strong>FOUNDATION OF ART HISTORY II</strong></td>
<td><strong>January Term</strong></td>
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REQUIREMENTS FOR THE MAJOR

12 courses, distributed as follows:

- 4 Required courses:
  - Foundations of Art History I & II; Thinking Art; and I of the following Art Practice courses: Foundations of 2D, 3D, 4D, or Photography and Lens-Based Media
- 2 Electives: Seminar and Project
- 6 Electives: including at least one pre-1800 on Islamic Art and one on European and North American art

This course fulfills Art and Art History requirements.

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

ART AND ART HISTORY COURSES

REQUIRED COURSES

VISAR-AD 102 Foundations of Art History I
Offered every year Fall 2015
Profs. D. Teece and R. Falkenburg
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 104 Foundations of Art History II
Offered every year Spring 2016
Prof. M. 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 112 Foundations of Photography & Lens-Based Images
Offered every year Fall 2016
Prof. T. 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 camera lenses. These techniques are grounded within a thematic survey of issues that have emerged out of photographic media’s transformation of society.

VISAR-AD 122 Foundations of 2D
Fall 2015
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
Spring 2016
Prof. S. Peters
This course explores the medium of sculpture and other 3D forms through the principles of three-dimensional design and the concepts that drive development 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
Not on offer during 2015-16
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.
This course is for juniors and aims to prepare them for their Capstone project in visual arts 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 visual arts majors interested in exhibition preparation. The course includes readings in critical discourses such as art history, critical theory, and exhibition criticism, as well as 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 art practice, and culminates in a student group exhibition in a professional gallery setting.

**ART PRACTICE ELECTIVES**

**VISAR-AD 103X Introduction to Visual Culture**
Fall 2015
Prof. D. Hudson
Visual Culture Studies branches away from the traditional presuppositions of Art History towards new subjects and methodologies. It takes as its primary area of interest the works of art but other forms of visuality, such as advertising, fashion, comics and graphic novels, television, the internet, graffiti and tattooing, as well as the visual formulations of cultural, racial, and gender difference. Today, the study of visual culture is the focus of a vast body of scholarly investigation and continues to raise new questions in the wake of technological advances and a demand for visual satisfaction. This class offers an introduction to visual analysis in a world increasingly dominated by the graphic transmission of information, knowledge, and aesthetic experience.

**VISAR-AD 110 Drawing by Seeing**
Offered every other year
Spring 2016
Prof. R. Falkenburg and G. Stemmerich
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 113 Photography as Art and Practice**
Offered every other year
Fall 2015
Prof. D. Darts
Students in this class will engage in a critical discourse about the material world with an emphasis on wood-based forms, materials, and fabrication tools. Students will experiment with contemporary ideas, techniques, and technologies and will be introduced to artists and designers who, with wood and wood-based materials, have developed historic and contemporary woodworking techniques and will experiment with digital fabrication tools, including the laser cutter and CNC router. Emphasis will be placed on independent investigations and creative problem solving.

**VISAR-AD 118 Types of Art: From Calligraphy and Stone Carving to Digital Type**
Offered every other year
Spring 2016
Prof. J. Torreano
This course will address many of the processes and techniques that inform how one “paints.” The interchange of painting is rooted in our relationship to the visual and the paradox of “seeing” versus “knowing.” For our purposes all painting, from the earliest caves to present day Art Galleries, will be examined as “contemporary.” It is legitimate to be influenced by any and all painting be it Ancient Egyptian, DaVinci, Picasso, Warhol, etc. Therefore all styles and techniques that emerge from those years will be addressed. Our goal is to help students develop the skills of painting and experience it as an art form rich in possibilities for the direct expression of feelings, perceptions and ideas.

**VISAR-AD 121 Graphic Design Studio**
Fall 2015
Prof. G. Puccetti
This immersive studio course in graphic design covers principles of design and layout and focuses on the control of communication through a project-based approach to graphic design. Students develop creative and collaborative design skills for problem solving. Lectures and readings address various design history disciplines, contemporary Arabic graphic design, and cross-cultural design issues. Assignments focus on the design process from conception to distribution. Students will acquire proficiency with the Adobe Creative Suite.

**VISAR-AD 125 Finding The Way: Wayfinding and Graphic Design in the Built Environment**
Fall 2015
Prof. J. Torreano
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, the concept of wayfinding is a sub-discipline of visual communication studies nowadays—formed by the constant advance of technologies, the demand for sustainable models and the inputs from cognitive scientists—the combination of wayfinding and design 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 role of wayfinding component of wayfinding, and, include lab classes and workshops around the Saadat Campus signage system, with specific attention to written and visual wayfinding and accessibility design for people with cognitive or physical disabilities. Students will study and compare sign systems implemented in western capitals and elaborate on the application of these system in the U.A.E.

**VISAR-AD 126 Interventions: Three-Dimensional Thinking**
Fall 2015
Prof. D. Darts
We will study the new NYU Campus in Abu Dhabi and use this public or semipublic space as a site to develop temporary sculptural interventions. We will begin by coming to terms with conceptualizations of sculpture since the 1960s that have led to the need to distinguish between site-dominating, site-adapted, site-specific, and site-determined approaches. We will ask how interventions developed in class relate to the architectural, institutional, social, and cultural circumstances of the campus. What sort of public should a sculptural intervention take? How can we characterize public’s presence and how does this public differ from the audience at an art gallery? What qualities does public space have that are distinct from those of private space and what characterizes a semipublic space? The students...
will develop their proposals for interventions with the aid of photographic documentation, models, and a project description before realizing the proposals, and present the results of their research to the university administration and presenting them to the public for a limited time.

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

VISAR-AD 164J photographic practice
Offered Every Third Year
The class will challenge 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 will explore how to approach their subject, develop a theme, and make images that reflect their experiences. They will keep a journal, and a final presentation will include a group of photographs and a short personal essay.

VISAR-AD 201 Interdisciplinary Projects in the Visual Arts
Prerequisites: VISAR-AD 112, VISAR-AD 122, VISAR-AD 123, or VISAR-AD 124
This class for experienced students is constructed around a series of projects realized in any available area 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 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.

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

FILMM-AD 101 Sound, Image, and Story
Crosslisted with Film and New Media

MDMED-AD 202 Experiential Video Art
Crosslisted with Interactive Media, Film and New Media

ART HISTORY ELECTIVES

VISAR-AD 119 Contemporary Global Art
Fall 2015
Prof. S. Mikladik
Since the 1960s rise of conceptual art, artists around the world continue to create idea-based art using popular imagery, mixed media, photography and new technologies. Considered as the true global art form of the twentieth century, conceptual art manifests itself in ideas that challenge the current sociopolitical forces of our times and the commonly held notions of what art is about. The course will examine contemporary art from the lens of conceptual art focusing on key works by international artists. Students will examine the definition/s of ‘contemporary’ and the current debates around the modern and contemporary in relation to Western and non-Western art. Course complemented with field trips to museums and collections.

VISAR-AD 150X Islamic Art and Architecture
Spring 2016
Prof. O. Tice
Crosslisted with Arab Crossroads Studies
Islamic Studies
Fulfills pre-1800 requirement
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
Fulfills pre-1800 requirement
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 Orientalism Art
Offered occasionally
Crosslisted with Arab Crossroads Studies
This seminar investigates the rich tradition of Orientalism in 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 role of European society are the primary themes of the seminar.

VISAR-AD 155 The Exhibition Industry
Offered occasionally
Crosslisted with Museum and Cultural Heritage Studies
The successful career of Frank Gehry’s Bilbao Guggenheim may be seen as the culmination of a paradigm shift away from the old idea of the museum as an art vault to a new conception of the museum as a programming center, a venue for high-profile temporary exhibitions, and a tourist attraction. This course explores the consequences for art and scholarship of the recent museum boom and asks what might it take to produce a change of direction.

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

VISAR-AD 157 Topics in 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.

VISAR-AD 158 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.

VISAR-AD 160 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 embassies of a national culture, as well as the ways that these monuments take on new life in literature and other.
VISAR-AD 161
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.

VISAR-AD 165J
Gardens of Eden in the History of Art
Offered occasionally

The garden is one of the oldest modes of human intervention in the environment. This course explores the garden as a major art form by focusing on pictorial and spatial representations of the Garden of Eden. The Edenic Paradise of Genesis and the Qur’an where Adam and Eve transgressed against God gives access to thought about gardens in the ancient Middle East. As a foundational figure in Judaic, Christian, and Islamic theology, the Garden of Eden spawned a history of interpretation that helped differentiate these religions. The history of Eden in the art of the peoples of the book is closely entwined with that of garden design, and the seminar examines both. We will study gardens in ancient Mesopotamia, early Christian monasteries, Syrian and Andalusian courtyards, Renaissance altarpieces, Enlightenment cities, Persian court miniatures, Mughal tomb complexes, and Renaissance altarpieces. The Edenic Paradise of Genesis and the Qur’an where Adam and Eve transgressed against God gives access to thought about gardens in the ancient Middle East. As a foundational figure in Judaic, Christian, and Islamic theology, the Garden of Eden spawned a history of interpretation that helped differentiate these religions. The history of Eden in the art of the peoples of the book is closely entwined with that of garden design, and the seminar examines both. We will study gardens in ancient Mesopotamia, early Christian monasteries, Syrian and Andalusian courtyards, Renaissance altarpieces, Enlightenment cities, Persian court miniatures, Mughal tomb complexes, and Renaissance altarpieces. The Edenic Paradise of Genesis and the Qur’an where Adam and Eve transgressed against God gives access to thought about gardens in the ancient Middle East. As a foundational figure in Judaic, Christian, and Islamic theology, the Garden of Eden spawned a history of interpretation that helped differentiate these religions. The history of Eden in the art of the peoples of the book is closely entwined with that of garden design, and the seminar examines both. We will study gardens in ancient Mesopotamia, early Christian monasteries, Syrian and Andalusian courtyards, Renaissance altarpieces, Enlightenment cities, Persian court miniatures, Mughal tomb complexes, and Renaissance altarpieces.

VISAR-AD 167
Global Renaissance
Fall 2015
Prof. M Machizuki
Fulfills pre-1800 requirement

What does it mean to make Renaissance art history global? This interdisciplinary seminar will study the masterpieces and material culture produced during Europe’s first sustained overseas contact with the rest of the world in the early modern period (16th-18th centuries). Looking closely at the new categories and new geographies of objects fostered by the Portuguese, Spanish, Dutch, and British maritime trade routes, we will reconsider traditional approaches to art history and weigh the new methods and revisions these curious images suggest. Objects will be studied from the perspectives of how they conceptualized “world,” how histories of exploration and collecting intersected, how personal and communal identities were manufactured, and how political diplomacy and subversion impacted them and in turn were affected. Serious attention will be devoted to honing the craft of writing an academic research paper, step by step, in preparation for a capstone thesis in the humanities. Seminar/discussion. Active class participation, brief PowerPoint presentations and a major research project.

VISAR-AD 170
Contemporary Photography from the Middle East, South Asia, and the Far East
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 visual language of photographers and competitions of the region have concerned themselves with. The course will cover a range of genres, including Landscape, Performance, Portrait, and Documentary.

VISAR-AD 171X
Modern Art of the Arab World
Offered occasionally
Fall 2015
Crosslisted with Arab Crossroads Studies

In the short span of thirty years art of the Arab World moved from the periphery of international art to the center of global visual art production. This course examines the conditions that prompted this change and the theoretical framework that transformed the Arab art within the global discourse on visual art. Focusing on selected artists from key periods of art production, the course will explore the impact of political, social and market forces on the region’s art. Examining art production in relation to state formation, identity, gender politics, representation and reception, globalization, and activism. The course will also explore the recent discourse on Islamic art and its links to modern and contemporary art of the region. Field trips to museums of modern art of the Arab world and galleries will complement class lectures and discussions.

VISAR-AD 173
The Sensory Baroque
Offered occasionally
Fulfills pre-1800 requirement

What is “baroque”? This course attempts to understand its 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, anachronism, subjectivity and objectivity, reason and the problem of saturated phenomena and writing a major research paper. Seminar/discussion. Active class participation, brief PowerPoint presentations and a research project.

VISAR-AD 174
Modernism: An Art Historical Introduction
Fall 2015
Prof. G. Sternmrich

The term modernism encompasses the activities and creations of those who have felt since the late nineteenth century that traditional forms of art, architecture, literature, religious habit, social organization and ways of living are inadequate to the realities of an industrialized world. Such activities and creations have sought to initiate an understanding of the world that would ultimately lead to new cultural, economic, social, and political environments. This has involved experimentation and, the creation of an awareness of possibilities never thought of before, as well as a sense of constant change and competition, especially in the arts. The course will provide an art historical survey from the late 19th century to the late 1960s. It will focus primarily on Europe and the United States and will explore art movements, ideas and exemplary individual artworks, but also the dynamics of art historical development as a whole.

VISAR-AD 298
Directed Study

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

MUSST-AD 214JX
Sharing Heritage of the Arabian Trade Routes
Crosslisted with Museum and Cultural Heritage Studies

2015-16
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 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 is uniquely situated to provide a global, comparative perspective on film production and film cultures, embracing the study of both established and emerging film industries and practices. 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, Prague, Havana and NYU’s other portal campuses in New York and Shanghai. Students are required to be in NYUAD for the spring of their junior year and take FILMM-AD 390 Capstone Seminar to develop the concept for their senior Capstone project.

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, including 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:

4 Required Courses: Sound, Image and Story, Concepts in 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.

** Students that are doing a Capstone in FNM Practice are required to take Capstone Seminar in the spring of their junior year. All major have to take Capstone Project in the spring of their junior year. Prerequisite courses for Capstone Project: Theories and Methodologies of Film and New Media for FNM Studies, Intermediate Filmmaking, and Advanced Filmmaking for FNM Practice.

REQUIREMENTS FOR THE CONCENTRATION IN FILM AND NEW MEDIA
4 courses:

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

SAMPLE SCHEDULE
Remember that this is only one possible path to complete this major.

YEAR 1
Fall Semester
CORE GENERAL ELECTIVE CONCEPTS OF FILM AND NEW MEDIA SOUND, IMAGE, AND STORY
Spring Semester
CORE CORE GENERAL ELECTIVE UNDERSTANDING MENASA FILM
January Term

YEAR 2
Fall Semester
CORE GENERAL ELECTIVE FORMS OF WRITING FOR FILM FILM AND NEW MEDIA ELECTIVE
Spring Semester
CORE CORE GENERAL ELECTIVE FILM AND NEW MEDIA ELECTIVE
January Term

YEAR 3
Fall Semester
CORE CORE GENERAL ELECTIVE FILM AND NEW MEDIA ELECTIVE
Spring Semester
GENERAL ELECTIVE GENERAL ELECTIVE OTHER ARTS ELECTIVE CAPSTONE SEMINAR
January Term

YEAR 4
Fall Semester
GENERAL ELECTIVE GENERAL ELECTIVE GENERAL ELECTIVE FILM AND NEW MEDIA ELECTIVE
Spring Semester
GENERAL ELECTIVE GENERAL ELECTIVE FILM AND NEW MEDIA ELECTIVE CAPSTONE PROJECT
This course introduces students to the rich and varied world of cinema. Themes of Sense of Place, Portrait, and Memoir are explored in the context of Arab cultural practices, aesthetic traditions, cinematic models for production, distribution, exhibition, and reception. Students are introduced to documentary, experimental, and narratives within different historical, cultural, and aesthetic contexts. The course provides an overview of the historical development of film as an art, technology, and industry and the role of new media as an extension to and reinvention of models for production, distribution, exhibition, and reception. Students 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.

FILM AND NEW MEDIA COURSES

REQUIRED FOR MAJORS

FILM-AD 101
Sound, Image, and Story
Fall 2015
Prof. J. 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 Arab cultural practices, aesthetic traditions, cinematic models for production, distribution, exhibition, and reception. 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.

FILM-AD 103
Concepts of Film and New Media
Fall 2015, Spring 2016
Profs. S. Jeong and R. Stam
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, technology, and industry and the role of new media as an extension to and reinvention of models for production, distribution, exhibition, and reception. Students are introduced to documentary, experimental, and narratives within different historical, cultural, and aesthetic contexts. The course provides an overview of the historical development of film as an art, technology, and industry and the role of new media as an extension to and reinvention of models for production, distribution, exhibition, and reception. Students 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.

FILM-AD 104X
Understanding MENASA Film and New Media
Fall 2015
Prof. D. 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 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.

FILM-AD 105
Form & Writing for Film and New Media
Fall 2015
Prof. Gross
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 the principles of different forms of dramatic and dynamic writing: classical, episodic, and parametric in narrative and documentary; rhythmic and contrapuntal in experimental film; episodes and attractions for web platforms; interactive and auto-generative in new media. Writing assignments include both critical analyses and creative exercises.

FILM-AD 149
Cinema and New Media
Offered occasionally
Prof. J. 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, themes, and concerns of the dominant culture. An eclectic and multi-cultural selection of feature films and artists in local, national, and international contexts will be screened and studied during the semester. Students will submit written responses and critiques to the work presented. Weekly exercises will help develop the students critical reading, thinking, and writing skills. Students will be encouraged to think about their own cultural milieu to make a final film project in conjunction with a written essay, and create oral/visual presentations. Field trips outside of class are mandatory.

FILM-AD 150
Frames of World Cinema: 1960 to present
Offered occasionally
Prof. S. Jeong
This course surveys the modern history of world cinema in the national, transnational, and global frames. First, we trace the origin and variations of New Wave films from European through Latin American to East Asian nations. Then, we expand the scope to transnational crossings including post-Chinese, Balkan, South Asian, and African regions. Finally, we explore how contemporary cinema reflects sociopolitical and cultural phenomena in the age of globalization. Major trends and directors will be introduced with close analysis of key films.

FILM-AD 151
French New Wave Cinema
Offered occasionally
Prof. R. 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 phenomenological 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, Duran, Varda, Marker), and Cinema Vértex (Rouch, Morin). While focusing on the films themselves, we also take a cultural studies approach by viewing the films as part of a broader artistic and mediatic spectrum.

FILM-AD 152
Writing for Film and Photography
Fall 2015
Prof. J. Savio
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.

FILM-AD 153
Film Style: Theory and Practice
Offered occasionally
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, 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.

FILM-AD 154
Transtextuality: Adaptation Between Novel and Film
Offered occasionally
Prof. R. Stam
Crosslisted with Literature and Creative Writing
This course treats the theory, practice, and analysis of film adaptations of novels across a broad spectrum that includes novels by such figures as Dostoevsky, Nabokov, Flaubert, and Clarice Lispector. Combining close readings of the literary source-texts with close analysis of the film adaptations, we 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.

FILM-AD 155
Stages of American Cinema: 1960 to Present
Offered occasionally
Prof. S. 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 out 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 directors, 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.
Critical to the making and studies of film and new media are sensitivities to how audiences, spectators and publics are developed and mounted 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 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 mounted 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
Offered occasionally
Closely supervised individual research on a particular topic, undertaken by arrangement with the instructor. Film Production is collaboration between highly specialized and cross-disciplinary professionals. You will learn how to operate safely in multiple hands-on production scenarios. The goal is to learn to protect yourselves and the tools you are given. With these skills at your disposal, you will move into methods for executing creative choices from a technical perspective. By the end of the course, you will have abilities not only to operate safely and productively but also allow for artistic growth and flexibility.

FILMM-AD 229 New Media Ecologies
Offered occasionally
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, Middle East, North America, South Asia, and through transnational collaborations.

FILMM-AD 231 World Through the Documentary Lens
Offered occasionally
This course is designed for students with an interest in a specific subject through the documentary genre. By focusing on a single issue, the course aims to cover many points of view and to work out a foundation of knowledge, vocabulary, and insight about both the subject matter raised by the films and the techniques and skills of good documentary filmmaking. Through frequent 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
Spring 2016
Prof. S. Jeong
This course examines migration of the short format from the silent era through its serialization as episodes in long-form 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 niche to mass media, music videos, Brazilian and Mexican telenovelas, Indian mythologicals, Nollywood video-films, Ramadan serials, Korean dramas, video mashups and GIFs, console video games, social media, and reality-television franchises, and animated series including Freej.

FILMM-AD 233 Docu-Fiction
Spring 2016
Prof. A. Gambis
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 documentary story elements reflecting on how each form complements the other.

ACS-AD 333 War and Media in the Middle East
Crosslisted with Peace Studies, Arab Crossroads Studies
Fall 2015 (7 weeks)
Prof. Saleh
The web series workshop is an in-depth look at the general approaches of web storytelling and production. It explores various formats of interactive web content from fiction to documentary narratives. It primarily gives an overview on multiple platform storytelling and interactive narrative, how to develop content, build a long-term narrative arc, create virtual characters, design interactive elements, gather online communities and tap onto existing ones in order to find a niche for one’s own web platform.

FILMM-AD 110 Writing the Short Screenplay
Fall 2015
Prof. Gross
Crosslisted with Literature and Creative Writing
A workshop designed to develop story proposals 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 plays.

FILMM-AD 117 Directing the Camera
Offered occasionally
Prerequisite: 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
A practical introduction to creating compelling classic documentaries is combined with craft dynamically, and the ways in which the camera angles, camera movement, and lens choice.

FILMM-AD 215
Film Techniques: Story and Style
Offered occasionally
Prerequisite: FILMM-AD 101
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 202
Web Series Production
Spring 2016
Prof. G. Shimokawa
Prerequisite: FILMM-AD 101
This is a production class providing an exploration of the creative capabilities of producing and directing narrative work in a web-series format. Students will work with actors and learn to connect script and performance through the production of studio-based short projects. Written work will be developed and shaped in class and students will also be trained in working with the camera, sound and art direction. Students are encouraged to develop their web-series and write their scripts in FILMM-AD 107J: Developing the Web Series.

FILMM-AD 209
Documentary Techniques and Production
Offered occasionally
Prerequisite: 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.
**Capstone**

**FILMM-AD 390**

**Capstone Seminar**
The capstone seminar provides third-year majors with the opportunity to research and develop the concept for their senior Capstone Project. Students are encouraged to integrate studies and practice with the intention of creating a time-based media project, including but not limited to single or multi-channel, multi-platform, documentary, experimental, live action or animated narrative. During the capstone seminar, students define the parameters of their projects and begin exploratory work that will culminate with a treatment, visual presentation and Capstone Proposal.

**FILMM-AD 401**

**Capstone Project**
Profs. W. Bednarz and D. Hudson

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.

**History**

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 each of 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.

Students should take courses at global sites on topics not regularly offered at Abu Dhabi. Site selection depends on the interests and curricular needs of each student, which should be discussed with the student's major advisor.

Recommended semesters for study abroad are sophomore spring and junior spring. Students should be at NYUAD in the fall of junior year to work with faculty on capstone project idea development and take upper division major courses.

Furthermore, students will ideally take “Introduction to Global Histories” and “Theory and Methods” (required courses for the major) in Abu Dhabi in the fall semesters of sophomore and junior year, respectively.

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**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.

**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 COURSES
REQUIRED FOR MAJORS

HIST-AD 101
History and Globalization
Offered every Fall
Fall 2015
Prof. M. Swislocki
History offers a unique perspective on the process of globalization, by virtue of its insistence that human experience be understood in its spatial and temporal contexts. Rigorous global history questions and even supplants common understandings of globalization as Westernization. But how does History do this, and can a global historical framework enhance all forms of historical, humanistic, and social scientific inquiry? Following an assessment of foundational modern Western frameworks for understanding world history, including those of Marx and Hegel, students examine how and why people around the world have variously embraced and rejected such foundational accounts. Readings address all world regions, including Asia, Africa, the Americas, Europe, the Middle East, and Oceania, and familiarize students with state-of-the-art knowledge about globalization and how to write its history. This is a required course for History majors and relevant for students studying globalization across the curriculum.

HIST-AD 102
Theory and Practice of History
Offered every Fall
Fall 2015
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. Recommended for declared history majors during junior year.
healing and disease prevention that they adopt. Paying special attention to these dynamics in the global Gulf, students consider both biomedical approaches and those conventionally classified as "traditional" and "folk" medicine.

**HIST-AD 114 Global Sixties**
Offered every other year
Prof. M. 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
Crosslisted with The Ancient World

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.

**HIST-AD 116 Global Revolutions 1789-1989**
Offered every other year
Prof. A. Minsky

The course explores the phenomenon, 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. Students develop dexterities in close reading and interpretation of historical narratives, as well as major theoretical works by Tocqueville, Marx, Lenin, Arendt, Fanon, and Khomeini.

Offered every other year
Spring 2016
Prof. N. 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 120 World War II in Global Perspective**
Offered every other year
Fall 2015
Prof. N. Roth

The Second World War was the most destructive in human history and has become a touchstone for historical understanding in the postwar period. This course seeks to examine not only the strategic decisions of major belligerent states (Germany, the Soviet Union, Japan, Britain and the United States), but also the transformative power of the war in societies across the globe. Course topics will include expressions of post soldiers and civilians, the mobilization of populations within far-flung empires, the use of new weapons and occupation strategies, and the political and social consequences of the war on populations across Europe, Asia, Africa, America, and the Middle East.

**HIST-AD 180J War and Revolution: Case Studies in the Origins of the Contemporary World**
January 2016
Professors A. Minsky and A. Kimball

Two historically paired phenomena, war and revolution, are together a central long-term historical force in the creation of the modern world. In some instances, revolution has led to war; in others, war has produced revolution. A series of case studies will examine the reciprocal relationship of war and revolution. We will study recurring themes in the context of war and revolution: how ideology and religion both give rise to conflicts that produce the modern state and how modern states have been challenged by new ideologies; how militarism and the anticipation of war itself acts as a revolutionary force in society; how military defeat has often unleashed revolution; how mobilization for war has produced a managerial revolution. The roots of the linkage of war and revolution lie in the Thirty Years War (1618-1648), with its religious conflict and subsequent creation of sovereign states. The course will carry forward the study of this linkage through the following three centuries into the "second thirty years war" (1914-1945) and beyond.

**HIST-AD 181J A History of OPEC**
January 2016
Prof. G. Garavini
Cross-listed with Arab Crossroads Studies

Contrary to common beliefs, OPEC (the Organization of the Petroleum Exporting Countries) is not an organization of Arab oil exporters, but a global organization with members located in Latin America, Africa and the Middle East (including the important non-Arab country of Iran). OPEC, often defined as a "cartel", is an organization of sovereign states that coordinate their policies on a crucially important natural resource. What it does affects directly both the global economy and the environment. The course will consider the evolution of OPEC from an organization of "Third World" countries, when it was created in 1960, to an organization that includes today some of the wealthiest countries in the world. The different cultures and attitudes of its members, the clashes as well as moments of cooperation with consuming countries will be highlighted. Questions and concepts such as "rentier state", "resource curse", "conservatism", "Dutch disease", "limits of growth", will be discussed and informed by relevant literature (including possibly archival material), images and documentaries.

**REGIONAL COURSES: INDIAN OCEAN WORLD**

**HIST-AD 124X Islam in the Indian Ocean World**
Offered every other year
Spring 2016
Prof. L. Minsky

Islamic Studies

Why do most of the world's Muslims live in the Indian Ocean region - a region often referred to as the 'cradle of globalization'? How, specifically, did Islam spread in relation to the extension and intensification of agriculture and trade? What diverse forms have Islamic ideas, institutions, practices, and subjectivities taken in this expansive world region? What, additionally, is the relationship between Indian Ocean Muslims' beliefs and practices and those of the followers of other religions, including Hinduism, Buddhism, and Christianity? This course addresses these questions by engaging with cutting-edge scholarship from the fields of global, Indian Ocean, and Islamic history, as well as a wide variety of primary source materials. Throughout, students also probe the relationship between power and the production of knowledge about Islam.

**HIST-AD 127X South Asia in the Indian Ocean World**
Offered every other year
Spring 2016

Islamic Studies

This course offers an opportunity for in-depth study of the history and culture of the South Asians who comprise the majority population of the UAE. Situated at the center of the Indian Ocean world, the Indian subcontinent is currently home to over a billion people, and is the site of richly interconnected histories with regions around the wider Indian Ocean, including the Gulf. The course explores these histories, with a focus on understanding material, political, economic, and environmental connections and changes as they affected ordinary people (including migrant laborers) and shaped the nature of collective identities (ethnic, class, gender, regional, and linguistic) over time. In developing an understanding of how collective identities were produced historically, students ultimately acquire valuable tools for appraising and navigating competing models of nationalism, cosmopolitanism, and universalism in the wider Indian Ocean world today.

**HIST-AD 129 Topics in Indian Ocean History**
Offered occasionally

Cross-listed with History: Atlantic World

This course examines international relations, trade, and market structures in the Indian Ocean world today. 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.

**HIST-AD 130JX Islam in Africa**
Offered occasionally
Crosslisted with History: Atlantic World

Islamic Studies

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 the Horn of Africa. Introduced by merchants 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 eighteenth centuries, the disruptions of the Atlantic slave trade, whose end arguably stimulated slavery activity across the Sahara and Indian Ocean (activity that long antedates that of the transatlantic slave trade), whose end arguably stimulated slavery activity across the Sahara and Indian Ocean (activity that long antedates that of the transatlantic slave trade).
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 13X Muslims in African History Offered occasionally
Prof. E. Pettigrew
Crosslisted with Arab Crossroads Studies, History: Atlantic World
Islamic Studies

The objective of this course is to trace and understand the history of Islam as a religious tradition and Muslim societies in Africa as part of a larger world. This course surveys the history and historiography of Islam in Africa from its arrival in North Africa in the seventh century through the present day in postcolonial Africa while also paying attention to continuing points of contact and exchange between Muslims in Africa across the Sahara as well as the Atlantic and Indian Ocean worlds. Students will examine the history of Islam in Africa in light of issues such as conversion, interactions with other religious traditions, reform movements, slavery and race, education, gender, European colonial rule, and postcolonial politics. Possible sources for the course include Arab geographical and travel accounts, juridical texts debating social categories of race, slavery and gender, regional chronicles reflecting the interface between Islam and local African religious traditions, colonial reports revealing fears of Islam as a unifying force across empires, and audio recordings of religious sermons.

HIST-AD 150 Africa before 1850
Offered every other year
Prof. P. Monaville
Crosslisted with History: Atlantic World

HIST-AD 151 Africa since 1850
Offered every other year
Prof. E. Pettigrew
Crosslisted with History: Atlantic World

HIST-AD 152 Love in Africa
Offered regularly
Prof. P. Monaville
Crosslisted with History: Atlantic World

HIST-AD 153 “How to save Africa?” History of Salvation
Projects in Africa from the Abolition of the Slave Trade to Kony2012
Offered regularly
Spring 2016
Prof. P. Monaville
Crosslisted with History: Atlantic World

HIST-AD 154 African History through Film and Literature
Offered every other year
Prof. E. Pettigrew
Crosslisted with Literature and Creative Writing, Film and New Media, History: Atlantic World

HIST-AD 179J Science and the Sea
January 2016
Profs. L. Mink and E. Staples
Crosslisted with Arab Crossroads Studies

This course is a journey—both a physical one aboard a reconstructed sailing show from Muscat to Muscat Island, and an intellectual one exploring the historical relationship between human interaction with the Arabian Sea and the development of the sciences of astronomy, meteorology, geography, and medicine. The course features sailors as scientists who, in successfully navigating the Sea, contributed in important ways to both the production and the practice of these sciences. The course also explores the Arabian Sea as an “information super-highway” for the cross-cultural movement and exchange of scientific knowledge, institutions, and practices. It concludes by considering the extent to which Europeans simultaneously became dependent upon, and worked to remake and redefine, both the region’s science and the stories that we tell about its history.

HIST-AD 140 Made in China
Offered occasionally
Prof. M. Swislocki
Crosslisted with History: Atlantic World

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 meteorology 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 141 Eurasian Empires
Offered occasionally
Crosslisted with The Environment

The course is to identify the best ways of asking and answering questions about the widespread
environmental challenges that are seemingly inherent in China's economic development. Are the challenges new to Chinese history—particularly to modernization—or are they rooted in long-standing patterns of land use and resource exploitation? How do we square the history of damage wrought to nature with the equally salient history of "Asian" notions of living in harmony with nature, exemplified by philosophical Daoism and millennia of poetic and painting traditions extolling the beauty and wonder of nature? Who, moreover, is entitled to do what with and about the environment: what are the roles of the state?: of scientists and engineers?: of humanists? The course doubles as an introduction to the history of China, and to the multidisciplinary field of environmental studies.

HIST-AD 148 Asian Borderlands
Offered every other year
Prof. M. Swielski
Crosslisted with History: Indian Ocean World
Crosslisted with History: Arab Crossroads Studies
Crosslisted with History: Urbanization
How do we write the histories of peoples and places without states, societies that lie within the "borderlands" separating larger powers? This course looks closely at borderlands between China and other sovereign states, and borderlands between upland and lowland peoples in and around the region that some scholars call "Zomia," the elevated parts of mainland Southeast Asia that often lie beyond the reach of governments based in lowland population centers. The course readings raise questions about indigeneity, migration, and state-building in what may be the most ethnically diverse part of the world. It tests the heuristic limits of key historical categories like nation, state, and citizenship, and further explores alternative notions of political and cultural community.

HIST-AD 150 Africa Before 1850
Offered every other year
Prof. E. Pettigrew
Crosslisted with History: Indian Ocean World
Crosslisted with History: Indian Ocean World
Fullfills pre-1800 requirement
This course is a survey of African history before the colonization by European imperialist powers in the 19th Century. The course will explore the African past in its diversity. Students will explore the continent's political complexity and social creativity across a period of several millennia. The class will consider the impact of gender, religion, healing practices, trade, mobility, and the environment on major historical developments in Africa before 1850. Among other themes, students will learn about the history of ancient African civilizations, the history of Islam and Christianity on the continent, the development of state-cities on the Swahili coast, and the destructive and transformative impact of the Atlantic slave trade in West and West-Central Africa. The course will also introduce students to African history's methodology and to the use of linguistic, material, and oral sources in the writing of history.

HIST-AD 151 Africa Since 1850
Offered every other year
Prof. E. Pettigrew
Crosslisted with History: Indian Ocean World
Crosslisted with History: Indian Ocean World
Fullfills pre-1800 requirement
This course is a survey of African history since 1850, a date marking the period just after the abolition of the trans-Atlantic slave trade by European powers and also the eve of European colonization. The course will introduce students to the major themes of African history during the colonial and postcolonial eras through a series of case studies. The course will focus on historical developments such as the end of the external and continuation of the internal slave trades, the process of European colonization, religious conversion and reform movements, the perpetuation of nationalism, and the Cold War, urbanization, and AIDS. We will also examine various themes, such as local and imposed notions of race and ethnicity, lived experiences of and Africans' responses to colonialism on the continent, cultural traditions, issues of gender and class, political resistance, and issues of health and healing. The course will also address African history's methodology and to the use of ethnographic, material, and oral sources in the writing of history.

HIST-AD 152 Love in Africa
Offered regularly
Prof. P. Monaville
Crosslisted with History: Indian Ocean World
Crosslisted with History: Indian Ocean World
This course focuses on love in Africa, from the late 19th Century to the present. By doing so, the course introduces students to a multiplicity of themes in African history, from the history of gender and sexuality to popular culture, generational conflicts, and the AIDS epidemics. Studying love in Europe's control of Africans have imagined and lived their lives as gendered individuals and members of their societies, often in the face of oppressive colonial regimes and strenuous living conditions. We will study love in its various declensions: as an emotion and expression of intimacy (the notion of romantic love), as virtue (love in theological and political discourses), as a set practices at the chore of conjugal and sexuality, and as an object of debate in the public sphere. Students will learn how to historicize affects and their relationships to society, politics, and economy. We will read fiction and primary sources, watch movies, and discuss recent academic works that will help us understand change and continuities in how individuals and communities across Africa have defined, debated, and experienced love.

HIST-AD 153 “How to Save Africa?” History of Salvation Projects in Africa
Offered regularly
Spring 2016
Prof. P. Monaville
This course is a critical exploration of humanitarian intervention projects in Africa from the abolition of the slave trade to Kony 2012. Students will learn about the history of anti-slavery campaigns, missionary Christianity, colonial development, postcolonial conflict interventions, and contemporary responses to human rights. We will use recent scholarship to discuss these diverse projects and their historical contexts. We will also closely read a set of primary sources—memoirs, newspapers, articles, and films—and we will subject them to similar questions: what did Africa need to be delivered from? Who were the agents of redemption? What were the effects of the salvation projects? How did Africans react to them? The goal of this course is to deconstruct the prejudices about Africans embedded within salvation projects and to explain how these campaigns have been part of the larger dynamics of power that have defined Africa's position in the world before, during, and after the European colonization of the continent.

HIST-AD 154 African History through Film and Literature
Offered every other year
Prof. E. Pettigrew
Crosslisted with Literature & Creative Writing, Film & New Media, History: Indian Ocean World
This course introduces students to the major themes of African history through film, literature, and music. Beginning with recordings of oral tradition originating in the early empire of Mali to Kony 2012 addressing the roles of African colonial intermediaries and apartheid in South Africa, students will engage with a variety of sources of cultural and artistic nature. The course will focus on historical developments such as the Atlantic and internal slave trades, the process of European colonization, religious practice, decolonization, genocide and migration, urbanization, and AIDS. We will also examine various themes, such as local and imposed notions of race and ethnicity, lived experiences of and Africans responses to colonialism on the continent, issues of gender and class, and political resistance. Our broad goal is to investigate to what extent long-term historical dynamics determine the present. Students will not only watch films, listen to music, and read literature, but also read reflections on the methods of using these sources as a way of studying the history of Africa. Course requirements provide students with a language and historical framework for understanding the dynamic history of the continent.

HIST-AD 155 Euro-American Empires, 1492-1821
Offered occasionally
Fullfills pre-1800 requirement
This course introduces students to the major themes of 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 Colonial Latin America and the Atlantic World
Offered regularly
Fall 2015
Prof. M. Bowen-Silva
Fullfills pre-1800 requirement
This course introduces students to the colonial origins of Latin America and examines their impact on the region's development until the present. It follows the unfolding and demise of a new social order under European rule over a period spanning from the 16th-century conquest through the early 19th-century wars of independence, highlighting
international and global connections that shaped this region’s social, cultural, and political history. Specific topics covered include Pre-Columbian worlds, Indian-European confrontations and negotiations, the Catholic Church and popular religiosity, patriarchy and honor codes, racial dynamics and slavery, the development of capitalism, anti-colonial struggles, imperial rivalry, reform and decline, as well as 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; 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
Arts and Politics in Modern Latin America (1780 to the present)
Offered regularly
Spring 2016
Prof. M. Bowen-Silva
The course explores the relationship between arts and politics in modern Latin America. It focuses on the role played by the arts in some of the region’s main political processes, such as state formation, revolutions, and modernization. The course traces the intellectual and social repercussions of theater plays, music, literature, and the visual arts in Latin American societies. Specific themes include baroque and neoclassical poetics, nationalism, modernism, race and ethnicity, avant-garde, memory, and truth.

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 U.S. 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 occasionally
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” (1879–1914) and seeks to explain the diverse European and global legacies they inspired during and after this period. Processes occurring in 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
United States in a Transnational and Global Perspective 1: America and the World until 1898
Offered every other year
Prof. M. Klimke
Rethinking the traditional narratives of U.S. history, this course explores America’s past from a transnational and global perspective. Chronologically, it covers America’s interaction with the wider world from the earliest European settlements to the Spanish-American War of 1898, examining the Colonial Period, the Revolutionary War, the founding of the republic, the War of 1812, westward expansion, as well as the Civil War, the abolition of slavery, and Reconstruction. Readings and classroom discussions focus on the major political, economic, and cultural forces that shaped the American nation-building, reevaluating the allegedly “exceptional” elements of U.S. 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. M. Klimke
Rethinking the traditional narratives of U.S. 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 U.S. history in relation to networks, identities, and events that transcended the nation-state.

HIST-AD 169
From the “Chilean Road to Socialism” to the Pinochet Era: Chile and the Global Cold War
Offered every other year
Prof. M. Bowen-Silva
Crosslisted with Political Science
This course explores some of Latin America’s most significant social and political events during the Cold War: the democratic election in 1970 of a Marxist president in Chile, his overthrow by a military coup d’état in 1973, and the installation of a military regime led by General Augusto Pinochet that lasted until 1989. During this period, Chile attracted the world’s attention for many different reasons. Among them was the experimental nature of its social and political transformations, namely a democratic transition to socialism, as well as the authoritarian implantation of neo-liberal policies. This course seeks to understand both of these experiments, focusing on their global connections beyond the well-known diplomatic tensions of the Cold War. Along with an analysis of Chile’s social structure, political system, and economic history, this course will highlight the importance of gender roles, subaltern agency, and popular movements. Finally, the course will also address the traumatic dimension of Chile’s Cold War experience through the study of violence, truth, and memory during Pinochet’s regime.

HIST-AD 130X
Islam in Africa
Offered occasionally
Crosslisted with History: Indian Ocean World
Islamic Studies
HIST-AD 131X
Muslim Societies in African History
Offered occasionally
Prof. E. Pettigrew
Crosslisted with Arab Crossroads Studies, History: Indian Ocean World
Islamic Studies
HIST-AD 142
Russia’s Multithetic Empire
Offered every other year
Prof. M. Kirasirova
Crosslisted with History: Asia-Pacific World
REGIONAL COURSES: MEDITERRANEAN WORLD
HIST-AD 171
The Ancient Mediterranean World
Offered occasionally
Prof. F. Kidd
Crosslisted with The Ancient World
Fulfills pre-1800 requirement
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 traditions were overlaid upon native traditions.

HIST-AD 172
The Crusades
Offered every other year
Prof. J. Stearns
Crosslisted with Arab Crossroads Studies
Fulfills pre-1800 requirement
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
Prof. M. Kirasirova
Crosslisted with Arab Crossroads Studies
Fulfills pre-1800 requirement
This course examines the interconnected histories, cultures, and societies of Central Asia and the Middle East. It will begin with an overview of the Islamic conquests and their 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, 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
Fulfills pre-1800 requirement
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?

HIST-AD 178
Cold War in the Middle East
Offered every other year
Prof. M. Kirasirova
Crosslisted with Arab Crossroads Studies
This seminar explores the involvement of the United States and the Soviet Union in the Middle East from the nineteenth century down to the near-present, with emphasis on the Cold War period. We will consider different—sometimes conflicting—interpretations of the sources, character and consequences of US and Soviet foreign policy in this part of the world, along with the images and representations of the Middle East and its peoples that have informed (and, some argue) helped shape American and Soviet policy and public debates.

ACS-AD 131X
Emergence of the Modern Middle East
Spring 2016
Prof. M. Michael
Crosslisted with Arab Crossroads Studies
Islamic Studies

ACS-AD 201X
Making of the Muslim Middle East
Fall 2015
Prof. J. Stearns
Crosslisted with Arab Crossroads Studies
Islamic Studies

ACS-AD 202
Paradise Lost: Muslims, Christians and Jews in al-Andalus
Spring 2016
Prof. J. Stearns
Crosslisted with Arab Crossroads Studies

ACS-AD 204J
Interwoven Pasts of Spain and Morocco
Prof. J. Stearns
Crosslisted with Arab Crossroads Studies

ACS-AD 206X
Jews in the Muslim World in the Middle Ages
Crosslisted with Arab Crossroads Studies
Islamic Studies
Fulfills pre-1800 requirement

ACS-AD 208JX
Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman
January 2016
Profs. S. Caton and D. Scott
Crosslisted with Economics, Arab Crossroads Studies
Islamic Studies

ECON-AD 214X
Economic History of the Middle East
Prof. R. Allen
Prerequisites: ECON-AD 101 or Economics Placement Test
Crosslisted with Economics, Arab Crossroads Studies
Islamic Studies

MDANC-AD 112
Archaeology of the Near East from the Origins of Agriculture to Alexander the Great
Prof. F. Kidd
Crosslisted with The Ancient World, Arab Crossroads Studies
Fulfills pre-1800 requirement

MDANC-AD 114X
Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period to the Early Medieval Period (6th Century BCE–8th Century CE)
Fall 2015
Prof. F. Kidd
Crosslisted with The Ancient World
Islamic Studies
Fulfills pre-1800 requirement
The course explores relations between the various steppe and oasis cultures in Central Asia and the Mediterranean world from the Achaemenid period up to the early Middle Ages. These relations are characterized by a broad spectrum of different forms of contact and exchange. Direct contacts were established, for example, by military campaigns, diplomatic exchanges, migrations or colonization. Less direct forms of cultural transmission resulted from complex transcontinental trade flows. The course will focus on the consequences which different forms of communication with the Mediterranean had on Central Asian art and material culture. We will consider topics such as urbanism, architecture, iconography, and historiography as well as specific aspects of material culture including ceramics, arms and costume.

TOPICAL RESEARCH

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

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

The major in Literature and Creative Writing offers two twelve-course tracks, one emphasizing scholarship, the other emphasizing creative work. The program is devoted to the idea that an undergraduate literature major becomes more fruitful when literary scholarship and creative literary work are brought together and cross-fertilize one another.

There are four required courses, three devoted to reading and scholarship and one devoted to reading and practice: Literary Interpretation, Foundations of Literature I: Epic and Drama, Foundations of Literature II: Lyric Poetry and the Novel, and Introduction to Creative Writing.

Students in the scholarship track take five scholarly electives (at least one of which must be from a list of courses dealing “pre-modern” subjects). Students in the scholarship track also take the advanced required course Problems and Methods in Literary Study, which prepares them to propose and write the capstone. Students in the creative track take three scholarly advanced electives and three advanced creative writing workshops, which prepare them to produce a creative capstone that is informed by a scholarly perspective. Students in the scholarly track may take one advanced creative writing course in lieu of an advanced elective. All seniors enroll in two semesters of Capstone Workshop in addition to intensive study with a faculty adviser on the project.

Literature and Creative Writing majors who plan to study abroad should do so during the spring of the sophomore or fall of the junior year. Ideal locations are determined in part by language training and offerings in literature at the away sites; faculty advisement on study away location and course selection is highly recommended. Potential majors will ideally take Literary Interpretation and either Foundations of Literature I or II before studying away.

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
# Requirements for the Major

12 courses, distributed as follows:

**5 Required Courses:**
- Literary Interpretation
- Foundations of Literature I: Epic and Drama
- Problems and Methods of Literary Studies
- Intro to Creative Writing
- Electives in Literature, one of which must be pre-modern

**2 Capstone:**
- Seminar and Project

## Year 1

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## Literature & Creative Writing

### Literary Studies Track

**SAMPLE SCHEDULE**

Remember that this is only one possible path to complete this major.

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LITERATURE COURSES

REQUIRED FOR MAJORS

LITCW-AD 100

Literary Interpretation

Fall 2015

Prof. D. Williams

Spring 2016

Prof. TBA

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 categories, 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-AD 103

Foundations of Literature I: Epic and Drama

Fall 2015

Prof. M. Pomeranz and B. Waterman

Spring 2016

Prof. P. Horta and P. Mitsis

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.

LITCW-AD 104

Foundations of Literature II: Lyric Poetry and the Novel

Spring 2016

Prof. C. Patell

This course introduces students to two major genres of literature—lyric poetry and the novel—and to fundamental terms and critical methods employed by literary scholars. Topics to be investigated include the relationship between text and context; close vs. distant reading; the nature of authorship; genre; the interplay of local, national, regional, and world modes of categorization; translation; book history; and the relationship between literature and other forms of art. Each unit of the course is constructed around an anchoring text or texts that will be contextualized both historically and generically through a wide range of primary and secondary readings.

LITCW-AD 105

Problems and Methods of Literary Studies

Fall 2015

Prof. K. Williams

Spring 2016

Prof. TBA

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, in fact, 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 106

Humanism

Offered occasionally

Fullfills pre-modern requirement

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.

LITCW-AD 107X

The Postcolonial Turn

Offered occasionally

Islamic Studies

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

LITCW-AD 108

Global Traffic: Fictions & 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.

LITCW-AD 109

Major Texts in Critical Theory

Offered occasionally

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.

LITCW-AD 110

Introduction to Creative Writing

Fall 2015

Prof. J. Savio

Spring 2016

Prof. Siebert

This workshop introduces the basic elements of poetry, fiction, and personal narrative with in-class writing, take-home reading and writing assignments, and substantive discussions of craft. The course is structured as a workshop, which means that students receive feedback from their instructor and their fellow writers in a roundtable setting, and they should be prepared to offer their classmates responses to their work.

LITCW-AD 111

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.

LITCW-AD 112

European Literary Traditions

Offered occasionally

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

LITCW-AD 113

Global Women Writing

Spring 2016

Prof. D. Williams

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

LITCW-AD 114

History and Theory of the Novel

Offered Occasionally

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

LITCW-AD 115

History of Drama and Theater

Offered occasionally

Crosslisted with Theater

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

LITCW-AD 116

Literary Translation

Offered every other year

Each unit ventures into the craft of and the market for literary translation. Why do some translators aim for familiarity and others for estrangement? What is gained and lost in a text’s cultural relocation? Translation and translation projects such as Abu Dhabi’s Kalima, play a pivotal role in shaping intercultural exchange and globalizing literary markets and canons. The course involves conversations with translators and authors in Abu Dhabi.
Dhabi and abroad. Case studies include The Epic of Gilgamesh, the quatrains of Khayyam, sonnets of Shakespeare and Camões, and modern and contemporary works by Borges, Pessoa, Saramago, Kundera, Ondaatje, and Paz Soldan.

LITCW-AD 119 Literatures of the Americas
Offered occasionally
A hemispheric approach that sets the literary landscapes of the United States, Canada, Mexico, and Latin America in comparative context.

LITCW-AD 120 Magic Realism
Offered occasionally
How do global cultural forms emerge? This course charts Magic Realism, a staple of global art, film, and fiction at the start of the new millennium. It traces how this malleable form has served different historical moments, cultural contexts, and political ideologies, and asks why Magic Realism has been privileged as a global form. Materials include art, art criticism, film, and fiction from Europe, the Americas, and the Middle East.

LITCW-AD 121 Travel, Geography, and Imaginaries in Arabic and Islamicate Literatures
Offered occasionally
Fulfills pre-modern requirement
Crosslisted with The Ancient World, Arab Crossroads Studies
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 sources including love poetry, popular epics, travelers’ accounts, geographical works and sufí mystical treatises from many different regions of the Muslim world, ranging from West Africa to South 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
This course approaches the cultures produced in one or more of the following regional configurations: Britain and northern Europe; the Mediterranean world; Africa; the Middle East; South Asia; the Far East; and the Americas.

LITCW-AD 124 The U.S. Novel after 1940 as a Global Form
Offered occasionally
To what extent do national traditions of the novel break down in the period after the Second World War? This course examines the ways in which the U.S. novel has been marked by two conflicting trajectories: first, the emergence of powerful novels by writers who belong to historically marginalized traditions, and second, a growing sense that the novel has become a residual form, no longer dominant among the various forms of narrative that U.S. culture makes available. The course explores the ways in which the novel dramatizes the multicultural, transnational, and cosmopolitan experiences that mark the 21st century, with an emphasis on the ways in which U.S. writers have sought to engage global traditions, past and present.

LITCW-AD 126 Tales of Love and Death
Offered occasionally
This course explores foundational myths and fairy tales, from the Babylonian Epic of Gilgamesh to the Arabian Nights. Long before print and the coming of the book, every society told stories to teach 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 diachetic 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 don’t 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
Offered occasionally
Fulfills pre-modern requirement
This course presents narrative literature as a set of boards 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 the final project, students collaborate in staging and performing a substantial piece of traditional narrative. 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 centuries
Offered occasionally
Fulfills pre-modern requirement
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, the course 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 magic and marvel (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 occasionally
This course examines the Americas as a mix of history and legend, fact and fantasy. Twelfth-century geographer al-Idrisi reports that eight Arab ships 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 on travel with him when he set sail 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 Arab traditions andArab immigrants 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 U.S. American studies and its interface with Latin American and Arabic studies. We will then discuss the selection of literary works by and about Arab immigrants and their descendants throughout the Americas.

LITCW-AD 135 Global Shakespeare
Offered every year
Fulfills pre-modern requirement
Crosslisted with Theater
To what extent can “Shakespeare” serve as the focal point for a cultural heritage that belongs to the entire world? This course offers a collaborative, interdisciplinary approach to the plays of William Shakespeare, considering him both as an exemplar of Western literature and also as a “global” author whose influence can be felt throughout many cultures. We will approach the study of Shakespeare through three different sets of questions: 1) In what ways was Shakespeare a “global” author in his own day, adopting a “worldly” approach that transcends his English context? 2) How does the history of the publication, performance, and criticism of his plays transform “Shakespeare” into a global cultural commodity? 3) What is the cultural legacy of Shakespeare’s work throughout a variety of global media forms, including plays, films, novels, operas, and works of visual art? We will read a range of Shakespeare’s plays -The Comedy of Errors, Romeo and Juliet, A Midsummer Night’s Dream, 1 Henry IV, Hamlet, Othello, King Lear, and The Tempest – as well as adaptations and reimagining by Aimé Césaire, Duke Ellington, Grigori Kozintsev, Akira Kurosawa, Toni Morrison, Tayib Salih, Jeremy Sams, and Julie Taymor, as well as a variety of secondary materials.
Crosslisted with Arts and Humanities Colloquia

Women's Voices

Crosslisted with Arab Crossroads Studies

Introduction to Modern Arabic Literature

ACS-AD 118

Introduction to Modern Arabic Literature
Crosslisted with Arab Crossroads Studies

ACS-AD 261

Cities and Modern Arabic Literature
Crosslisted with Arab Crossroads Studies

AHC-AD 134

Women's Voices
Crosslisted with Arts and Humanities Colloquia

LITCW-AD 135

Reading the Earth: World Literature and the Environment
Crosslisted with Arts and Humanities Colloquia

FILMM-AD 154

Transmediality: Adaptation Between Novel and Film
Crosslisted with Film and New Media

HIST-AD 154

African History through Film and Literature
Crosslisted with History, Film, and New Media

THEAT-AD 151

Dramas from the African Continent and the African Diaspora
Crosslisted with Theater

THEAT-AD 153

African Women Playwrights
Fall 2 2015 (7 Weeks)
Prof. R. Vorlicky
Crosslisted with Theater

CREATIVE WRITING ELECTIVES

LITCW-AD 126J

Tales of Love and Death
Offered occasionally
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 128

Advanced Creative Writing: Nonfiction Essay
Offered occasionally
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 publishable work by the end of the semester.

LITCW-AD 135J

Writing Fiction: Craft Workshop
January 2016
Prof. M. Szyloc
Where would we be without stories? Better question: Where can we go, and what can we do, as creative writers? Our course begins with the nuts and bolts—learning the tools, acquiring the skills, understanding the architecture of story telling. Then, together, we build. We’ll also play, debate, and experiment: discovering the line between news articles and fiction; creating characters using social media conventions; writing more vividly by unlocking our senses; declaring our manifestos; understanding publishing; examining censorship; and looking over the edge into the abyss with growing confidence. For writing should never be solitary: we’ll learn from the works of published writers; more importantly, we’ll learn from each other—not just how to write but why we write. And we’ll stride forward with the fictionalist’s creativity, the journalist’s rigor, and the critic’s understanding. Fiction, and you, will never be the same.

LITCW-AD 137

Feature Writing
Fall 2015
Prof. Siebert
This course aims to develop your skills in feature writing for print and online magazines and journals. Emphasis will be placed on all stages of development, from a feature’s conception and research to its drafting, revision, and publication. We will pay particular attention to research and reporting techniques as well as to the development of writing compelling pieces of varied lengths, from short-form to longer features. Our objective is to prepare you to pitch and publish material written for this course, whether in NYUAD student publications or other venues.

LITCW-AD 158

Travel Writing
Spring 2016
Prof. Siebert
This course exposes you to a range of writing about personal travel and offers you the chance to craft travel narratives of your own various lengths and formats. We will focus on such questions as style, method, medium, genre, funding, and strategies or outlets for online and print publication, as well as ethical issues that may arise when writing about countries or cultures not your own. The course will include a trip that will allow you to put principles we’ve discussed to immediate use.

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 workshop 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
THEAT-AD 160

Fundamentals of Playwriting
Crosslisted with Theater

TOPICAL RESEARCH

LITCW-AD 298

Directed Study
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.
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 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 finish the four gateway courses before going abroad. Occasionally, Music majors can take a second semester abroad, and need permission of their mentor and the approval of the Music program for doing so.
**MUSIC**

**SAMPLE SCHEDULE**
Remember that this is only one possible path to complete this major.

### YEAR 1
- **Fall Semester**
  - CORE
  - GENERAL ELECTIVE
  - THEORY AND ANALYSIS I
  - MUSIC TECHNOLOGY FUNDAMENT.
  - January Term

- **Spring Semester**
  - CORE
  - GENERAL ELECTIVE
  - MAKING MUSIC

### YEAR 2
- **Fall Semester**
  - CORE
  - CORE
  - MUSIC HISTORY FUNDAMENT.
  - MUSIC ELECTIVES
  - January Term

- **Spring Semester**
  - CORE
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE
  - MUSIC ELECTIVES

### YEAR 3
- **Fall Semester**
  - CORE
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE
  - MUSIC ELECTIVES
  - January Term

- **Spring Semester**
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE
  - MUSIC ELECTIVES

### YEAR 4
- **Fall Semester**
  - GENERAL ELECTIVE
  - GENERAL ELECTIVE
  - MUSIC ELECTIVES
  - CAPSTONE SEMINAR

- **Spring Semester**
  - CORE
  - GENERAL ELECTIVE
  - MUSIC ELECTIVES
  - CAPSTONE PROJECT

### REQUIREMENTS FOR THE MAJOR
Courses totaling 48 credits, distributed as follows:

<table>
<thead>
<tr>
<th>4 Required Courses</th>
<th>Electives, totaling at least 24 credits</th>
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<tr>
<td>selected from</td>
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<tr>
<td>the following:</td>
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<tr>
<td>Music Technology Fundamentals; Music Theory and Analysis I; Music Histories; Making Music</td>
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### 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 |

### 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 |
This course views musical structures and constructs broadly, referencing phenomena from music 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.

Students may be required to take MUSIC-AD 100 prior to MUSIC-AD 105 upon taking initial placement test. Please contact Instructor or Music Program Head for details.

MUSIC-AD 105
Music Theory & Analysis I
Offered every year
Fall 2015
Prof. M. Quayle
Required for all music majors.
This course provides an overview of music theory, as well as an introduction to musical analysis. It covers topics such as scales, intervals, chords, and harmonies. Students will learn to analyze musical compositions and understand the underlying musical structures.

MUSIC-AD 106
Music Technology Fundamentals
Offered every year
Fall 2015
Prof. D. Cappotto
Crosslisted with Interactive Media
This is an "all-in-one" course for (almost) everything related to music technology. In this course students learn the fundamentals of digital audio, studio and location recording, audio and MIDI sequencing using Logic and Live, music production, and audio programming using Max.

MUSIC-AD 113
Music: Histories and Cultures
Offered every year
Fall 2015
Prof. G. Bravo
This survey course provides a foundation in the history of music and musical practices within a wide range of historical and cultural contexts from ancient times to the present. Beginning with music in the myths and ancient histories of Sumeria, Egypt, and Greece, the seminar concludes with an examination of 20th-century global and transnational networks of power where new technologies of mediation are radically re-orchestrating our experience of sound and the world. Within the broad scope of this overview, we will examine the historical repertoire that has come to be known as "classical music." The idea of a permanent canon of musical masterworks was a nineteenth-century invention, which 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 traditions in the Middle East, Asia, and India, which grew out of a complex confluence of established practices.

MUSIC-PRACTICE ELECTIVES

MUSIC-AD 171
Group Music Instruction
Offered every semester
Fall 2015
2 credits
Group Music Instruction is designed to introduce students to a new musical instrument. It focuses on establishing a basic foundation at the instrument that will become the basis for developing a comfortable posture and beautiful tone.

MUSIC-AD 181-191
Ensembles
Fall 2015
2 credits
A diverse array of vocal and instrumental ensembles is offered each semester. Participants develop skills in active musicianship, performance, 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
Fall 2015
2 credits
Private instruction in Composition is designed for students wanting to create musical work under supervision. This work can be for instruments, voice, electronics, or a combination of the three, for a variety of purposes, ranging from traditional concert music to music for film or for interactive computer applications such as games. Students learn compositional techniques and strategies that are tailored to help them achieve their compositional goals. The created work is presented in concert or at a similar public artistic manifestation.

MUSIC-AD 193
Private Instruction in Music Performance
Offered every semester
Fall 2015
2 credits
Private Instruction in Music Performance is designed for students willing to learn or develop skills in performing an instrument. Acceptance to Private Instruction in Music Performance is subject to approval by the instructor.

MUSIC-AD 213
Interdisciplinary Collaborative Projects
Offered every year
Prof. C. Guedes
Crosslisted with Interactive Media, Film and New 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. The class develops 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 219
Producing Transcultural Pop
Spring of 2016
Prof. J. 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 founds 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, Angelique Kidjo, MTMK, Gustavo Santoalla 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, transcultural popular
music. Students travel and work collaboratively with guest artists and local musicians to compose, arrange, record, and produce. Emphasis is placed on DIV and focused recording on makeshift or transitional locations.

MUSIC-AD 316
Mastering
Offered every year
Prerequisite: MUSIC-AD 216
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.).

MUSIC-AD 317
Programming Music and Audio
Offered every year
Fall of 2016
Prof. C. Guedes
Prerequisite: 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).

MUSIC-AD 320
Advanced Topics in Music Technology
Offered occasionally
Advanced Topics course taught by affiliate, visiting, or standing Faculty

MMDMED-AD 102
Communications Lab
Crosslisted with Interactive Media

MMDMED-AD 115
New Interfaces of Musical Expression
Crosslisted with Interactive Media

ETHNOMUSICOLOGY/MUSICOLOGY ELECTIVES

MUSIC-AD 119
Music of the Middle East and North Africa
Offered every year
Fall 2015
Prof. A. Eisenberg
Crosslisted with Anthropology, 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 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. 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 Modernist musical practices of religious minorities, and the popular musical styles that mobilize social movements.

MUSIC-AD 113
Jazz
Spring 2016
Prof. M. Daughtry
Over the course of the past 100 years, jazz has been framed variously as an erotic display, a symbol of modernity, the sound of the Black avant garde, the sound of cosmopolitanism. “America’s classical music,” a part of our common global cultural heritage, an anachronistic form of bourgeois entertainment, an extremely virtuosic art form, a revolting noise, and a radical performance and freedom. Jazz is, in other words, complicated—its densely textured sound world is entwined with a complex social history. This course will introduce students to jazz music through a fine-grained exploration of key figures, recordings, performance techniques, and discourses. We will do a large amount of listening, both in and out of class, as well as reading of primary and secondary sources. Facial music with music is encouraged but not required.

MUSIC-AD 114
Global Hip-Hop
In the past decades, hip-hop has transformed from a local, economically viable method of musical production in the post-industrial city to the transnational core of the popular music industry. This course will introduce students from any discipline to critical scholarly approaches to hip-hop and its multiple roles worldwide in your advocacy, community organizing, and political protest. We will examine its roots in New York, West Africa and the Caribbean, and its enormous appeal among urban youth today. This course emphasizes readings that engage critically with migration, class, gender performativity and sociolinguistics, supported by case studies from Europe, Africa and the Middle East. For course essays, students will prepare CD reviews or concert reports for publication in academic journals or the popular press.

MUSIC-AD 115
War and Peace
Offered occasionally
Prof. A. Eisenberg
This course examines music in the context of war and peace across a wide range of historical and cultural situations, focusing on the twentieth and twenty-first centuries and paying particular attention to the transformation of war within emerging global and transnational configurations of power. Regardless of the context, music and musical practices play critical roles in the elaborate sociological rituals that accompany all stages of war from the marches and protest music of deployment to the funeral marches and requiems, which figure centrally in rituals of mourning in the aftermath of conflict. The seminar is interdisciplinary and draws on scholarship from philosophy, history, psychology, aesthetics, ethics, sociology, and law, in order to provide a broad critical framework for the exploration of the topic. Whether hearing heavy metal music in context of torture at Abu Ghrab or exploring the power of John Lennon’s song “Give Peace a Chance” as a protest against the Vietnam War, we will examine music as a contested site of cultural expression in times of peace and conflict.

MUSIC-AD 116
Rock ‘n’ Roll Revolutions and Histories
Offered every other year
Prof. G. Bravo
The explosion of rock ‘n’ roll into the popular music scene of the 1950’s took the world by surprise and revolutionized the music industry. Although it seemed as if the music had come out of nowhere, it had a long evolution with roots in African-American music traditions. This course 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 in John Lennon’s music and in movements for civil rights and social justice at that time to the present. The seminar is interdisciplinary and draws on materials from diverse fields in order to provide a critical framework for the exploration of the topic.

MUSIC-AD 161
Opera: Power, Politics, and Patronage
Offered every other year
Prof. G. Bravo
This course examines the history of opera with a focus on the politics and changing structures of patriotic culture, which have shaped the genre from the time of its birth in the late sixteenth-century Italian courts to the present. Beginning with Monteverdi’s Orfeo from 1607, the course explores operatic developments in nineteenth century Europe and Russia where the dynamic interaction between culture and politics made it the most important musical genre of that period. Whether examining Wagner’s radical transformation of opera in works like Tristan and Isolda 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 263
Magnetic Music and the Nation
Prof. A. Eisenberg
This course explores the place of popular music in the nation-building and unmaking of the nation in Africa. In recent years, studies of African popular music have offered up some of the most revealing analyses of public culture and politics in postcolonial Africa. This course excavates aspects of African music that resonate as resonant spaces where publics are produced and mobilized, where the symbolic girders of the postcolonial state are reinforced and/or attacked, and where cosmopolitanism confronts the conceits of nationhood. In addition to engaging with essential literature on the nation, popular culture, globalization, and postcoloniality in Africa, students will become familiar with the histories and contexts of African musical genres such as Nigerian Afrobeat, Tanzanian taarab, Zimbabwean chimurenga, South African mbaqanga, and Kenyan hip-hop.

MUSIC-AD 233
Music Histories
Offered every year
Fall 2015
Prof. G. Bravo
This course survey course provides a forum for exploring musical practices across a wide range of historical and cultural contexts from ancient times to the present. Beginning with music in the myths and ancient histories of Sumer, 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 rapidly re-orchestrating our experience of sound and the world. Within the broad scope of this overview, we will examine the historical repertoire that has come to be known as “classical music.” The idea of a permanent canon of musical masterworks was a nineteenth-century invention, which 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 traditions in the Middle East, Asia, and India, which grew out of a complex confluence of established practices.

MUSIC-AD 155
Afro-Popular Music and the Nation
Prof. A. Eisenberg
This course explores the place of popular music in the nation-building and unmaking of the nation in Africa. In recent years, studies of African popular music have offered up some of the most revealing analyses of public culture and politics in postcolonial Africa. This course excavates aspects of African music that resonate as resonant spaces where publics are produced and mobilized, where the symbolic girders of the postcolonial state are reinforced and/or attacked, and where cosmopolitanism confronts the conceits of nationhood. In addition to engaging with essential literature on the nation, popular culture, globalization, and postcoloniality in Africa, students will become familiar with the histories and contexts of African musical genres such as Nigerian Afrobeat, Tanzanian taarab, Zimbabwean chimurenga, South African mbaqanga, and Kenyan hip-hop.
MUSIC-AD 264
African American Music and African Retention Theories
Prof. A. Eisenberg
This course explores scholarly and popular debates over the nature of African American music, focusing on the development of questions and theories of African retentions from the 1920s to the present. It is at once an introduction to the concept of “black music,” a survey of African American musical traditions from the slave songs to hip hop, and a review of the history of debates over music and race in U.S. academia and public culture. Students will engage with a diverse set of readings from literary criticism, anthropology, musicology, and ethnomusicology, and to engage in analytical listening.

MUSIC-AD 360
Advanced Topics in Ethnomusicology
Offered occasionally Crosslisted with Anthropology
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 ethnomusicalogical perspective.

MUSIC THEORY ELECTIVES

MUSIC-AD 100
Music Theory Fundamentals
Offered every year Prof. M. 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 canonical 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 analytical forms and genres. A weekly lab session serves to develop listening skills, basic keyboard skills, sight-singing, and dictation. Note: Music Theory Fundamentals is a prerequisite for the required music major gateway course, Music Theory & Analysis I. Students can take a placement test to pass out of Music Theory Fundamentals and enroll directly in Music Theory & Analysis I. Please contact the instructor or Head of Music Program for details.

MUSIC-AD 205
Music Theory & Analysis II
Offered every year Prof. M. Quayle
Prerequisite: MUSIC-AD 105 or equivalent
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
Spring 2016
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 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?
Crosslisted with Core: Art, Technology and Invention
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 and the approval of the Philosophy Program, 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 to enrich students’ intellectual lives.
REQUIREMENTS FOR THE CONCENTRATION IN PHILOSOPHY
The concentration consists of four courses, which must include the following:

The concentration consists of four courses, which must include the following:
1. Introductory Elective
2. History of Philosophy Elective
3. Theoretical Philosophy Elective
4. 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
The major in Philosophy consists of ten courses, which must include the following:

1. Introductory Elective
2. Logic Course
3. History of Philosophy Elective
4. Theoretical Philosophy Elective
5. Practical Philosophy Elective
6. Advanced Seminar
7. 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.

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### SAMPLE SCHEDULE

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<th>YEAR 2</th>
<th>YEAR 3</th>
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<td><strong>Fall Semester</strong></td>
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REQUIREMENTS FOR THE MAJOR
10 courses, distributed as follows:

1. Required Courses:
   - Introduction to Logic
   - Introductory Elective
   - Electives

2. 1 Advanced Seminar
3. 2 Capstone: Seminar and Project

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Remember that this is only one possible path to complete this major.
PHILOSOPHY COURSES

INTRODUCTORY ELECTIVES

PHIL-AD 101 Central Problems in Philosophy
Offered every semester
Fall 2015
Prof. M. Silverstein
Spring 2016
Prof. G. Rabin

An introduction to the discipline of philosophy by way of several central philosophical problems. Topics may include free will, the nature of the self, skepticism and the possibility of knowledge, the ethics of punishment, the existence of God, the requirements of justice, the relation between our minds and our bodies, and the nature of moral principles.

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 should 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?

PHIL-AD 116 Reason and Religion
Offered occasionally
Fall 2015
Prof. T. 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? It is ever rational to let purely pragmatic reasons for belief trump.

PHIL-AD 119 Global Ethics
Offered every other year
Spring 2016
Profs. K. Appiah and T. Kukkonen
This course aims to accomplish two things. The first is to introduce three broad traditions of normative thinking about social issues from around the globe: a Confucian tradition, one based in Islamic legal traditions, and one derived from European liberalism. The second is to address three current areas of normative debate: about global economic inequality, about gender justice, and about human rights. We shall explore these ethical controversies against the background of the three broad traditions. Our aim will be to understand some of the differences of approach that shape the global debate about these issues. As part of NYU’s Global Network initiative this course is being offered simultaneously in Abu Dhabi and New York. Students will collaborate with students from their sister campus throughout the semester.

LOGIC COURSES

PHIL-AD 180 Introduction to Logic
Offered every Fall
Fall 2015
Prof. G. Rabin
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 investigate and expose the logical structure of everyday language and see how the correctness or incorrectness of reasoning depends on this structure. To aid us, we develop a formal language that makes this underlying structure more perspicuous. With this formal language at our disposal, we are able to construct elaborate proofs and explore the logical relations among the various steps of complex arguments.

PHIL-AD 280 Advanced Logic
Offered occasionally
Prerequisite: PHIL-AD 180
An advanced investigation of various aspects of symbolic logic and reasoning, with an emphasis on issues 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); metalinguistic (the study of provability, completeness, and other higher-order properties of logical systems); and technical issues (the study of new-valued logical systems, free logic, the logic of relevance); and mathematical logic (the study of logical systems intended to model arithmetic reasoning).

HISTORY OF PHILOSOPHY ELECTIVES

PHIL-AD 220 Ancient Mediterranean Philosophy
Offered every other year
Prerequisite: Introductory elective in Philosophy (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
Prerequisite: Introductory elective in Philosophy (PHIL-AD 101-119)
An introduction to 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 being and existence; 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.

PHIL-AD 223 Classical Indian Philosophy
Offered every other year
Prerequisite: Introductory elective in Philosophy (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.
A survey of European philosophy in the seventeenth and eighteenth centuries—one of the most exciting and formative periods in the history of Western philosophy. We focus on six philosophers: René Descartes, Gottfried Wilhelm Leibniz, John Locke, George Berkeley, David Hume, and Immanuel Kant. Through their writings, we trace and study philosophical arguments and debates concerning the possibility and extent of our knowledge of the external world, the nature of the self, the nature of substance and causation, the existence of God, the nature of perception, and the relation between our minds and our bodies.

PHIL-AD 225 Nineteenth- and Twentieth-Century European Philosophy
Offered occasionally
Prerequisite: Introductory elective in Philosophy (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; the reactions to and criticisms of the Enlightenment’s celebration of reason continue to challenge us.

THEORETICAL PHILOSOPHY ELECTIVES

PHIL-AD 240 Epistemology
Offered every other year
Spring 2016
Prof. J. Pryur
Prerequisite: Introductory elective in Philosophy (PHIL-AD 101-119)
Epistemology is the study of knowledge and rational belief. In this course we examine various central epistemological questions, including: What is knowledge, and how does it differ from belief? Can we have knowledge of anything outside our own minds, such as physical objects or other minds? Or is the skeptic’s attack on our commonplace claims to know unanswerable? What is the relation between knowledge and perception? Is it ever rational to believe in the absence of evidence?

PHIL-AD 241 Metaphysics
Offered every other year
Fall 2015
Prof. G. Rabin
Prerequisite: Introductory elective in Philosophy (PHIL-AD 101-119)
Metaphysics is the investigation of the nature of reality. In this course we wrestle with some of the most fundamental questions we are capable of posing, such as: What kinds of things exist? Are there minds or material bodies? What, for that matter, is existence? Is change illusory? What is truth? To what extent is reality independent of our thoughts about it? What is the difference between the possible and the actual? Are human actions free or causally determined? What is a person?

PHIL-AD 242 Philosophy of Language
Offered every other year
Prerequisite: Introductory elective in Philosophy (PHIL-AD 101-119)
“Socrates was poisoned.” With those vocal sounds or marks on a page, I can make a claim about someone who lived in the distant past. How is that possible? Are we able to manage the task of choosing, in any way we choose, the words we demand, 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 from Vienna to Abu Dhabi, to the hopes of a friend, to the stars beyond our galaxy? For that matter, what are the thoughts, or the meanings, that our words carry or communicate? We explore these and other philosophical questions about language through a reading of seminal works by twentieth-century thinkers.

PHIL-AD 243 Philosophy of Mind
Offered every other year
Prerequisite: Introductory elective in Philosophy (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 examine various answers to these questions, drawing readings from classical and contemporary philosophy as well as from cognitive science.

PHIL-AD 244 Philosophy of Science
Offered every other year
Prerequisite: Introductory elective in Philosophy (PHIL-AD 101-119)
Science is often taken to be a distinctively rational form of inquiry. This course examines various questions concerning the nature and practice of science that arise from this widespread attitude. For example, scientific theories are often thought to be subject to empirical scrutiny in ways that other theories are not. To what extent is this belief well-founded? Is it rational to believe that our best scientific theories are even approximately true? What justifies the claim that different types of evidence lend varying degrees of support to a particular theory, or that a single piece of evidence supports one theory more than another? Similarly, it is often claimed that scientific theories provide us with “real” explanations of physical phenomena, whereas other theories aren’t “genuinely explanatory.” To what extent is this true? What exactly is a scientific explanation, and how is it different (if at all) from a mere prediction or mathematical derivation? Can false theories provide good explanations? Some familiarity with science would be helpful but is not required.

PHIL-AD 260 Ethics
Offered every other year
Prerequisite: Introductory elective in Philosophy (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 other year
Prerequisite: Introductory elective in Philosophy (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 these 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 questions as we investigate several contemporary moral controversies.

PHIL-AD 262 Medical Ethics
Offered every third year
Prerequisite: Introductory elective in Philosophy (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 procreate, or to choose the characteristics of the children we bear? Do we have a right to 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: Introductory elective in Philosophy (PHIL-AD 101-119)
This course addresses a number of questions about how we negotiate philosophical discussions of the arts. What is art, and how do we evaluate it? Is there a standard of taste? Are there special aesthetic properties? Is there a special aesthetic attitude or a special aesthetic experience? Does it matter for the aesthetic value of a supposed work of art if it is a forgery? What is beauty, and how is it related to the subjective and objective? What are the subjective and objective aesthetic and moral values? Can there be great works of art that are morally bad? Why do we feel for fictional characters? Why do we enjoy horror films? How do artists intend to express emotions? What is it to give an ‘authentic’ performance of a piece of music? How does our aesthetic appreciation of art differ from our aesthetic appreciation of nature?

PHIL-AD 264 Political Philosophy
Offered every other year
Fall 2015
Prof. P. Mitsis
Prerequisite: Introductory elective in Philosophy (PHIL-AD 101-119) Crosslisted with Political Science
The state has authority over its citizens: if you fail to comply with its dictates, you can be punished. What does this mean? How should we think about the state’s 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?
Theoretical Philosophy, or Practical Philosophy

ADVANCED SEMINARS

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

PHIL-AD 321
Aristotle
Fall 2015
Prof. T. Kukkonen
Aristotle is perhaps the single most celebrated and influential thinker in the history of philosophy. He is the founding father of both logic and biology, and there is nary a field of inquiry that he didn’t touch upon and improve through his insights. By understanding Aristotle, we come to understand the trajectory taken not only by European but also by Arabic intellectual culture and science. This course will begin with an introduction to Aristotle’s general approach and methodology. We will then examine the philosopher’s investigations into nature, science, zoology, psychology, metaphysics, ethics, politics, rhetoric, and literary theory. Along the way we will track Aristotle’s legacy as an influence spanning various cultures.

PHIL-AD 340
Topics in Theoretical Philosophy
Offered every other year
Prerequisite: Elective in History of Philosophy, Theoretical Philosophy, or Practical Philosophy (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: realism and antirealism, David Lewis, theories of truth, formal epistemology, philosophy of logic, consciousness.

PHIL-AD 360
Topics in Practical Philosophy
Offered every other year
Prerequisite: Elective in History of Philosophy, Theoretical Philosophy, or Practical Philosophy (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.

PHIL-AD 361
Metaethics
Spring 2016
Prof. Paul
Metaethics is the branch of philosophy devoted to making sense of the practice of ethics. It seeks to answer questions like: What are we doing when we do ethics? What are we doing when we make ethical judgments? What are those ethical judgments about? Are, for instance, ethical judgments best understood as attempts to describe or report the state of the world? When people are engaged in an ethical disagreement, is there ever a fact of the matter about who is correct? Are our ethical practices in tension with a scientific view of the world? To what extent, if any, can ethics be a science? Can we aspire to ethical knowledge? Are there objective moral truths that hold across all times and cultures, or is ethics always relative? Are our ethical convictions grounded in anything more than our preferences or emotions? This seminar will explore various classic and contemporary responses to these questions.

TOPICAL RESEARCH

PHIL-AD 398
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.

PHIL-AD 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.

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 of 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.

Who are the people, anyway? What is justice? Do we have fundamental rights to property or to free expression? If so, what is the source of these rights? What is freedom, and are there different kinds? What is the proper relation between freedom and equality? Is equality desirable? Can we live in a genuine community that is not a community of equals? As we grapple with such questions, we draw on writings from both classical and contemporary philosophers.
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.

NYU Abu Dhabi Theater Majors are strongly recommended to spend at least one semester at NYU-New York Tisch/Drama. This Semester must be the fall or spring of their third year. Theater Majors must complete Making Theater and Thinking Theater, plus two additional theater courses (or appropriate substitutes as approved by the Theater Program), in order to study abroad at NYU-NY Tisch/Drama. In the case of Theater Majors their optional second semester abroad can be the spring semester of their 2nd year or either semester of their 3rd year, as long as they have successfully completed the necessary course progression required for study abroad. Please note students intending to apply and audition to the NYU-London / Royal Academy of Dramatic Arts Program or the NYU Tisch-Berlin Program may only attend this program in the spring of their 3rd year. This program would be in addition to their NYU-NY Tisch/Drama semester.

**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:

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**Requirements for the Major**
11 courses, distributed as follows:

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<td>Required Courses: Making Theater, Thinking Theater</td>
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<td>Electives: at least 1 from History, Theory, Criticism &amp; 1 from Arts Practice</td>
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**Sample Schedule**
Remember that this is only one possible path to complete this major.

### Year 1

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THEATER COURSES

REQUIRED FOR MAJORS

THEAT-AD 100 Making Theater
Offered every year
Spring 2016
Prof. R. Polendo
Working as a performance company, students learn the fundamentals of collaborative theater-making. Acting and performance are central to the process, but so is the recognition that a performance takes place in a space that has to be invested with rules and conventions before it can tell a story. Exploring the possibilities offered by these rules and conventions is to understand the potential for theater as a means of expression and mode of knowledge. Combining the tools and techniques of Aristotle, Stanislavsky, Meyerhold, Brecht, Grotowski, Brook, and Bogart, students work in groups to devise and stage silent stories as well as textual scenes to explore what it means to create a theatrical experience. All students participate as directors, actors, designers, and audience, and discuss each other’s work in order to develop a clearer and more objective relationship to their own.

THEAT-AD 101 Thinking Theater
Offered every year
Fall 2015
Prof. D. Levine
This seminar offers an overview of theatre and its relationship to other disciplines. 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 110 Fundamentals of Acting
Offered every year
Fall 2015
Prof. C. Coray
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: Movement for the Artist
Fall 2015
Prof. O. Pabotey
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 Collaborative Art: Fundamentals of Stage Design and Production
Offered every year
Fall 2015
Prof. T. Tsunoda
This course explores the collaborative creation of theatrical design. The course introduces students to the design process and develops their ability to create a cohesive design that is effective in supporting the execution of the play. Students will work in teams to develop design concepts and present them to the class and the director. Students will also learn about the technical aspects of design, including set design, lighting, costuming, and stage management.

THEAT-AD 115 Directing the Actor
Offered every year
Spring 2016
Prof. K. Kuhike
Crosslisted with Film & 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, and Text
Offered every year
Fall 2015
Prof. A. Celik
Crosslisted with Literature and Creative Writing
Prerequisites: THEAT-AD 110 or THEAT-AD 111
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 120 Character and Action
Offered every year
Spring 2016
Prof. A. Celik
Prerequisites: THEAT-AD 110 or THEAT-AD 111
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 201 Advanced Design and Production
Offered every year
Spring 2016
Prof. T. Tsunoda
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 contemporary 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
Crosslisted with Music, Film and New Media
Offered every year
Spring 2016
Prerequisites: MUSIC-AD 106, MUSIC-AD 120
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.

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THEAT-AD 113 Collaborative Art: Fundamentals of Stage Design and Production
Offered every year
Fall 2015
Prof. T. Tsunoda
Crosslisted with Film and New Media
In this course students learn to create visceral, theatrical experiences that tell clear stories through deep investigation of what comprises aesthetic experience and the fundamental tenants of design and stage composition. Students will acquire tools to: identify, externalize, and develop aesthetic impulses; actualize the world of a text through simple, powerful choices; facilitate collaborations with a design team; synthesize script analysis and point of view with rich, textured design worlds; develop an empathetic imagination; and build work with generosity toward the audience’s experience.

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Prof. A. Celik
Prerequisites: THEAT-AD 110 or THEAT-AD 111
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 201 Advanced Design and Production
Offered every year
Spring 2016
Prof. T. Tsunoda
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 contemporary 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
Crosslisted with Music, Film and New Media
Offered every year
Spring 2016
Prerequisites: MUSIC-AD 106, MUSIC-AD 120
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.
HISTORY, THEORY, CRITICISM ELECTIVES

THEAT-AD 132 Roots of Global Performance
Offered occasionally
Crosslisted with The Ancient World
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 reflect upon their significance to our contemporary globalized culture. What structural, aesthetic, and expressive possibilities might artists today borrow from, for example, performance forms such as African masquerade, Korean Shamanistic performance, Athenian Tragedy, Indian Sanskrit drama, Medieval Cycle Dramas, Iranian Ta’zieh, Roman imperial spectacle, Japanese Kabuki, Italian Commedia dell’arte, and European Modernism?

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 141 Drama from the African Continent
Offered occasionally
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 African continent and its 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, and social values, interraciaity, 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
How do we 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 “relatedness and collaboration on our own ‘living as form’ project.”

THEAT-AD 134X Theater in the Arab World
Offered occasionally
January 2016 (Abu Dhabi)
Prof. E. Ziter
Crosslisted with Arab Crossroads Studies
This class examines recent trends in contemporary Arab theatre, contextualizing these within a broader history of Arab performance including film. Particular attention is given to how experimental practitioners have explored issues of human rights and the control of territories under the modern state. Strategies addressed include: the conflation of past and present as a means of exploring the persistence of colonial structures and values, the use of familiar tales to explore new political realities, and the use of populist entertainment forms that directly engage the audience (e.g., Sadiki’s use of the haiku and Wannus’ inclusion of hekoatee); and the use of parable to speak truth to power (Wannus’s The Elephant, Diyar’s Strangers Don’t Drink the Coffee); the incorporation of ritual studies, gender, and 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 145 Dramas from the African Continent
Offered occasionally
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 African continent and its 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, and social values, interraciaity, 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 153 African Women Playwrights
Fall 2015
Prof. R. Vorlicky
Crosslisted with Literature and Creative Writing
“African Women Playwrights” is a reading intensive course that focuses on the structurally and narratively diversified theatrical texts written by women from the continent in the 20th and 21st century. We’ll critique the plays as both literature and dramatic texts intended for production. What is clearly evident in African women playwrights’ writing is its focus on women’s agency; generational legacies; tradition, colonialism, and modernism; tribal and national identities; family relationships; intimacy and commitment; the spirit world of rituals, polytheism, and monotheism; the shifting coexistence between Christianity and Islam; the impact of the global diaspora on African identity; and the intersecting issues of blackness, Africanness, and womanhood. The course will address these various foci through the works of Andiah Kisia (Kenya), Nathalie Etoke, Werewere Liking (Cameroun), Tsitsi Dangarembga (Zimbabwe), Fatima Gallaire (Algeria), Penina Mamma, Amadina Lihamba (Tanzania), Ama Ata Aidoo, Efua Sutherland (Ghana), Osonye Tess Onwume, Zulu Sofola, Julie Okoh (Nigeria), Sisekelo Chipsana, Malika Ndluvu, Ginia Mhloko (South Africa), Violet Barungi, and Deborah Asimwe (Uganda). The foundational critical theories for the course are postcolonialism, feminism, critical race theory, and diasporic studies. We will also engage the new plays by African women that are produced at the 2nd Annual Kampala International Theatre Festival (Nov 25-29, 2015) through the assistance of award-winning Ugandan playwright, Deborah Asimwe, who is co-director of this East African theatre festival (as well as the representative for the Sundance Institute East Africa).
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 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
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 126
The Age of Warhol
Offered occasionally
At the global art market’s most recent peak in 2007, American Pop artist Andy Warhol (1928–1987) edged out Pablo Picasso to become the world’s highest priced painter at auction. Although he has recently ceded that position to Chinese artists Zhang Daqian (1899–1983) and Qi Baishi (1864–1957), Warhol remains one of the most influential forces in contemporary art worldwide. From his famous Campbell’s soup cans to his enduring aphorism that “in the future, everyone will be world-famous for fifteen minutes,” Warhol’s art and thinking saturate contemporary culture. This seminar uses his diaries and other writing as a base-line against which we examine his 25-year career as a painter, filmmaker, publisher and music producer, TV personality, and artistic mentor and collaborator, as well as his 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?

AHC-AD 127
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?

AHC-AD 130J
The Miracle of Florence
Offered occasionally
In the 15th and 16th centuries, the city of Florence was a center of immense creativity in every area of human understanding and endeavor. It was the center of that extraordinary moment we call “the Renaissance”—the revolution in art, architecture, politics, philosophy, and science that has shaped our view of the world, and the place of human beings in it. In this seminar, we read representative
writings from several of the great Florentine thinkers of the period—Alberti, Machiavelli, Pico, and Galileo. Our goal is twofold: to discover what was original in each, and to grasp how all were connected by a shared set of ideas and beliefs. Our readings and discussions are supplemented by visits to the cultural monuments of Florence, where we see (among other wonders) the palaces and churches that Alberti designed, the telescope through which Galileo spied the moons of Jupiter, and the tomb where Machiavelli lies.

AHC-AD 131J
The Enlightenment and Its Institutions
Offered occasionally
With astonishing speed—mere decades in the middle of the eighteenth century—the Enlightenment not only transformed how we think about ourselves, through new concepts of individuality and community, liberty and verifiable truth, it also remade Britain’s cities and institutions. Imagine London without the British Museum (1759) or the 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 reconceptualize 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. While 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
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 articulated the impact of film and photography on artistic production and reception. As a result, art forms, providing a new aesthetic principle for artistic production and reception. As a result, art forms, providing a new aesthetic principle for artistic production and reception. As a result, art forms, providing a new aesthetic principle for artistic production and reception.

AHC-AD 133J
Idea of the Renaissance in Modern Thought
Offered occasionally
Ever since the 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 135
Reading the Earth: World Literature and the Environment
Cross-listed 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 increasingly valuable 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
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 West. The course is 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 Rockefeller Art Museum, the Chinese Imperial Examination System Museum, and the Propaganda Poster Art Museum, as well as to the Novartis research lab. Here cross-cultural issues affecting scientific research are being addressed through architecture.

AHC-AD 137J
Imagining the Renaissance City: Florence and Siena
Prof. Tylus
January 2016, Florence
Crosslisted with Urbanization
Many institutions central to today’s cities—banks, hospitals, civic governments, museums, communal systems of welfare and sustainability—had their testing grounds in the small Tuscan towns of medieval and Renaissance Italy. These towns also pioneered recognizably modern artistic, cultural, and engineering practices. Florence and Siena were especially vibrant in this transformation of urban life: the one a powerhouse of culture and industry, the other the Wall Street of Europe as it financed entrepreneurs, popes, and Europe’s kings. Our project for our three weeks together is to figure out what made Florence and Siena tick. We’ll come to know these cities intimately, visiting seats of government and Renaissance orphanages, climbing towers, exploring the home of a fifteenth-century merchant, and prowling a recently-excavated crypt under Siena’s cathedral. We’ll also read and study the utopian (and dystopian) visions of these cities—Lorenzetti’s frescoes of Good Government and Dante’s Inferno—along with diaries, letters, and constitutions. And to help you hone your writing skills, we’ll read the travelogues of two of Italy’s greatest story-tellers: Marco Polo and Italo Calvino.

AHC-AD 138J
Cinematic Imagination: Modernity, Media, and Music
Prof. G. Bravo
January 2016 Berlin
This course examines modernity through the lens of artistic developments during the Weimar period (1918-1933), when Berlin became a vibrant cultural center in the aftermath of World War I. The emergence of German silent film at that time exerted a profound impact on traditional art forms, providing a new aesthetic principle for artistic production and reception. As a result, literature, theatre, painting, and music were reinvented according to a “cinematic imagination.” Engaging with Weimar cultural debates through the writings of artists and intellectuals who articulated the impact of film and photography on cultural developments, we will examine diverse artistic works and practices. Students, using video cameras, will explore the diverse urban landscapes of Berlin as a basis for a group remake of Walter Ruttmann’s 1927 film Berlin: Symphony of a City. As a reflection on the pace of modernization in Berlin during the 1920s, the film captures the metropolis through its shifting montage images. How can Berlin be understood as a symbol of urbanization today? What images of the city will emerge through our encounters? Finally, how can we understand the persistent power of visual media in shaping the global context today? The study of Weimar culture is interdisciplinary making it relevant to participants from diverse fields such as film, music, literature, art history, and history.

ANTH-AD 102J
Anthropology of Indigenous Australia: Art, Politics and Cultural Futures
January 2016, Sydney
Prof. F. Myers
Crosslisted with Anthropology, Museum and Cultural Heritage Studies
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. 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
3. Electives
4. Electives

ANTHROPOLOGY COURSES

REQUIRED COURSES

ANTH-AD 101 Introduction to Anthropology
Offered every year
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 2016, Sydney
Prof. F. Myers
Crosslisted with Museum and Cultural Heritage Studies, Arts and Humanities Colloquia
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.

ANTH-AD 110 India: Topics in Anthropology & History
Crosslisted with SRPP
This course offers multiple approaches to India under two broad conceptual frameworks: Caste and Communalism. The geographical focus for the course is India, broadly conceived to include its diaspora and in relation to other South Asian states. The disciplinary location for the course is in Social and Cultural Anthropology and History. Caste is the lens through which a range of social and cultural issues such as gender, class, modernity and food are considered and communalism is the lens through which key historical moments are examined. Such key moments may include some of the following: Partition (1947), the State of Emergency (1975-77), Operation Bluestar (1984), the destruction of the Babri Masjid, Ayodhya (1992) and the Gujarat riots (2002). In each case the events are studied from multiple perspectives both anthropological and historical to examine, for example, secularism and nationalism in India.
Language is the principal means through which humans communicate and a major vehicle in the development of thought, culture, and aesthetic expression. Studying language makes one aware of other conceptual and cultural worlds and able to reach more effectively into those worlds and bridge cultures. NYU Abu Dhabi language courses are structured to increase competency at every level in speaking, writing, reading, and listening skills. Every language course introduces cultural material that highlights the connectedness of language, culture, and thought. Students who choose to acquire a new language or to pursue advance study of a language with which they are already familiar are better poised to realize their potential as 21st-century global citizens. For these many reasons, students are strongly encouraged to study a language other than English while at NYUAD.

Languages offered at NYUAD through regular coursework are Arabic and Chinese. By studying Arabic, students encounter and begin to grasp the first language of Abu Dhabi and the region. Classroom learning is enhanced by opportunities to apply language skills in the community and to travel to other Arabic-speaking countries. Students of Chinese are able to spend at least a semester at NYU’s other portal campus in Shanghai and to attend NYU’s summer Chinese language program in Beijing.

Students who wish to advance their proficiency in languages other than Arabic and Chinese may take advantage of the immersive language instruction offered at NYU’s global sites in Accra, Berlin, Buenos Aires, Madrid, Paris, Tel Aviv, and Prague. Non-credit language courses are also offered in French, Spanish, German, and Italian. With approval of the Dean of Arts and Humanities, students may petition to study certain ancient or so-called non-living languages (for example, Latin) offered at NYU New York through special tutorial agreements. Non-credit tutorials can also be arranged in Abu Dhabi for a variety of world languages.
Concentration in Arabic
The goal of the Concentration in Arabic is to provide students with the proficiency to understand and use the Arabic language. The Concentration in Arabic is useful for many careers and academic specializations that require practical fluency in both Modern Standard Arabic and Colloquial Arabic.

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

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

2 Intermediate Arabic 1 and 2 (or equivalent)
1 Colloquial Arabic (or equivalent)
ARABL-AD 250
Arabic Language and Heritage I
Offered Every Year
Fall 2015
Prerequisite: ARABL-AD 131 or permission of 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 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.

CHINESE
CHINL-AD 101
Elementary Chinese 1
Offered every Fall
Fall 2015
Prof. X. Jiao
Prerequisite: CHINL-AD 100 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 conversations; to both express and expound on, in relative length, feelings and opinions on common topics; and to develop and learn to use 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 201
Intermediate Chinese I
Offered every Fall
Fall 2015
Prof. X. Jiao
Prerequisite: CHINL-AD 101 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 conversations; to both express and expound on, in relative length, feelings and opinions on common topics; to expand vocabulary and learn to use 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 II
Offered every Spring
Spring 2016
Prof. X. Jiao
Prerequisite: CHINL-AD 201 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 conversations; to both express and expound on, in relative length, feelings and opinions on common topics; to expand vocabulary and learn to use 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.
Advanced Chinese 1
Offered every Fall
Fall 2015
Prof. X. Jiao
Prerequisites: 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.

Advanced Chinese 2
Offered every Spring
Spring 2016
Prof. X. Jiao
Prerequisites: CHINL-AD 301 or equivalent
Continuation of Advanced Chinese I. Designed to reinforce and further develop students’ knowledge of formal usage of Chinese language.

Designed to meet the needs of each individual student through a blend of writing courses and one-on-one consultations in the Writing Center, the Writing Program seeks to cultivate a robust culture of writing at NYUAD—from freshmen to seniors, and for students across all of the divisions.

All students at NYUAD need intellectually rigorous writing classes that introduce them to the fundamentals of academic argument. Analysis & Expression, the Writing Program’s signature course, is a place for first-year students to engage in a semester-long study of academic knowledge production and develop a shared understanding of what we, as a national academic community, value in written argumentation—despite our many linguistic and cultural differences.

A&E is an introduction to the academic work students will be expected to master as they advance through the Core and into their majors: scholarly inquiry, elements of academic argument (e.g., thesis, evidence, analysis, and structure), critical reading, and the writing process itself. It is a course in college-level reading, writing, and inspired critical thinking taught by an award-winning, widely published interdisciplinary faculty.

The foundational work of Analysis & Expression is picked up and elaborated on in the classes that make up the NYUAD Core Curriculum, where students confront big ideas, pose big questions, and practice the rigorous thinking and writing moves introduced by A&E. All Core classes are “writing intensive” in that they require students to be careful readers, inventive thinkers, and diligent writers prepared to see their work evolve across small assignments and multiple drafts. Some core courses additionally offer a once-per-week writing workshop where students can focus even more intently on their writing development—further grounding them in the lexicon that the University utilizes to assist students in the development of their writing. Students complete one of these writing workshop courses during their first year.
WRITING COURSES

WRIT-AD 110
Analysis and Expression
Offered every semester
Fall 2015, Spring 2016
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: Islamic Studies Topics
Offered every semester
Fall 2015, Spring 2016
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 2016
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 the Middle East and the Islamic World
Offered occasionally
Islamic Studies
It is perhaps not too much of an exaggeration to suggest that there exists no other region or cultural grouping in the world today that has undergone such intense scrutiny as that of Middle East and Islamic world. With the recent rise of ISIS, the emergence of the Arab Spring, and the never-ending conflict in Israel-Palestine there is every reason to believe that worldwide attention on Islam, Arabs and Muslims is likely to continue unabated. Building on ‘Contemporary Debates about Islam’ this course will continue to visit some of the controversial social, political, and cultural topics of the day with particular focus on the Middle East.

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.
Social Science Foundations

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<tr>
<th>ECONOMICS</th>
<th>POLITICAL SCIENCE</th>
<th>SOCIAL RESEARCH AND PUBLIC POLICY</th>
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<td>B.A.-M.P.A. Program</td>
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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 Cross Listed 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. 204-205.
SOCIAL SCIENCE FOUNDATIONS COURSES

SOCSC-AD 101
Mathematics for Social Scientists I
Offered Fall 2015
Crosslisted with Social Research and Public Policy, Political Science, Economics
Prerequisite: Sophomore standing or higher
Note: This course is being discontinued and will not be offered after Fall 2015
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 2015
Crosslisted with Social Research and Public Policy, Psychology, Political Science, Economics
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 2015
Recommended Prerequisite: SOCSC-AD 116
Crosslisted with Social Research and Public Policy, Political Science, Economics
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: MATH-AD 110 or MATH-AD 111 or SOCSC-AD 101 or Math Placement Test
Crosslisted with Social Research and Public Policy, Political Science, Economics
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 Social Research and Public Policy, Political Science, Economics
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 government. 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 capitalist and non-capitalist 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 201
Math for Social Scientists II
Offered Fall 2015 and Spring 2016
Prerequisite: SOCSC-AD 101 or MATH-AD 110 or MATH-AD 111; Sophomore standing or higher
Note: This course is being discontinued and will not be offered after Spring 2016
Crosslisted with Social Research and Public Policy, Political Science, Economics
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
Prerequisite: SOCSC-AD 112
Crosslisted with Social Research and Public Policy, Political Science, Economics
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 to funding 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 considers 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, statistics and politics.

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

Majors may select a specialization in Finance or a specialization in Theory. Students who intend to go to graduate studies in Economics 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:

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<th>Course</th>
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<tr>
<td>1. Foundations of Financial Markets counting as 1 Economics Elective</td>
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<td>2. Finance Electives</td>
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**REQUIREMENTS FOR THE SPECIALIZATION IN THEORY**
The specialization in Theory is open to Economics majors and requires 1 substitution and 2 courses in the major:

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<tr>
<td>1. Advanced Microeconomics</td>
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**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 grading out of Principles of Microeconomics and/or Principles of Macroeconomics must substitute the corresponding Intermediate class.

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

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<td>1. Principles of Microeconomics</td>
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<td>1. Principles of Macroeconomics</td>
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<tr>
<td>2. Economics Electives</td>
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**ECONOMICS**

**SAMPLE SCHEDULE**

Remember that this is only one possible path to complete this major.

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<td>PRINCIPLES OF MICRO-ECONOMICS</td>
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**REQUIREMENTS FOR THE MAJOR**

16 courses, distributed as follows:

- 9 Required Courses:
  - Intermediate Macro;
  - Calculus with Applications;
  - Multivariable Calculus
  - Principles of Micro;
  - Principles of Macro;
  - International Economics;
  - Intermediate Micro;

- 3 Electives:
  - Economics Electives
  - Breadth Electives

- 2 Capstone:
  - Project
  - Seminar

**ECONOMICS COURSES**

**REQUIRED FOR MAJORS**

**ECON-AD 101**

**Principles of Microeconomics**

Fall 2015, Spring 2016

Crosslisted with Social Research and Public Policy

Leadership and Social Entrepreneurship, Business and Organizational Studies

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**

Spring 2015, Spring 2016

Prerequisite: ECON-AD 101

Crosslisted with Social Research and Public Policy

This course offers students an introduction to the major concepts and tools of modern macroeconomic analysis. We study the manner in which consumers, producers and resource owners, acting through markets, determine the prices and output of goods and the allocation of productive resources. Consumers and producers are viewed as agents with well-defined objectives, choosing optimally under constraints on their resources. The price mechanism is viewed as an institution that disseminates information to decision makers—firms and consumers—and coordinates their behavior. We will study circumstances under which markets promote an efficient allocation of resources, as well as sources of market failure where the price mechanism can lead to inefficient outcomes. Students pursuing a specialization in theory must take Advanced Macroeconomics (ECON-AD 306), in addition to Intermediate Macroeconomics.

**ECON-AD 104**

**Intermediate Macroeconomics**

Fall 2015, Spring 2016

Prerequisites: ECON-AD 101, ECON-AD 102, 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), in addition to Intermediate Macroeconomics.

**ECON-AD 106**

**Intermediate Microeconomics**

Fall 2015, Spring 2016

Prerequisites: ECON-AD 101, MATH-AD 110 or MATH-AD 111

Recommended prerequisite: MATH-AD 112 or SOCS-AD 201

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), in addition to Intermediate Microeconomics.
ECON-AD 210
Introduction to Econometrics
Fall 2015, Spring 2016
Prerequisite: SOCSC-AD 110 or SOCSC-AD 113 or MATH-AD 150
Recommended prerequisite: MATH-AD 110 or MATH-AD 111 or SOCSC-AD 101.
Crosslisted with Social Research and Public Policy, Political Science.
Application of statistics and econometric technique to problems of formulating and estimating models of economic behavior. Matrix algebra is developed as the main tool of analysis in regression. Acquaints students with basic estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroskedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation models and the concept of identification is provided.

MATH-AD 111
Calculus with Applications
Fall 2015
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 other disciplines 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 solve real-world problems. Applications include graphing, and maximizing and minimizing functions. In addition to two weekly lectures, students attend a weekly recursion focused on applications. Placement into Calculus with Applications is decided by discussion with mentors and the results of a mathematics placement examination.

MATH-AD 112
Multivariable Calculus
Fall 2015
Prerequisite: MATH-AD 110, MATH-AD 111 or Math Placement
Multi-variable calculus is the extension of calculus in one-variable to calculus in more than one variable. Integration and differentiation of functions of several variables require new concepts and techniques. The course 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.

SOCSC-AD 110
Statistics for the Social and Behavioral Sciences
Fall 2015
Prof. D. Ezgi
Crosslisted with Social Research and Public Policy, Political Science.
This course introduces students to the use of statistical methods in social and behavioral science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regression, including multiple regression analysis. Applications to empirical situations in the social sciences are an integral part of the course.

ECONOMICS ELECTIVES

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

ECON-AD 198
Directed Study

ECON-AD 211
Macroeconomic Policies and Growth
Offered occasionally
Why is the average U.S. 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 U.S. 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 2016, Abu Dhabi
Prof. R. 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 these two patterns is examined. The course is based on the fact that the urban population in sub-Saharan Africa has grown rapidly over the past three decades and that the process of urbanization coincides with rapid economic growth. The course is oriented to understanding the role of cities as economic engines, and their impact on economic growth in Africa. Students are exposed to the role of cities in economic growth and development. The course includes fieldwork in urban areas in Africa. Students are exposed to empirical evidence of the importance of urbanization in understanding economic growth and development in Africa. The course is oriented to understanding the role of cities as economic engines, and their impact on economic growth in Africa. Students are exposed to the role of cities in economic growth and development. The course includes fieldwork in urban areas in Africa. Students are exposed to empirical evidence of the importance of urbanization in understanding economic growth and development in Africa.
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 2015*

Prerequisite: ECON-AD 104

This course covers the roles of factor accumulation, technology, human capital and ideas in the growth process; the policies 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 developing countries and developed 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*

Prerequisites: ECON-AD, 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 and institutions, tax competition and the positive analysis of coalition formation), is the difficult task of cooperative game theory, bargaining and coalition formation. Modeling the subtle mixture of strategic interactions across those coalitions, is the difficult task of cooperative game theory, bargaining and coalition formation.

**ECON-AD 302 Foundations of Financial Markets**

*Offered every Fall and Spring Fall II 2015 (7 weeks), Spring 2016*

Prerequisites: ECON-AD 101, SOCSC-AD 110 or SOCSC-AD 113 or MATH-AD 150, ECON-AD 321

This course offers a rigorous examination of the basic concepts and tools of modern finance. Students are introduced to cash flow analysis and 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, management control, and compensation strategies). Problem sets and case studies are integral parts of this course.

**ECON-AD 304 Behavioral Economics**

*Offered every other year Prerequisite: ECON-AD 105*

This course introduces students to the field of behavioral economics which aims to improve the predictive power of economic theory by incorporating insights from lab and field experiments concerning how individuals make decisions. This course revisits some of the most fundamental assumptions concerning human behavior in economics such as selfishness and individual rationality; discuss evidence illustrating systematic violations of them; and provide explanations for them. Further, it discusses some of the important implications of the new behavioral models for economic policy, finance, marketing, management, and industrial economics. Students will participate in classroom experiments to gain a deeper understanding of the issues at hand. The continuous interplay between economic theory and empirical data throughout the course means that this unit will appeal to anyone with an interest in understanding human behavior.

**ECON-AD 305 Advanced Microeconomics**

*Offered every Fall Fall 2015*

Prerequisite: ECON-AD 105

Building on the foundations laid down in Intermediate Microeconomics, this course provides a thorough treatment of some more advanced questions. The course starts with a careful study of the functioning of markets, culminating with the first and second theorem of welfare economics. The next topics cover an introduction to strategic behavior and game theory, and subsequently a study of market failures situations in the case of adverse selection and moral hazard. This course involves more formal analysis than the one used in Intermediate Microeconomics.

**ECON-AD 306 Advanced Macroeconomics**

*Offered every Spring Spring 2016*

Prerequisites: ECON-AD 104, ECON-AD 305

This course provides a formal study of aggregate, dynamic, and comparative statics. Topics include inflation and price and wage rigidities, persistence of shocks, and the formation of optimal monetary and fiscal policies are examined. This course involves more formal analysis than that used in Intermediate Macroeconomics.

**ECON-AD 310 Special Topics in Finance**

*Offered occasionally Prerequisite: 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 visiting. The course provides a mixture of strategic interactions across those coalitions, is the difficult task of cooperative game theory, bargaining and coalition formation. Modeling the subtle mixture of strategic interactions across those coalitions, is the difficult task of cooperative game theory, bargaining and coalition formation.

**ECON-AD 311 Cooperative Games and Applications**

Prerequisites: MATH-AD 110 or MATH-AD 111, ECON-AD 105

Recommended prerequisite: POLSC-AD 112

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 equilibrium 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 Prerequisite: ECON-AD 105*

Crosstlisted with The Environment

This course focuses on the economic analysis of major policies to combat 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 Prerequisite: 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 goods and institutions, tax competition and coordination, education, social security and health care provision (including European integration); and mechanisms of political participation (e.g. elections and lobbying).

**ECON-AD 323 Urban Economics**

*Offered occasionally Prerequisites: ECON-AD 101, 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 international decision of individuals, and firms and resulting land-use patterns. Specific problems of urban/regional economics such as poverty, crime, and congestion are covered along with related policies.
funds management. Based on an understanding 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
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.
## FINANCE SPECIALIZATION REQUIRED COURSES

**ECON-AD 305**  
Advanced Microeconomics  
Offered every Fall  
Fall 2015  
Prerequisite: ECON-AD 105  
Building on the foundations laid down in Intermediate Microeconomics, this course provides a thorough treatment of some more advanced questions. The course starts with a careful study of the functioning of markets, culminating with the first and second theorem of welfare economics. The next topics cover an introduction to strategic behavior and game theory, and subsequently a study of market failures situations in the case of adverse selection and moral hazard. This course involves more formal analysis than the one used in Intermediate Microeconomics.

**ECON-AD 306**  
Advanced Macroeconomics  
Offered every Spring  
Spring 2016  
Prerequisite: ECON-AD 104, ECON-AD 305  
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.

**SOC-AD 113**  
Statistics and Probability for the Social Sciences  
Prerequisite: MATH-AD 110 or MATH-AD 111 or SOCSC-AD 101  
Crosslisted with Social Research and Public Policy, Political Science  
This course provides an introduction to the fundamental concepts of financial accounting and focuses on the development, analysis, and use of financial reports. It emphasizes accounting as the process through which relevant financial information concerning an economic entity is recorded and communicated to different parties, such as stockholders, creditors, tax authorities, investors, etc. The underlying rationale of accounting principles is discussed, aiming to provide students with a clear understanding of accounting concepts. In this course students will learn about the relevance and informativeness of financial statement for decision making, as resource allocation, evaluation and contracting activities. In addition to text-oriented materials, the classes also include cases so that students can discuss applications of basic concepts, actual financial reports, and articles from newspapers.

## FINANCE SPECIALIZATION ELECTIVES

**ECON-AD 211J**  
Understanding Financial Crises  
January 2016, Washington, DC  
Prerequisites: ECON-AD 101  
The purpose of this course is to understand the key facts and basic mechanisms concerning financial crises and related topics. The course will first lay down some foundations by studying empirical evidence about financial crises as well as the basic crisis mechanisms (bank runs, sovereign default decision, currency collapse). The empirical facts will provide a perspective on the recurrence of different types of financial crises (banking crises, currency crises, and sovereign debt crises). Students will study their causes, their resolutions, and their long-run consequences. The crisis mechanisms will be introduced through very simple canonical models, with emphasis on intuition and insight over model technicalities. Once these foundations are in place, the course will open up on a series of topics with mixed themes - such as crises and long run growth; inequality and crises; crises, stabilization and reforms - and an in-depth study of major crises episodes, such as the Great Depression, the US Financial Crises of 2007-2008 and the Euro Crisis. The classes will be complemented by visits to Washington, D.C. institutions, such as the International Monetary Fund, The Federal Reserve Board, and the World Bank, and by exchanges with officials who played a key role during past financial crises.

**ECON-AD 302**  
Foundations of Financial Markets  
Offered every Fall and Spring  
Fall 2015 (7 weeks), Spring 2016  
Prerequisites: ECON-AD 101, SOCSC-AD 110 or SOCSC-AD 113 or MATH-AD 150, ECON-AD 321  
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.

**ECON-AD 321**  
Introduction to Accounting  
Offered every year  
Fall 2015 (7 weeks)  
Crosslisted with Business and Organizational Studies  
This course provides an introduction to the fundamental concepts of financial accounting and focuses on the development, analysis, and use of financial reports. It emphasizes accounting as the process through which relevant financial information concerning an economic entity is recorded and communicated to different parties, such as stockholders, creditors, tax authorities, investors, etc. The underlying rationale of accounting principles is discussed, aiming to provide students with a clear understanding of accounting concepts. In this course students will learn about the relevance and informativeness of financial statement for decision making, as resource allocation, evaluation and contracting activities. In addition to text-oriented materials, the classes also include cases so that students can discuss applications of basic concepts, actual financial reports, and articles from newspapers.

**ECON-AD 310**  
Special Topics in Finance  
Offered occasionally  
Prerequisite: 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.

## CAPSTONE

**ECON-AD 400**  
Senior Capstone Research Project  
Offered every year  
The two-semester seminar is designed to provide a capstone experience. Students work closely with faculty and fellow students to learn how to apply economic reasoning to human problems. Students will write several short policy papers and present them to classmates for review; they will also produce longer senior theses.

**ECON-AD 401**  
Senior Capstone Research Project  
Offered every year  
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.

**SOCSC-AD 300**  
Sophomore-junior Seminar for Social Scientists  
Prerequisite: SOCSC-AD 112  
Crosslisted with Social Research and Public Policy, Political Science  
This course provides an introduction to the fundamental concepts of financial accounting and focuses on the development, analysis, and use of financial reports. It emphasizes accounting as the process through which relevant financial information concerning an economic entity is recorded and communicated to different parties, such as stockholders, creditors, tax authorities, investors, etc. The underlying rationale of accounting principles is discussed, aiming to provide students with a clear understanding of accounting concepts. In this course students will learn about the relevance and informativeness of financial statement for decision making, as resource allocation, evaluation and contracting activities. In addition to text-oriented materials, the classes also include cases so that students can discuss applications of basic concepts, actual financial reports, and articles from newspapers.
The Political Science major at NYU Abu Dhabi attracts students who are interested in the many important political questions—conceptual, empirical, policy-oriented—that societies everywhere face today. How do different political systems affect policy-making? What are the intrinsic and instrumental virtues of democracy? How could its functioning improve? Why do dictatorships survive in many countries, but evolve into democracies in others? Why do countries go to war? What are the connections between internal conflicts (such as civil war) and political or economic development? What are the main characteristics and causes of economic underdevelopment? Why are prosperity and stagnation distributed so unequally, both across countries and within them?

The student with a passion for questions such as these finds the Political Science major most rewarding. The philosophy underlying the courses has several distinctive features. First, the major has a strong analytical focus, with two required courses that introduce students to statistics and models of political behavior and institutions. These courses provide an introduction to the kinds of tools used by social scientists to conduct a deep analysis of these questions and to test the analysis using quantitative data. Second, the major offers many substantive courses, wherein these analytical tools are applied to important policy questions of considerable current interest. Third, the courses in the major include discussions of classic texts that illuminate both the intellectual history and the broader dimensions of these policy questions. Finally, the major offers several courses jointly with programs in Economics, Psychology, and Philosophy, providing students with exciting interdisciplinary opportunities.

Majors in Political Science take 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 Courses

#### REQUIRED FOR MAJORS

| POLSC-AD 130 | Introduction to Political Thinking  
Offered every Fall and Spring  
Fall 2015, Spring 2016  
Prof. J. Jensen, Prof. J. Timmons  
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  
Crosslisted with Social Research and Public Policy, Psychology, Economics  
INTRODUCTORY ELECTIVES  
POLSC-AD 150  
Introduction to Comparative Politics  
Offered every year  
Fall 2015  
Prof. M. Chacon  
Recommended prerequisites: SOCSC-AD 110, 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  
Fall 2015  
Prof. J. Timmons  
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. It is recommended that students complete SOCSC-AD 110 and POLSC-AD 130 prior to taking this course.  
SOCSC-AD 116  
Foundations of Modern Social Thought  
Crosslisted with Social Research and Public Policy, Economics  
METHODS ELECTIVES  
POLSC-AD 112  
Introduction to Game Theory  
Offered every year  
Spring 2016  
Prof. C. Paiik  
Prerequisite: MATH-AD 110 or MATH-AD 111 or SOCSC-AD 101  
Crosslisted with Social Research and Public Policy, Mathematics, Economics  

### Introductory Electives

| POLSC-AD 150 | Introduction to Comparative Politics  
Offered every year  
Fall 2015  
Prof. M. Chacon  
Recommended prerequisites: SOCSC-AD 110, 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.  

#### Methods Electives

| POLSC-AD 112 | Introduction to Game Theory  
Offered every year  
Spring 2016  
Prof. C. Paiik  
Prerequisite: MATH-AD 110 or MATH-AD 111 or SOCSC-AD 101  
Crosslisted with Social Research and Public Policy, Mathematics, Economics  

### Year 1

| Fall Semester | CORE  
general electives  
intro to political thinking  
JANUARY TERM  
Spring Semester | CORE  
general electives  
intro electives  
JANUARY TERM  

### Year 2

| Fall Semester | CORE  
general electives  
methods electives  
JANUARY TERM  
Spring Semester | general electives  
STATISTICS FOR SOCIAL SCIENCES  

### Year 3

| Fall Semester | general electives  
methods electives  
JANUARY TERM  
Spring Semester | general electives  
area electives  

### Year 4

| Fall Semester | general electives  
area electives  
capstone project  
Spring Semester | general electives  
capstone  

### Sample Schedule

**Political Science**  
Remember that this is only one possible path to complete this major.
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 and 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 2016
Prof. R. Morton
In recent years, social scientists are increasingly using experimental methods in their research. This course offers an accessible introduction to the principles of social scientific experimentation and its uses. All types of social science experiments are explored: laboratory experiments, survey experiments, field experiments, and the new use of “lab-in-the-field” experiments. The course will discuss the issues of validity and artificiality in experimentation, as well as the ethical concerns involved in experimental research. Students will have the opportunity to create and design their own experiment as part of the class.

**POLSC-AD 198**
Directed Study

**POLSC-AD 209**
Data Analysis
Offered Every Semester
Fall 2015, Spring 2016
Prof. P. Bearman
Prerequisite: SOCSC-AD 110 or SOCSC-AD 113 or MATH-AD 150
Crosslisted with Social Research and Public Policy
Social scientists and policy analysts rely heavily on research drawing on observational data. Students learn to manage and analyze such data and to deploy statistical techniques that are common in these applications, with an emphasis on how to translate social science theory into empirical research. Topics include review of basic regression analysis, building multivariate analytical models, and regression analysis with limited dependent variables. The course emphasizes practical training in these skills as well as evaluation, replication, and critical analysis of research conducted in the social science literature. The course assumes knowledge of the material covered in Statistics for Social and Behavioral Sciences and is designed as alternative for students in the social sciences who are not taking Introduction to Econometrics.

**BUSOR-AD 115**
Management & Organizations
Crosslisted with Social Research and Public Policy, Economics, Business and Organizational Studies

**ECON-AD 210**
Introduction to Econometrics
Fall 2015, Spring 2016
Prof. A. Noury
Prerequisite: SOCSC-AD 110 or SOCSC-AD 113
Recommended prerequisite: MATH-AD 110 or MATH-AD 111 or SOCSC-AD 101
Crosslisted with Social Research and Public Policy, Economics

**SOCSC-AD 101**
Mathematics for Social Scientists I
Crosslisted with Social Research and Public Policy, Economics

**SOCSC-AD 112**
Logic of Social Inquiry
Crosslisted with Social Research and Public Policy, Economics

**SOCSC-AD 113**
Statistics and Probability for the Social Sciences
Prerequisite: MATH-AD 110 or MATH-AD 111 or SOCSC-AD 101
Crosslisted with Social Research and Public Policy, Economics

**SRPP-AD 115J**
Social Networks
Offered Every Year
January 2016
Prof. P. Bearman
Crosslisted with Social Research and Public Policy, Economics

**SRPP-AD 120**
Survey Research
Prerequisite: SOCSC-AD 110 or SOCSC-AD 113 or MATH-AD 150
Crosslisted with Social Research and Public Policy, Economics

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

**POLSC-AD 115**
Political Psychology
Offered every other year
Spring 2016
Prof. A. Ramey
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. We also ask about the consequences of different political 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
Fall 2015
Prof. R. Rogowski
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 every other year
Fall 2015
Prof. P. Van der Windt
Crosslisted with Social Research and Public Policy, Economics
It is now widely acknowledged that politics plays a central role in influencing economic development. This makes the political economy of development a central area of research. While a student with an introductory background to political economy will familiarize with theories based on voting, this course stresses a variety of other factors such as the security of property rights, the creation of market and non-market institutions, lobbying and rent-seeking, collective action, social conflicts and corruption, and the economic effects of redistribution. Examples from historical experience as well as modern developing countries would be used throughout the course.
Although the course focuses on large central cities, we pay attention to the suburbanization of population and employment, politics in suburbia, and city-suburb relations. Finally, students are introduced to the latest research on social interactions in cities— with a focus on social capital, neighborhood and peer effects, and human capital spillovers.

POLSC-AD 138 Bureaucracies
Offered occasionally
In this course, we examine the major questions political scientists ask about public bureaucracies: How do they operate? How do they change? How can we make them more effective? Can we reform them to achieve the goals for which they were created? In this course, we focus on the political economy of bureaucracies, and how can it be minimized? How can we make bureaucracies more accountable to citizens? In addressing these questions and others, we will explore the role 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 the relationship between political culture and their relationship to democratic development. We discuss questions of how to define political culture, how general 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 2016
Prof. S. 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. The 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 afternoon on his way to his office); and the estate at Sant'Andrea in Percussina, near San Casciano in Val di Pesa, where Machiavelli retired.

POLSC-AD 141X Ibn Khaldun and Political Theory
Offered occasionally
Crosslisted with Arab Crossroads Studies
Written by the Maghrebian Muslim historian Ibn Khaldun and usually dated around 1377, the Muqaddimah is often described as the founding text of the modern science of history. It stands as a testimony to the capacity of human beings to understand the nature of history. 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 142 Justice: Political Theory & Practice
Crosslisted with Social Research and Public Policy
Economics
This course introduces students to engage with several classic treatises of political thinking about a universal concern: justice. In John Rawls' words, justice "is the first virtue of social institutions, as truth is of systems of thought. A theory however elegant and economical must be rejected or revised if it is untrue; likewise laws and institutions no matter how efficient or well-arranged must be reformed or abolished if they are unjust." To what extent are our contemporary social, political, and economic institutions just? How would we know? In this course, we explore three fundamental questions about the ideal of a just society and what places the values of liberty and equality occupy in such a society: 1. Which liberties must a just society protect? Liberty of expression? Liberty of religion? Sexual liberty? Economic liberty? Political liberty? 2. What sorts of equality should a just society ensure? Equality of opportunity? Of economic outcome? Political equality? Equality for different religious and cultural groups? 3. Can a society ensure both liberty and equality? Or are these warring political values?

POLSC-AD 158 Congress and Legislatures
Offered occasionally
Prerequisite: POLSC-AD 150
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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>POLSC-AD 152X</td>
<td>Comparative Politics of the Middle East</td>
<td>Offered every other year</td>
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<tr>
<td>POLSC-AD 154</td>
<td>Topics in Comparative Politics</td>
<td>Offered occasionally</td>
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<tr>
<td>POLSC-AD 155J</td>
<td>Politics in Modern Europe</td>
<td>Offered occasionally</td>
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<tr>
<td>POLSC-AD 152</td>
<td>Comparative Politics of South Asia</td>
<td>Offered occasionally</td>
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<td>POLSC-AD 156</td>
<td>Power and Politics in America</td>
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<td>POLSC-AD 157JX</td>
<td>Bridging the Divide Between the Arab World and the West</td>
<td>Offered occasionally</td>
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<td>POLSC-AD 151</td>
<td>Global Gulf</td>
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<tr>
<td>POLSC-AD 159X</td>
<td>Public Policy Challenges in the Middle East</td>
<td>Offered occasionally</td>
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**POLSC-AD 152X** Comparative Politics of the Middle East
Offered every other year
Fall 2 2015 (7 weeks)
Prof. T. Masoud
Recommended prerequisite: 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 154** Topics in Comparative Politics
Offered occasionally

**POLSC-AD 155J** Politics in Modern Europe
Offered occasionally
Recommended prerequisite: POLSC-AD 150
This course explores the politics of the EU, of central and eastern Europe, and of western Europe. While 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 152** Comparative Politics of South Asia
Offered occasionally
Fall 2015
Prof. R. Brule
Recommended prerequisite: POLSC-AD 150

How did the borders of South Asian countries come to be formed? What explains the variation in the types of policy outcomes 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: POLSC-AD 150
This course explores the politics of the EU, of central and eastern Europe, and of western Europe. While 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 152** Comparative Politics of South Asia
Offered occasionally
Fall 2015
Prof. R. Brule
Recommended prerequisite: POLSC-AD 150

How did the borders of South Asian countries come to be formed? What explains the variation in the types of policy outcomes 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: POLSC-AD 150
This course explores the politics of the EU, of central and eastern Europe, and of western Europe. While 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 152** Comparative Politics of South Asia
Offered occasionally
Fall 2015
Prof. R. Brule
Recommended prerequisite: POLSC-AD 150

How did the borders of South Asian countries come to be formed? What explains the variation in the types of policy outcomes 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: POLSC-AD 150
This course explores the politics of the EU, of central and eastern Europe, and of western Europe. While 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.

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quick to democratize and liberalize, while others retreated. Much of the course is focused on the evolution of society, economy, and polity in Russia. However, we will also discuss developments in all the former Soviet republics and, in a more cursory manner, across the former Communist bloc from Poland to Hungary.

POLSC-AD 181 Ethnicity and Violence
Offered occasionally
Prerequisite: SOCSC-AD 110
Recommended prerequisite: One or more of ECON-AD 101, ECON-AD 105, ECON-AD 210, POLSC-AD 209, SOCSC-AD 115, SOCSC-AD 118
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 185J Gender Revolutions and the State in India
January 2016
Prof. R. Brule
Crosslisted with Social Research and Public Policy
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 171 International Conflict
Offered occasionally
Prerequisite: POLSC-AD 170
Crosslisted with Peace Studies
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 2016
Prerequisite: 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 today in the international political economy.

POLSC-AD 174 Domestic Determinants of International Relations
Offered occasionally
Prerequisite: POLSC-AD 170
Domestic political circumstances affect the policy incentives of leaders. Hence domestic political institutions, economic performance, and political parties 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
Prerequisite: POLSC-AD 170
Crosslisted with Peace Studies
Nation-Building
This course 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 sustainable 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
Prerequisite: POLSC-AD 170, ECON-AD 210 or 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
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
Crosslisted with Peace Studies, Economics
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 2015
Prof. R. Rogowski
This course covers five major topics in international political economy: international trade and trade policy (tariffs, quotas, trade agreements); international investment 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 183J Emerging Powers
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?

POLSC-AD 184
UN: Negotiation towards A New Binding & Universal Agreement on Climate Change in Paris in Dec 2015
Fall 2015
Prof. S. Kazmi
Crosslisted with The Environment, Law
The United Nations (UN) provides the forum where states come together to discuss mutual problems. In our rapidly globalized world, the enormous and complex challenges to humankind are making UN indispensable. This course will provide an overview of the various UN departments and programs encompassed within it and treaty negotiation process. The main concentration of this course will remain climate change negotiations. We will take climate change as a case study and consider many aspects of international policy response to this environmental and social crisis. The purpose of this course is to provide students with a general understanding of how climate change issues have been addressed at the UN. The class will be invited to study ongoing process of the new climate change agreement, which will be adopted in Paris in December 2015, at the 21st Conference of the Parties (COP21). The meeting will mark a decisive stage in negotiations on the future international agreement on a post-2020 regime. The course will closely investigate the pertinent challenges currently facing diplomats and international decision makers in making progress with what is currently on the negotiating table. We will try to seek the answer of the following questions: Will all the nations of the world, including the biggest emitters of greenhouse gases, be bound by a universal agreement on climate change for the first time in over 20 years of UN negotiations? Will it take the form of a protocol, another legal instrument or 'an agreed outcome with legal force', and will it be applicable to all Parties including US and China? In a treaty negotiation simulation, the students will play the roles of major green house gas emitting nations and will negotiate proposals to reduce emissions. The in-class negotiation exercise will be modeled on the real negotiations under the UNFCCC.

POLSC-AD 186JX
Islamic Extremism
Prof. J. Traub
January 2016
Islamic Studies
The terrorist attacks of 9/11 transformed the foreign policy of the United States and re-shaped its national psyche. Subsequent attacks in Europe, the Middle East and elsewhere have focused the world’s attention on the problem of Islamic terrorism. In this class we will seek to understand both the causes of the sudden rise of violent extremism in the Muslim world and the response it has provoked. We will examine the evolution of the threat, from Al Qaeda, with its focus on mounting spectacular attacks on symbolic targets in the West, to the Islamic State, which has attracted thousands of men and women from around the world to its violent nation-building project in the heart of the Arab world. Western nations have deployed military, intelligence and police tactics against Al Qaeda with some success, but those methods may not work against ISIS. Arab nations have begun to mobilize to counter the threat, but their own repressive, and in some cases religiously intolerant, regimes may be exacerbating the very problem they seek to solve. In addition to reading about the origins and the spread of jihadism and the policies adopted by concerned states, we will meet with scholars, journalists, policy experts, diplomats and officials in the Obama Administration. Students will write a series of short papers as well as a longer project proposing a course of action to cure, or at least mitigate, the extremist threat.

POLSC-AD 198
Directed Study
EDUC-AD 115J
International Peacebuilding and the Role of Education
January 2016, Abu Dhabi
Prof. D. Burde
Crosslisted with Social Research and Public Policy, Peace Studies, Education

LAW-AD 212J
International Law
Crosslisted with Social Research and Public Policy, Peace Studies, Law
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:
1 Foundations of Modern Social Thought
1 Logic of Social Inquiry
2 Electives
## SOCIAL RESEARCH AND PUBLIC POLICY (SRPP)

### SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

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## REQUIREMENTS FOR THE MAJOR

13 courses, distributed as follows:

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

- **3 Foundational Electives:**
  - Field Research
  - Social Research and Public Policy

- **3 Electives:**
  - Capstone: Project

- **2 Capstone:**
  - Capstone: Project
  - Capstone: Seminar

## SOCIAL RESEARCH AND PUBLIC POLICY COURSES

### REQUIRED FOR MAJORS

**SRPP-AD 120**

**Survey Research**

- Offered every year
- Fall 2015
- Prerequisite: SOCSC-AD 110 or SOCSC-AD 113 or MATH-AD 150
- Crosslisted with Political Science, Economics

This course will teach students how to design and implement a survey, and what to do once the data is in. The course is practice-oriented; we will use a lot of examples, you will create your own survey design, and we will spend more than a quarter of the course learning Stata. At the end of this course you will be able to design and implement your own high quality survey. Moreover, you will question much of the data that is collected by others, because you know all the things that can go wrong in the process. For this course I assume that you are comfortable with basic statistics.

**SRPP-AD 125**

**Ethnographic Field Research**

- Offered every year
- Fall 2015
- Recommended prerequisite: 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 116**

**Foundations of Modern Social Thought**

Crosslisted with Political Science, Economics

### METHODS ELECTIVES

**SRPP-AD 115J**

**Social Networks**

- Offered every year
- January 2016
- Prof. P. Bearman
- Recommended prerequisite: SOCSC-AD 112
- Crosslisted with Political Science, Economics

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.

**BUSOR-AD 115**

**Management & Organizations**

- Crosslisted with Political Science, Economics, Business and Organizational Studies

**ECON-AD 210**

**Introduction to Econometrics**

- Prerequisite: SOCSC-AD 110 or SOCSC-AD 113
- Recommended prerequisite: MATH-AD 110 or MATH-AD 111 or SOCSC-AD 101
- Crosslisted with Political Science, Economics

**POLSC-AD 113**

**Advanced Game Theory**

- Prerequisite: POLSC-AD 112
- Crosslisted with Political Science, Economics

**POLSC-AD 209**

**Data Analysis**

- Prerequisite: SOCSC-AD 110 or SOCSC-AD 113 or MATH-AD 150
- Crosslisted with Political Science

**SOCSC-AD 112**

**Logic of Social Inquiry**

Crosslisted with Political Science, Economics

**SOCSC-AD 113**

**Statistics and Probability for the Social Sciences**

- Prerequisite: MATH-AD 110 or MATH-AD 111 or SOCSC-AD 101
- Crosslisted with Political Science, Economics

**SOCSC-AD 201**

**Math for Social Scientists II**

- Prerequisite: SOCSC-AD 101 or MATH-AD 110 or MATH-AD 111
- Crosslisted with Economics
The course includes several field trips in the U.A.E.

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 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 U.A.E.

SRPP-AD 111

Social Policy

Offered every other year

Recommended prerequisite: 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
crosslisted with Arab Crossroads Studies

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 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 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 113

Globalization and Education

Offered in the Spring with Education

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 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 117

Religion and Society

Offered every other year

In this seminar, students will explore the diverse and dynamic manifestations of religion in social life—whether in 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 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 119J

Wealth & Inequality

The course offers an overview of the causes, patterns and consequences of social inequality. Topics include: the concepts, theories, and measures of inequality; power, income/wealth and prestige; gender, gender stratification, social social stratification 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 121J

Race and Ethnicity

January 2016

Prof. A. K. Moshering

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 United Arab Emirates. 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.

In both the classroom and a series of encounters scheduled with members of diverse ethnic groups in the U.A.E., students will also learn and apply sociopolitical theory, such as 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: 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 U.S. and other countries of the world; formulation and practice of immigration laws.

SRPP-AD 131J

Gender and Society

Offered every other year

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

SRPP-AD 133J

Wealth and Inequality in the Global City

January 2016, New York

Prof. J. Manza

crosslisted with Urbanization

The rapid increase in wealth and income inequality 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 structural and political economic or inequality through the work of contemporary social science. We will deepen our understanding of our understanding of inequality in New York.

SRPP-AD 134J

21st-Century International Human Rights

crosslisted with Leadership and Social Entrepreneurship, Law

This course asks: How can human rights advocates advocate better operational strategies for achieving 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 political, harm reduction, and other social issues in a way that operationalizes the principles they value. This course begins with an overview of the institutions, strategies, 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 presentations that will examine current issue areas ripe for new and better human rights strategies that might help attack these.

SRPP-AD 135

Modern Welfare State

Offered every other year

This seminar introduces to the configurations 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 face in recent times: population change and globalization. Life courses of individuals and households, for example, pathways in and out of poverty, provide a useful framework for thinking about welfare states and what they do or do not do. In addition, much can be learned from a comparative perspective. Topics include poverty, inequality, family, health care, education, retirement, and immigration.

SRPP-AD 136X

State Formation: The Case of the U.A.E

Offered every other year
crosslisted with Arab Crossroads Studies

Commonly (and wrongly) people take for granted the existence of such political and cultural units as
France and Germany, or Japan and India. But in the Middle East states and national cultures are at the same time ancient and recently created. Here the complex processes of urban poverty are still current, and the United Arab Emirates, which is barely forty years old, serves a rich and 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
Crosstlisted with Urbanization
This course explores theoretical and empirical connections between economic development, urbanization, urban poverty and distress and state/non-state responses to urban poverty and distress. It begins with an exploration of the theoretical and conceptual perspectives on urbanization and welfare state policies, then moves on to examine illustrative cases from global north and south cities that challenge and complicate reigning theories and concepts. The course begins with an historical and contemporary analysis of urban poverty in Global North cities (New York, Paris and London), then moves on to an examination of emergent urban poverty patterns and cases in rapidly-changing “semi-peripheral” regions (China, for example), and finally explores urban poverty in a wide variety of Global South cities (spanning Africa, Latin America, and Southeast Asia). The course will use examples from the U.S. to explore certain key topics/concepts for debate, such as “underclass,” “informality,” “feminization of poverty,” “culture of poverty,” “prison industrial complex,” and “neoliberal welfare state retribution.” Students will be asked to compare and contrast historical and contemporary patterns of urban poverty across global north and south regions, with a focus on the limits and possibilities of social policies (state- and non-state-sponsored) for addressing urban distress.

SRPP-AD 142 Immigration, Ethnicity, and Public Policy
Offered occasionally
Fall 2015 (7 weeks)
Blurb TBC

SRPP-AD 144 Family Change and Social Inequality
Spring 2016
Prof. J. Li
Family as a social institution has kept changing across time and space. People from different family backgrounds experience diverse family lives. The diversity in family experiences is not only the consequence of social inequality but also reproduces social inequality in various domains and across generations. Social inequality may even occur within families—with spouses, parent-child, siblings and other relatives possessing interests potentially in conflict with each other. We will examine these issues in both public and private spheres: the interaction and often tension between public policy and personal decisions, between tradition and modernity, and between morality and individual freedom.

SRPP-AD 150 Introduction to Public Policy
Offered every year
Fall 2015
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

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

EDUC-AD 116J Inequality and Education
Crosstlisted with Political Science, Education

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 (quantitative and qualitative) 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 non-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. This 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. The second part focuses on 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 and theory of secondary sources and data available through the internet.

SRPP-AD 123 Science and Society
Offered occasionally
Students 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 beginning of 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 127 Wealth and Inequality
Offered every year
Fall 2015 (7 weeks)
Reccomended requisite: 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 129 Work in Modern Society
Evaluation of definitions, nature, and development of occupations and professions, occupational aspirations and career patterns, work and leisure, and other cultural patterns of work. 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: ARAB-AD 102
The course offers sociopolitical 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 and the legal system; legal education; organization.

SRPP-AD 137X
Demography of the Muslim World
Prerequisite: SOCS-AD 110
Are Muslims distinct in their wellbeing? In this class students will examine the cumulative trajectories of wellbeing for young 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 undertake their own independent research in the social sciences.

SRPP-AD 139
Social Science Analysis of Global News
Offered occasionally
Fall 2015
Enrollment restricted to Sophomores, Juniors, and Seniors
How does one ‘read the news’? It might be trickier than it sounds. The construction of what becomes ‘news’, its dissemination and interpretations are complex and inherently contentious social processes. Finding your way in the realm of mass communication, propagandistic conflicts, and public deception requires both theoretical lenses and good practical skills which this course intends to supply.

SRPP-AD 140X
Women and Work in the Gulf
Offered every year
Spring 2016
Crosslisted with Arab Crossroads Studies
This course critically examines how women feature in contemporary debates about employment, development, and nationalism in the context of the Gulf Cooperation Council countries. The first section of the course provides a philosophical foundation for debates about women, work, and difference based on feminist theories. In particular, we will explore postcolonial perspectives on feminism and difference, feminist Marxist critiques of capitalism, and feminist Islamists critiques of modernity. The second part of the course provides an overview of how women in the Gulf feature in contemporary discourses as participants in “globally competitive” economies, mothers of “future generations of citizens”, and symbols of tradition and culture. The third part of the course provides an overview of the public policy and legal frameworks shaping women’s work. In particular, at the widening of the local and regional legal, regulatory techniques, and policy objects. The class will embark on a week-long trip to a developing country to study renewable energy projects and to get hands-on experience of power generation from a renewable energy facility.

SRPP-AD 142
Renewable Energy Law and Policy
Crosslisted with The Environment, Law
Energy’s role in global climate change is increasing its importance. This course focuses on two major and interconnected themes: climate change and energy. The class will look at implications of new climate change and renewable energy mandates for the electric power sector. Energy is considered a depressed disease burden and poverty alleviation. Electricity demand almost doubled from 1990 to 2011, and is projected to grow 81% from 2011 to 2035 in the existing policies scenario. Over 70% of the increased energy demand is from developing countries. At this time some two billion people (one third of world’s population) have no access to electricity. Population growth (United Nations predicts world population growth from 6.7 billion in 2011 to 8.7 billion by 2035) and increasing standards of living (the UN Population Division projects 70 % people will be living in urban areas by 2050) for many people in developing countries will cause enormous growth in energy demand. Many poorer countries lack this essential capacity. Meeting the energy needs of developing countries without compromising the environment is a challenge. Advancement of innovative energy solutions and implementation of smart policies to make the transition to cleaner energy is vital, but fulfill growing needs and improve economy without hurting environment is very much needed. This introductory level course on renewable energy examines the historical and legal origins of energy regulations and emerging policies. The course provides an introduction to the renewable sources and basic terms and concepts, regulatory trends and other Gulf issues. The primary focus of the course will be on renewable energy policies and laws of the developing countries. We will spend considerable time with Africa, Small Island States, United Arab Emirates (UAE), and examples from other countries. The centerpiece of this course is to focus on a specific renewable energy project (in a developing country) completed with international cooperation and assistance. The course will also focus on global institutions and policymaking, the divide between industrialized countries and developing countries, the nexus between global climate change and energy, sustainable energy sources, and challenges that global policymakers will face in future. The course will be unique in the global focus, case studies from developing countries, 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 undertake their own independent research in the social sciences.

SRPP-AD 151J
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—in particular 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 health and disease, the global health governance system and the role of health systems in addressing the disease burden in cost-effective ways, and the role of health systems and 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.

SRPP-AD 152
Epidemiology
Fall 2015
Offered occasionally
Prof. R. Katz
This foundation course in epidemiology will provide deep understanding of the epidemiological methods and tools to understand how health and disease are distributed in populations. The course will elucidate connections between neighborhood ("hot spots") of disease, quantitative methods to evaluate connections between neighborhoods and health, and connecting neighborhoods to health disparities.

SRPP-AD 154J
Global Burden of Non-communicable Diseases
January 2016
Prof. B. Boden-Albala
Crosslisted With Biomedical and Health Studies
Non-communicable diseases including heart disease, obesity, depression, and dementia were thought to impact the health of more developed, wealthy countries. As the health transition occurs in low and middle-income countries acute infectious diseases. Over the last decade, non-communicable diseases have begun to critically impact the health of most populations across the globe. The course seeks to identify a number of complex issues related to the emergence of non-communicable diseases (NCD’s) globally and compare the disease experience in low and middle-income countries to high-income countries. Students will examine current trends in non-communicable diseases and define health both in the Gulf Cooperative Council countries at the individual and at the societal level using a set of diverse health, lifestyle and economic indicators including disability adjusted life years, quality of life, and unemployment rates. The course will identify the social determinants of non-communicable diseases and explore the recent impact of the “epidemiologic” transition in low-income countries with emphasis on West
Africa. With Ghana as the host country, students will participate in meetings, discussions and health department visits to understand NCD's and the impact of these diseases on the country's policy, culture and economy.

SRPP-AD 155J
Child Development and Social Policy in a Global Society: Knowledge for Action
January 2016, Abu Dhabi
Prof. L. Aber
The overarching goals of this course are to introduce students to: (1) the great variation in children's development in 21st century global society; and (2) how public (government) and private (family, non-governmental and business) sector policies affect children's health, education and economic well-being in low-, middle- and high-income countries. In the course, students will learn how to: critically examine international trends in demography, economics and politics that influence child development; understand the role of science and of participatory/democratic processes in increasing the effectiveness of programs and policies affecting children; and analyze political/cultural/communications challenges to improving programs and policies for children. The course will culminate in each student proposing policy changes in a particular country chosen by the student that could dramatically improve the wellbeing of children.

SRPP-AD 198
Directed Study
Topics relating to Social Research and Public Policy as arranged.

SRPP-AD 298
Directed Study

ACS-AD 101X
Anthropology and the Arab World
Crosslisted with Anthropology

ACS-AD 234X
Arabs, Sex and Modernity
Crosslisted with Arab Crossroads Studies

ANTH-AD 110
India: Topics in Anthropology & History
Crosslisted with SRPP

COREI-AD 41J
Protecting the World's Health: Triumphs and Challenges
Crosslisted with The Environment, Core: Science, Society and History

ECON-AD 102
Principles of Macroeconomics
Prerequisite: ECON-AD 101
Crosslisted with Economics

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

ECON-AD 213J
Economic Development and Urbanization in Africa
Crosslisted with Urbanization, Economics

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

EDUC-AD 115J
International Peacebuilding and the Role of Education
January 2016, Abu Dhabi
Prof. D. Burde
Crosslisted with Political Science, Peace Studies, Education

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

LAW-AD 212J
International Law
Crosslisted with Political Science, Peace Studies, Law

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

POLSC-AD 130
Introduction to Political Thinking
Crosslisted with Political Science

POLSC-AD 133
Political Economy of Institutions
Crosslisted with Political Science

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

POLSC-AD 142
Justice: Political Theory & Practice
Crosslisted with Political Science, Economics

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

POLSC-AD 158
Comparative Legislatures
Prerequisite: POLCS-AD 150
Crosslisted with Political Science

POLSC-AD 185J
Gender Revolutions and the State in India
January 2016
Prof. R. Brule
Crosslisted with Political Science

PSYCH-AD 150
Social Psychology
Prerequisite: PSYCH-AD 101
Crosslisted with Psychology

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

CAPSTONE

SRPP-AD 400
Senior Capstone Research Project
Offered Every Year
Fall 2015
During this yearlong course, students develop a research question, design and analyze quantitative or qualitative data sets relevant to public policy.

SRPP-AD 401
Senior Capstone Research Project
Offered Every Year
Spring 2016
During this yearlong course, students develop a research question, design and analyze quantitative or qualitative data sets relevant to public policy.

SOCSC-AD 300
Sophomore-Junior Seminar for Social Scientists
Crosslisted with Political Science, Economics
Prerequisite is SOCSC-AD 112
0 credits
B.A.-M.P.A. PROGRAM
NYU Wagner and NYU Abu Dhabi (NYUAD) offer students the opportunity to simultaneously pursue the degrees of Bachelors of Arts and Master of Public Administration. Students admitted to the BA-MPA program can, with careful planning, earn both degrees in a shortened time and at less cost than is normally the case. This dual degree is designed for students with a strong commitment to public leadership and will allow such students both to enhance and focus their opportunities for learning, while helping them to build a meaningful career in public service.

NYUAD undergraduates in one of three majors may submit an NYUAD pre-application for the BA-MPA track once they have earned 48 credits; the majors are Economics, Political Science, and Social Research and Public Policy. At Wagner, students choose between the Public and Nonprofit Policy and Management Program and the Health Policy and Management Program and then further specialize within each program. Students may complete a maximum 28 of the 60 credits for the MPA while they are still undergraduates; initial courses should include the five Wagner school core courses along with two specialization requirements. The 28 credits may be a combination of Wagner graduate courses or their undergraduate equivalents (see equivalency table); students must earn a B or better in all Wagner or equivalent courses in order for these to be applied to the MPA. BA-MPA students must complete all requirements of their major as well as school-wide requirements prior to matriculating at Wagner.

In their senior year, students in the BA-MPA track must formally submit an MPA application to Wagner by the December admissions deadline.

Those students matriculating at Wagner with less than two years of full-time, relevant work experience must complete the Professional Experience Requirement while matriculated at Wagner. BA-MPA students who formally apply and are admitted to the MPA may choose to defer admission for up to two years in order to gain critical professional experience in the field.

Advising
Debra Cabrera, Wagner Director of Student Services
Hannah Bruckner, NYUAD Associate Dean of the Social Sciences

<table>
<thead>
<tr>
<th>Wagner Graduate Course</th>
<th>Undergraduate Equivalents</th>
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<tbody>
<tr>
<td>CORE-GP 1011, Statistical Methods</td>
<td>Or satisfied by one</td>
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<td></td>
<td>ECON-UA 18, Statistics</td>
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<td></td>
<td>POL-UA 800, Quantitative Methods in Political Science</td>
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<td>SOC-UA 302, Statistics for Social Research</td>
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<td>SOCSC-AD 110, Statistics for Social and Behavioral Sciences</td>
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<tr>
<td>CORE-GP 1018, Microeconomics</td>
<td>Or satisfied by either</td>
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<td></td>
<td>ECON-UA 1 Introduction to Macroeconomics and</td>
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<td></td>
<td>ECON-UA 2, Introduction to Microeconomics</td>
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<td></td>
<td>ECON-AD 101, Principles of Macroeconomics and</td>
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<td></td>
<td>ECON-AD 102, Principles of Microeconomics</td>
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<tr>
<td>CORE-GP 1020, Managing Public Service Organizations</td>
<td>Or satisfied by</td>
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<tr>
<td></td>
<td>UPADM-GP 103, Introduction to Managing Public Service Organizations</td>
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<tr>
<td>CORE-GP 1021, Financial Management</td>
<td>No undergraduate course equivalent</td>
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<tr>
<td>CORE-GP 1022, Introduction to Public Policy</td>
<td>Or satisfied by one</td>
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<td>POL-UA 300, Power and Politics in America</td>
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<td>POLSC-AD 156, Power and Politics in America</td>
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<td>SRPP-AD 150, Introduction to Public Policy</td>
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<td>UPADM-GP 101, Politics of Public Policy</td>
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<tr>
<td>PADM-GP 2140, Public Economics and Finance</td>
<td>Or satisfied by</td>
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<td>ECON-AD 323, Public Economics</td>
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<tr>
<td>PADM-GP 2902, Multiple Regression and Introduction to Econometrics</td>
<td>Or satisfied by</td>
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<td>ECON-AD 210, Introduction to Econometrics</td>
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<tr>
<td>URPL-GP 2608, Urban Economics</td>
<td>Or satisfied by</td>
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<tr>
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<td>ECON-AD 323, Urban Economics</td>
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</table>
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 other academic disciplines to produce future leaders with global awareness, cultural sensitivity, and ethical integrity. The Division of Science at NYUAD offers majors in biology, chemistry, computer science, mathematics, physics, and psychology, with areas of specialization in some majors.

In some 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.

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

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

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

*Foundations of Science* is geared to meet the current demand for scientists with well-integrated backgrounds who become the leaders in modern scientific scholarship and who pursue careers in research, education, industry, health care, law, business, and publishing.

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 either the first or second semester of the first year.

Students who begin the *Foundations of Science* series in their second 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 various components as a means to allow students to document their completion of the specific disciplinary and laboratory content that makes up these courses. Consistent with this integrated approach, students must earn an average grade of C for the components of each level of *Foundations of Science* to continue into the next level or to use the course to satisfy the prerequisites for other courses outside of *Foundations of Science*. Additionally, students majoring in biology, chemistry, or physics, must have grades of at least C in all *Foundations of Science* components in their specific, respective major fields. Finally, although continuation into other courses is based on the average performance in each level of *Foundations of Science*, students earn academic credits only for those graded components they pass or, for students subject to the transcript policy (pp. 381-382), only for those components with grades of at least C−. The number of earned credits for *Foundations of Science* components is particularly important for all engineering majors who must earn at least 16 credits in science.

**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
2. Foundations of Science 2: Forces and Interactions
3. Foundations of Science 3: Systems in Flux
4. Foundation of Science 4: Form and Function
explore a question applicable to the life sciences. Capacitors, oscillators, and solar cells are explored as examples of how electrical forces and energy are harnessed. This fundamental knowledge is then applied to understanding the behavior of living systems, including proteins and their interactions. The laboratory exercises focus on practical applications of these concepts in solving problems in a collaborative, team environment.

Foundations of Science 4: Form and Function
Offered every Semester beginning Spring 2016
Spring 2 2016 (7 weeks)

Science faculty
Prerequisite: Foundations of Science 3
Sections: Physics (1.5 credits), Chemistry (1.5 credits), Biology (1.5 credits), Laboratory (1 credit)

Form and Function explores the design of molecules and the activity of proteins as the workhorse of the cell. Laboratory exercises focus on the design and behavior of small molecules, 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 5: Oscillations and Uncertainties
Offered every Semester beginning Fall 2015 (7 weeks)

Science faculty
Prerequisite: Foundations of Science 4
Sections: Biology (1.5 credits), Physics (1.5 credits), Laboratory (1 credit)

Oscillations and Uncertainties examines how repetitive or cyclical events, although presumably predictable, are associated with inherent uncertainty in their outcomes. This is embodied in physics and chemistry in quantum theory and the Heisenberg uncertainty principle. 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.

Foundations of Science 6: Oscillations and Uncertainties
Offered every Semester beginning Fall 2015 (7 weeks)

Science faculty
Prerequisite: Foundations of Science 5
Sections: Biology (1.5 credits), Physics (1.5 credits), Laboratory (1 credit)

Oscillations and Uncertainties examines how repetitive or cyclical events, although presumably predictable, are associated with inherent uncertainty in their outcomes. This is embodied in physics and chemistry in quantum theory and the Heisenberg uncertainty principle. 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 bioinformatic techniques that are being applied to study fundamental processes in organisms. As a result, there has been a transformation in the understanding of life, from the genetic networks that guide how embryos develop to uncovering natural genetic variation and how life adapts to diverse environments at unprecedented resolution. These and other discoveries in biology are shaping society by improving human health, enhancing rational management of our environment, developing forensic science, and augmenting the production of renewable energy with the concomitant sequestering of pollutants. In addition, the rapid growth of the life sciences has fueled new ethical and legal issues that impinge on biological discoveries and their applications.

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

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

The major in biology is taught by faculty who carry out research in state-of-the-art laboratories in various areas in the life sciences. The Program in Biology at 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 highly recommended for students who intend to apply to medical or dental school and for students interested in graduate school in the life sciences. In addition, majors in biology are encouraged to complete Introduction to Probability and Statistics.

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. These concern the higher functions of the central nervous system: perception, memory, attention, learning, language, emotion, personality, social interaction, decision-making, motor control, and consciousness. All psychiatric disorders, neurological diseases, and developmental disorders are characterized by dysfunction of the neural systems in the brain.

Experimental approaches in BCS vary from analyses of molecular and cellular mechanisms in nerve cells and groups of nerve cells to behavioral studies of whole organisms. Theoretical tools include mathematical and computational modeling approaches that have proved useful in other areas of science. Experimental questions include issues related to biophysical and neurochemical mechanisms within single nerve cells, functional neural circuits consisting of small numbers of neurons, the behavior of large systems of neurons, and the relationship between the activity of elements of the nervous system and the behavior of organisms, as well as the neural substrate of cognitive processes.

Students who elect to complete the major in biology with the BCS specialization replace three of the four electives in biology with the following required courses: Molecular Neurobiology, Behavioral and Integrative Neuroscience, and one BCS Laboratory Elective. The BCS specialization also requires completion of Introduction to Psychology and Cognition offered by the NYUAD Program in Psychology.

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

17 courses, distributed as follows:

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

BIOLOGY

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major. See www.students.nyuad.nyu.edu/grids for alternative options.

YEAR 1

Fall Semester
CORE
CORE
GENERAL ELECTIVE
CALCULUS WITH APP. OR CALCULUS
January Term

Spring Semester
CORE
FOUNDATIONS OF SCIENCE 1
FOUNDATIONS OF SCIENCE 2
MULTIVARIABLE CALCULUS

YEAR 2

Fall Semester
CORE
GENERAL ELECTIVE
FOUNDATIONS OF SCIENCE 3
FOUNDATIONS OF SCIENCE 4
January Term

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

YEAR 3

Fall Semester
CORE
BIOLOGY ELECTIVE
CAPSTONE SEMINAR
ORGANISMAL BIOLOGY
January Term

Spring Semester
CORE
GENERAL ELECTIVE
GENERAL ELECTIVE
BIOLOGY ELECTIVE

YEAR 4

Fall Semester
GENERAL ELECTIVE
GENERAL ELECTIVE
BIOLOGY ELECTIVE
CAPSTONE PROJECT

Spring Semester
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
BIOLOGY ELECTIVE
**SCIENCE AND MATHEMATICS | BIOLOGY**

**BIOLOGY COURSES**

**REQUIRED COURSES**

**BIOL-AD 101**  
Organismal Biology  
Offered every year  
Fall 2015  
Biology faculty  
Prerequisites: Foundations of Science 1-6  
This course uses fundamental concepts from the Foundations of Science curriculum to examine essential elements of animal physiology, from the nervous system to the various functions of the human body. After an initial introduction to the basic principles of physiology, the course emphasizes normal and pathological functions in humans. It explores how the nervous and the endocrine systems allow communication among cells and organs to enable an organism to maintain homeostasis and to respond to environmental changes. The anatomy of the nervous system is also used to address structure, function, homeostasis and adaptability.

**CHEM-AD 101**  
Organic Chemistry 1  
Fall 2015  
Prof. A. Trabolsi  
Prerequisites: Foundations of Science 1-4  
Crosslisted with Chemistry

**MATH-AD 111**  
Calculus with Applications  
Fall 2015  
Mathematics faculty  
Prerequisite: MATH-AD 102  
Crosslisted with Mathematics, Engineering  
Note: This course may be replaced with MATH-AD 110

**MATH-AD 112**  
Multivariable Calculus  
Fall 2015  
Mathematics faculty  
Prerequisite: MATH-AD 110 or MATH-AD 111  
Crosslisted with Mathematics

**BIOLOGY ELECTIVES**

**BIOL-AD 140**  
Behavioral and Integrative Neuroscience  
Offered every year  
Spring 2016  
Prof. D. Chaudhury  
Prerequisite: BIOL-AD 101  
The behavioral response of an animal to a stimulus is the summed effect of a variety of internally coordinated processes starting at the molecular level and resulting in a change of activity in associated neural circuits. This course covers the molecular, physiological and anatomical bases of behavior, with particular emphasis on mammalian sensory, motor, regulatory, and motivational mechanisms. We also consider higher mental processes such as those involved in language and memory.

**BIOL-AD 212**  
Developmental Biology  
Offered occasionally  
Prerequisite: 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 every other year  
Prerequisite: BIOL-AD 101  
This course provides a concept-driven overview of the most fundamental concept in biology: evolution. The course explores the principles of evolutionary biology through lectures, discussion and basic genetic data analyses. Topics include variation, speciation, fitness, adaptation, mutation, genetic drift, natural selection, phylogenetic systematics and evolutionary medicine. The course focuses on developing students’ understanding of these concepts while reviewing the evidence supporting evolutionary theory.

**BIOL-AD 214**  
Genetics  
Offered every other year  
Spring 2016  
Prof. Y. Ishgahdour  
Prerequisites: Foundations 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? The course covers the concepts, principles and research methods used in the field of genetics. Students learn about the major types of genetic variation and how they are generated, distributed and maintained across genomes and between individuals. The course covers concepts such as mutation, recombination, transmission systems, chromosomal inheritance, population genetics and multifactorial inheritance. Emphasis is placed on patterns of Mendelian and non-Mendelian inheritance in humans and the use of genetic methods to analyze protein function, gene regulation and disease.

**BIOL-AD 215**  
Genome Biology  
Offered every other year  
Prerequisites: Foundations of Science 1-6  
What is personalized medicine? What is the microbiome and why should you care? How do we know about human migration patterns in ancient times or the domestication of plants? What can our DNA tell us about heritable diseases? Fueled largely by the Human Genome Project, modern biological science has entered a new, revolutionary era in the 21st century. Genomics and Bioinformatics—the collection and analysis of vast amounts of genetic data—are transforming the way we think, enabling us to solve long-standing mysteries and ask new kinds of questions. New scientific discoveries from genome sciences, evolutionary biology, and bioinformatics are transforming the way we think, enabling us to solve long-standing mysteries and ask new kinds of questions.

**BIOL-AD 216**  
Systems Biology  
Offered every other year  
Prerequisite: BIOL-AD 101  
Organismal complexity is reflected in part by the way the individual biochemical pathways, organelles 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**  
Molecular Neurobiology  
Offered every year  
Fall 2015  
Prof. J. Blau  
Prerequisite: BIOL-AD 101  
Can we understand how the brain works at the level of individual cells, genes and even molecules? This seminar course provides students with broad exposure to current questions and experimental approaches in molecular and cellular neuroscience. Classes are organized into three modules: the control of neuronal cell form and its developmental determinants; neuronal cell function; and the mechanisms underlying neuronal signaling and synaptic plasticity. Particular emphasis is placed on understanding the primary scientific literature and on developing critical thinking and novel research ideas.

**BIOL-AD 230**  
Biophysics  
Offered every other year  
Prerequisites:Foundations of Science 1-6, MATH-AD 110 or 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 towards the rational design of therapeutics.

**BIOL-AD 298-299**  
Directed Study in Biology  
Fall 2015, Spring 2016  
Prerequisite: BIOL-AD 101, Biology elective, Biology Laboratory elective, and permission of instructor  
This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in Biology. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in their 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.
and data reporting. guided research project as well as scientific writing. The course engages students in a sequencing of brain RNA and electrophysiological recordings. The course will emphasize neuropsychiatric biology while the cellular neurobiology component will focus on high-throughput and systems level analysis of metabolism through pathway and flux balance analysis using integrated computational tools such as PathwayTools. Students will become familiar with engineering concepts such as defining biological components as “parts” and cataloging them in synthetic biology parts registries. Students will also design novel genetic circuits, assemble new constructs and transform competent cells with in house cloned vectors. In addition, students will develop skills to formulate systems based hypotheses and write scientific research proposals.

Additional courses required for brain and cognitive sciences

- PSYCH-AD 101 Introduction to Psychology Crosslisted with Psychology
- PSYCH-AD 110 Cognition Prerequisite: PSYCH-AD 101 Crosslisted with Psychology
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)**

This specialization has been discontinued. Students entering Fall 2014 or earlier should see the program head to discuss completing requirements.
CHEMISTRY COURSES

REQUIRED COURSES

SCIENCE AND MATHEMATICS | CHEMISTRY

CHEM-AD 101 Organic Chemistry 1 Offered every year Fall 2015
Prof. A. Trabolsi Prerequisites: Foundations of Science 1-6 Crosslisted with Biology
Chemical reactions, including internal energy, transition states, chemical potential, reaction rates, phase transitions and catalysis, are described in detail. This course uses an extensive mathematical apparatus. The course provides a firm theoretical and practical knowledge necessary to resolve typical chemical problems by focusing on the deeper understanding of their physical foundation and meaning.

CHEM-AD 102 Organic Chemistry 2 Offered every year Spring 2016
Prof. P. Naumov Prerequisites: CHEM-AD 101
Organic Chemistry 2 offers a comprehensive and rigorous survey of aliphatic and aromatic compounds, with particular emphasis on reactions from both a synthetic as well as a mechanistic viewpoint. The topics include conjugated systems, aromatic compounds, including phenols and 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 chemistry, with added emphasis on their application to biology and biological chemistry.

CHEM-AD 103 Physical Chemistry: Thermodynamics and Kinetics Offered every year Fall 2015
Prof. S. Kirmizialtin Prerequisites: Foundations of Science 1-6, MATH-AD 112
Co-requisite: CHEM-AD 203
Chemical equilibrium and reaction rates, respectively. The definition and the interpretation of basic issues in chemistry, including internal energy, transition states, chemical potential, reaction rates, phase transitions and catalysis, are described in detail. This course uses an extensive mathematical apparatus. The course provides a firm theoretical and practical knowledge necessary to resolve typical chemical problems by focusing on the deeper understanding of their physical foundation and meaning.

CHEM-AD 104 Physical Chemistry: Quantum Mechanics and Spectroscopy Offered every year Spring 2016
Prof. S. Amin Prerequisites: Foundations of Science 1-6, MATH-AD 112
Co-requisite: CHEM-AD 204
This course is primarily devoted to quantum mechanics, a theory that currently plays a central role in structural chemistry, theoretical chemistry, and spectroscopy. In contrast to classical mechanics, which describes the interaction of energy and matter on large bodies, quantum mechanics focuses on the interactions of energy and matter at the atomic and subatomic level. Hence, this course provides detailed insight into modern approaches that explain the structure and spectra of atoms and molecules. After completion of this course, students are able to understand the origins and meanings of key chemical concepts, including wave functions, atomic and molecular orbitals, energy levels, hybridization, atomic and molecular spectra, and electron spin. They are also able to interpret various spectra— electronic, rotational, infrared, and nuclear magnetic resonance—and to correlate these to the structures of atoms and molecules.

CHEM-AD 203 Physical Chemistry Laboratory: Thermodynamics and Kinetics Offered every year Fall 2015
Co-requisite: CHEM-AD 103
This laboratory-based course follows closely the lectures in CHEM-AD 103 and provides students with practical skills that are required for performing experiments in physical sciences. The course introduces the principles and practices of "classical" physicalchemical methods in thermodynamics and kinetics, and continues with modern experimental and computational methods that are widely used in contemporary analytical, organic, physical, and biological chemistry laboratories. The experiments include thermochemical techniques such as calorimetry to determine the heat exchange during chemical reactions or physical processes, construction and interpretation of phase diagrams of binary and ternary mixtures, measurement and prediction of kinetic rates of chemical reactions, determination of rate constants, characterization of colloids, and measuring the electrochemical properties of matter. The experiments will be supported by computer simulations, and are highly focused on the processes of experimentation, data recording, correct analysis, and meaningful interpretation of the observations. After completion of this course, the students will be able to approach a chemical problem, set up a hypothesis, perform accurate measurement, interpret the results, verify the hypothesis, draw conclusions, and communicate effectively the results orally and in writing.

CHEM-AD 204 Physical Chemistry Laboratory: Spectroscopy Offered every year
Co-requisite: CHEM-AD 104
This laboratory-based course is coupled to the lectures in CHEM-AD 104 and focuses on the principles and use of modern computational and experimental methods for predicting structure and energy, spectroscopic characterization, and structure determination. The students become familiar with modern instrumental methods such as absorption (ultraviolet-visible) spectroscopy, fluorescence spectroscopy, infrared spectroscopy, nuclear magnetic resonance, and structure analysis by single crystal X-ray diffraction. The students learn how to use and interface analytical equipment, acquire, process and analyze data, and interpret the results. The course also includes a computational component and makes use of quantum chemical calculations to predict energies, reaction rates, and structures of molecules. The theoretical results are correlated with the experimental data to arrive at correct interpretation of the results. After the completion of this course the students will be able to characterize materials by using the common analytical methods.

CHEM-AD 301 Biochemistry: Macrostructural Function and Structure Offered every year Fall 2015
Prof. W. Rabeh Prerequisite: CHEM-AD 101 Crosslisted with Biology
Biochemistry investigates the chemical structures, reactions, and processes of molecules and biological 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 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 nucleic acids, proteins, enzymes, and 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: Metabolism Offered every year Spring 2016
Prof. W. Rabeh Prerequisite: 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 metabolic pathways by which cells catalyze and metabolize carbohydrates, lipids, and proteins. We will examine the mechanisms of the different reactions that constitute these pathways and the regulatory mechanisms that control their often complexing systems. Review of scientific literature will broaden our understanding of metabolism in the human body with special focus on human diseases as a result of defects in metabolic pathways.
CHEM-AD 311
Inorganic Chemistry
Offered every year
Spring 2016
Chemistry faculty
Prerequisites: Foundations of Science 1-6, CHEM-AD 101
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.

CHEM-AD 314
Analytical Chemistry
Offered every year
Fall 2015
Prof. S. Amin
Prerequisites: Foundations of Science 1-6
Pre-or co-requisite: CHEM-AD 101
This course introduces students to basic concepts in Analytical chemistry with a focus on modern analytical chemistry techniques. These techniques include chemical equilibria and titrations, spectrochemical methods, electrochemical methods, and analytical separation techniques. The course includes a strong laboratory component that will demand independence and creativity from students. Briefly, students will extract biological metabolites from microbes and purify one specific “unknown” small molecule from this milieu to determine its structure and basic chemical properties using techniques discussed in lecture.

MATH-AD 111
Calculus with Applications
Prerequisite: MATH-AD 102 or Math Placement Test
Crosslisted with Science, Engineering
Note: This course may be replaced with MATH-AD 110

MATH-AD 112
Multivariable Calculus
Prerequisite: MATH-AD 110 or MATH-AD 111 or Math Placement Test
Crosslisted with Science, Engineering

CHEMISTRY ELECTIVES

CHEM-AD 298
Directed Study
Offered every semester
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. Forms for Directed Study in Research in Chemistry are available from the Office of the Dean of Science.

CHEM-AD 299
Directed Study
Offered every semester
Prerequisite: CHEM-AD 298
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. Forms for Directed Study in Research in Chemistry are available from the Office of the Dean of Science.

CHEM-AD 304
Experimental Biochemistry
Offered occasionally
Pre- or co-requisite: CHEM-AD 301 or 302
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.

CHEM-AD 310
Biophysical Chemistry
Offered occasionally
Prerequisites: CHEM-AD 101, CHEM-AD 102, CHEM-AD 104, CHEM-AD 301
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: CHEM-AD 101, CHEM-AD 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 course with previous coursework in the chemical structure and conformation of polypeptides and nucleic acids.

CHEM-AD 315
Special Topics in Chemistry
Offered occasionally
This course provides an 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.

CAPSTONE EXPERIENCE

CHEM-AD 390
Capstone Seminar in Chemistry
Offered every year
Fall 2015
Prof. T. Dare
The capstone seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD chemists and others in related fields. Through exposure to NYUAD faculty research, students will identify areas of interest for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. Beginning in 2015-16 all science majors are expected to take this course in their junior year.

CHEM-AD 400
Senior Capstone Research Project
Offered every year
Fall 2015, Spring 2016
Chemistry faculty
Prerequisite: CHEM-AD 390
The senior capstone experience in chemistry 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 their 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 along the lines of those in the Proceedings of the National Academy of Sciences, USA. Students also participate in a capstone research symposium during which they present their work orally.

CHEM-AD 401
Senior Capstone Research Project
Offered every semester
Spring 2016
Chemistry faculty
Prerequisite: CHEM-AD 400
A second semester of senior Capstone Experience for students whose project requires extended time.
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 computer science major is to train students both in the fundamental principles of Computer Science and in related aspects of technology to broaden the knowledge base of computer science majors and demonstrate the relevance of computer technology to other disciplines. Computer science majors must complete a concentration or a major in one of the following areas: applied mathematics, economics, or natural science. (For a description of these concentrations, see pp. 235, 168, 227 respectively.) The Program in Computer Science embraces a rich variety of subjects and provides great flexibility, allowing students to tailor courses of study to their particular interests. Advanced undergraduate students can work on research projects with faculty members engaged in projects of mutual interest.

**CONCENTRATION IN COMPUTER SCIENCE**

The concentration in computer science provides a focused learning experience that emphasizes the design and analysis of algorithms incorporating appropriate data structures, the realization of these algorithms and data structures by means of programming languages, and the honing of programming skills through a variety of programming projects. The Concentration requires completion of four courses: Introduction to Computer Science, Data Structures, Algorithms, and one computer science elective.

**REQUIREMENTS FOR THE CONCENTRATION IN COMPUTER SCIENCE**

4 courses, distributed as follows:

1. Introduction to Computer Science
2. Data Structures
3. Algorithms
4. Computer Science Elective

**COMPUTER SCIENCE**

**SAMPLE SCHEDULE**

*Remember that this is only one possible path to complete this major.*

**YEAR 1**

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<th>Fall Semester</th>
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<td><strong>CORE</strong></td>
<td><strong>DISCRETE MATHEMATICS</strong></td>
<td><strong>CORE</strong></td>
<td><strong>ALGORITHMS</strong></td>
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<td><strong>CALCULUS WITH APPLICATIONS OR CALCULUS</strong></td>
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**YEAR 2**

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<td><strong>CORE</strong></td>
<td><strong>COMPUTER SYSTEMS ORGANIZATION</strong></td>
<td><strong>CORE</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
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<td><strong>COMPUTER SCIENCE ELECTIVE</strong></td>
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<td><strong>CONCENTRATION 1</strong></td>
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**YEAR 3**

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<td><strong>SOFTWARE ENGINEERING</strong></td>
<td><strong>CORE</strong></td>
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<td><strong>OPERATING SYSTEMS</strong></td>
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**YEAR 4**

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<td><strong>COMPUTER NETWORKS</strong></td>
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<td><strong>CONCENTRATION 4</strong></td>
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<td><strong>CAPSTONE PROJECT</strong></td>
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Computer Science Courses

Required Courses

CS-AD 104
Computer Systems Organization
Offered every year
Fall 2015
Prof. J. Chen
Prerequisite: CS-AD 103
The course covers the understanding lower-level issues in computer design and programming. The course starts with the C programming language, moves down to assembly and machine-level code, and concludes with basic operating systems and architectural concepts. Students learn to read assembly code and reverse-engineer programs in binary. Topics 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 2016
Prof. G. Touroussant
Prerequisite: CS-AD 116
Algorithms are 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 part of designing an algorithm is to make sure that when it is programmed in a computer, it runs as fast as possible and does what it was designed to do. This course covers the foundations of the design and analysis of algorithms at an advanced level, focusing on proving the correctness of algorithms, analyzing their computational efficiency, and designing efficient algorithms. The algorithms studied are taken from a variety of applications such as robotics, artificial intelligence, heuristic search, pattern recognition, machine learning, music, bioinformatics, arithmetic, algebra, and geometry.

CS-AD 106
Operating Systems
Offered every year
Fall 2015
Prof. A. Abouzied
Prerequisites: CS-AD 104, CS-AD 105
A digital computer consists of hardware and software that users employ to solve problems within a wide variety of applications. The operating system in a computer is a collection of software functioning as the chief manager that oversees the interactions between the users and 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 systems components like those found in Windows, UNIX/Linux, and Android.

CS-AD 116
Discrete Mathematics
Offered every year
Fall 2015
Prof. G. Touroussant
Prerequisite: MATH-AD 110 or MATH-AD 111
Discrete mathematics concerns the study of mathematical structures that are discrete rather than continuous, and provides a powerful language for investigating many areas of computer science. Discrete structures are characterized by distinct elements, which are often represented by integers. Continuous mathematics on the other hand deals with real numbers. Topics include most of the following: sets, counting techniques, Boolean logic, threshold logic, logic circuits, types of induction, proof techniques, solving recurrence relations, order of magnitude analysis, number theory, probability, statistics, Bayes’ Rule, relations, graph theory, and discrete geometry. These mathematical tools are illustrated with applications in computer science.

CS-AD 209
Software Engineering
Offered every year
Spring 2016
Prof. J. White
Prerequisites: CS-AD 103, CS-AD 105
As the need for web and mobile applications grows every year, it is crucial to use efficient software engineering techniques to design software applications. This course is an intensive, hands-on study of practical techniques and methods of software engineering. Topics include design patterns, refactoring, code optimization, universal model organization, 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.

CS-AD 217
Computer Networks
Offered every year
Spring 2016
Prof. Y. Zaki
Prerequisites: CS-AD 104, CS-AD 105
Have you ever wondered how the Internet or Facebook is able to support a billion simultaneous users? This course teaches students the design and implementation of such Internet-scale networks and networking systems. Students learn about the principles and techniques used to construct large-scale networks and systems. Topics include routing protocols, network congestion control, wireless networking, overlay networks and applications, network security, and peer-to-peer systems. Upon completing this course students are able to initiate and critique research ideas, implement their own working systems, and evaluate such systems. To make the issues more concrete, the class includes several multi-week projects requiring significant design and implementation. The goal is for students to learn not only what computer networks are and how they work today, but also why they are designed the way they are and how they are likely to evolve in the future. Examples are drawn primarily from the Internet.

MATH-AD 111
Calculus with Applications
Prerequisites: MATH-AD 102 or Math Placement Test
Crosslisted with Science, Engineering
Note: This course may be replaced with MATH-AD 110

Computer Science Electives

CS-AD 170
Computer Security
Offered every year
Spring 2016
Prof. Pöpper
Prerequisites: CS-AD 105, 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.
Unix Tools
Offered occasionally
Prerequisites: CS-AD 104, CS-AD 105
The contents of this course will be regularly revised to track 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. Typsetting systems such as LaTex. Computational tools such as Matlab, Web development tools, such as HTML, JavaScript, and CGI.

Programming Languages
Offered occasionally
Prerequisites: CS-AD 104, 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.

Artificial Intelligence
Offered occasionally
Prerequisites: CS-AD 103, 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. The topics to be covered include: heuristic search ("A* Algorithm"); problem solving; automated reasoning; reasoning with uncertainty; machine learning; perceptrons; Bayesian networks; automated reasoning; reasoning with uncertainty; heuristic search ("A* Algorithm"); problem solving; automated reasoning; reasoning with uncertainty; machine learning; perceptrons; Bayesian networks; hidden Markov models; and applications to areas such as computer vision, natural language processing, music processing, computer games, robotics, and planning.

Computer Architecture
Offered occasionally
Prerequisites: CS-AD 104, CS-AD 105
Fundamentals of computer design. Topics include instruction-set architecture, pipelining, branch prediction, dynamic scheduling, hardware speculation, and superscalar, VLIW, memory system (cache and main memory), multiprocessing (snooping protocol and directory protocol), interconnection networks, and case studies.

Database Systems
Offered every year
Spring 2016
Prof. A. Abouzied
Prerequisites: CS-AD 103, 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.

Compilers
Offered occasionally
Prerequisites: CS-AD 104, 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.

Computer Graphics
Offered occasionally
Fall 2015
Prof. S. Ray
Prerequisites: CS-AD 103, 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 lanecation, graphics data structures, display devices, and systems for creating realistic images, and processing visual inputs such as photographs, drawings, movies, animations, or simulations.

Theory of Computation
Offered occasionally
Prerequisites: CS-AD 104, CS-AD 105, 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 computer? 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.

Special Topics in Computer Science
Offered occasionally
Spring 2016
Prof. J. White
Prerequisites: CS-AD 116, basic programming proficiency
Co-requisite: CS-AD 103
Advanced courses, varying each semester. Topics may include: natural language processing; computer vision; cryptography and security; game programming; machine learning; software engineering; wireless networks; information retrieval; and user interfaces.

Information Retrieval
Spring 2016
Prof. J. White
Information retrieval is an active, multi-faceted, field of computer science. Broadly, it is concerned with obtaining relevant information from a collection of resources based on a specified information need. The field has become increasingly relevant as the amount of stored information continues to grow – both in its quantity and its diversity. This special topics course intends to give students a deep understanding of IR basics as well as broad exposure to the current state of the art.

Natural Language Processing
Spring 2016
Prof. N. Habash
Prerequisites: CS-AD 103, CS-AD 105
The field of natural language processing (NLP), also known as computational linguistics, is interested in the modeling and processing of human (i.e., natural) languages. This course covers foundational NLP concepts and ideas, such as finite state methods, n-gram modeling, hidden Markov models, part-of-speech tagging, context free grammars, syntactic parsing and semantic representations. The course will survey a range of NLP applications such as information retrieval, summarization and machine translation. Concepts taught in class will be reinforced in practice by hands-on assignments.

Directed Study in Computer Science
Fall 2015
Prerequisites: CS-AD 103, CS-AD 105, permission from instructor
This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in computer science. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member. Forms for Directed Study in Research in computer science are available from the Office of the Dean of Science.

Directed Study in Computer Science
Spring 2016
Prerequisites: CS-AD 103, CS-AD 105, permission from instructor
This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in computer science. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member.

Directed Study in Computer Science
Spring 2016
Prerequisites: CS-AD 103, CS-AD 105, permission from instructor
This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in computer science. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member.
CAPSTONE EXPERIENCE

CS-AD 390
Capstone Seminar in Computer Science
Fall 2015
Computer 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 areas of interest for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. Beginning in 2015-16 all science majors are expected to take this course in their junior year.

CS-AD 400
Senior Capstone Research Project
Fall 2015, Spring 2016
Prerequisite: CS-AD 390
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 and/or scientific theory. The specific project is developed during their 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 along the lines of those in the Proceedings of the National Academy of Sciences, USA. Students also participate in a capstone research symposium during which they present their work orally.

CS-AD 401
Senior Capstone Research Project
Spring 2016
Prerequisite: CS-AD 400 and permission
A second semester of senior Capstone Experience for students whose project requires extended time.

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 eight required courses: Calculus; Foundations of Mathematics; Linear Algebra; Multivariable Calculus; Ordinary Differential Equations; Real Analysis 1; Probability and Statistics; and Abstract Algebra 1.

Students select two 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 Numerical Methods, Cryptography, Mathematical Modeling or Introduction to Game Theory.
Mathematics majors must also complete a concentration or major in one of the following areas that use mathematics or mathematical modeling: computer science, economics or the natural sciences. (For a description of these concentrations, see pp. 226-227, 166, 192-193 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:
- 2 Calculus with Applications; Multivariable Calculus
- 2 Courses drawn from the following: Linear Algebra; Ordinary Differential Equations; Introduction to Probability and Statistics

REQUIREMENTS FOR THE MAJOR
16 courses, distributed as follows:
- 8 Required Courses:
  - Foundations of Mathematics
  - Calculus; Multivariable Calculus
  - Linear Algebra
  - Real Analysis; Ordinary Differential Equations
  - Probability & Statistics
- 4 Concentration or major:
  - Computer Science;
  - Economics;
  - or the Natural Sciences
- 2 Electives
- 2 Capstone: Project & Seminar

SAMPLE SCHEDULE
Remember that this is only one possible path to complete this major.

YEAR 1
Fall Semester
- Core
- Calculus
- Foundation of Math
- January Term

Spring Semester
- Core
- Linear Algebra
- Multi-Variable Calculus
- January Term

YEAR 2
Fall Semester
- Core
- Concentration 1
- Real Analysis 1
- Ordinary Differential Equations
- January Term

Spring Semester
- Core
- Intro to Probability and Stats.
- Concentration 2
- Concentration 3

YEAR 3
Fall Semester
- Core
- General Elective
- Math Elective
- Capstone Seminar
- January Term

Spring Semester
- Core
- General Elective
- General Elective
- General Elective

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 2015, Spring 2016*  
Math Faculty, Prof. D. Fall  
A fundamental understanding of mathematical functions is critical before engaging in the rigor of calculus. This course examines single variable functions, including their algebraic and geometric properties. By necessity, 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**  
*Offered every Fall and Spring  
*Fall 2015, Spring 2016*  
Math Faculty, Prof. A. Mimar  
Prerequisite: MATH-AD 101 or Math Placement Test  
A vector is a mathematical measure of change in magnitude and direction of a physical vector. A displacement from one location to another in a plane or in space can be described by both the magnitude and direction of force applied to move an object. Examples are vectors of vectors. This course studies the algebra of vector addition, subtraction, and the dot product with applications. 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 concepts of average rate of change, limit and derivatives for both scalars and vectors in both one and three-dimensional coordinates are discussed and the merits of each are presented. Systems of linear equations are presented using matrices. Finite and infinite sequences are discussed. Some basic properties of real and complex numbers are reviewed and several applications of the algebra of complex numbers are presented to illustrate how to use them in applications.

MATH-AD 111  
**Calculus with Applications**  
*Offered every Fall and Spring  
*Fall 2015, Spring 2016*  
Profs. E. Russell, F. Saied, and A. Fall; Profs. A. Gandolfi and J. Pycke  
Prerequisite: MATH-AD 102 or Math Placement Test  
Crosslisted with Biology, Chemistry, Computer Science, Engineering, Physics  
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 other disciplines 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 modeling 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 recitation focused on applications. Placement into Calculus is decided by discussion with mentors and the results of a mathematics placement examination.

MATH-AD 115  
**Linear Algebra Fundamentals**  
*Offered every Fall and Spring*  
Math Faculty, Prof. A. Mimar  
Prerequisite: MATH-AD 101 or Math Placement Test  
A vector is a mathematical measure of change in magnitude and direction of a physical vector. A displacement from one location to another in a plane or in space can be described by both the magnitude and direction of force applied to move an object. Examples are vectors of vectors. This course studies the algebra of vector addition, subtraction, and the dot product with applications. 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 concepts of average rate of change, limit and derivatives for both scalars and vectors in both one and three-dimensional coordinates are discussed and the merits of each are presented. Systems of linear equations are presented using matrices. Finite and infinite sequences are discussed. Some basic properties of real and complex numbers are reviewed and several applications of the algebra of complex numbers are presented to illustrate how to use them in applications.

MATH-AD 110  
**Calculus**  
*Offered every Fall  
*Prerequisite: MATH-AD 102 or Math Placement Test*  
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 recitation that provides opportunities for rigorous analysis of proofs and theorems associated with the material. The course is primarily intended for students continuing on into Calculus II. Placement into Calculus is decided by discussion with mentors and the results of a mathematics placement examination. With permission of the program in mathematics, Calculus with Applications may substitute for Calculus.

MATH-AD 112  
**Multivariable Calculus**  
*Offered every Fall and Spring  
*Fall 2015, Spring 2016*  
Prof. T. Ghoul, Profs. S. Cai and J. Pycke  
Prerequisite: MATH-AD 110 or MATH-AD 111 or Math Placement Test  
Crosslisted with Biology, Chemistry, Engineering, Physics  
Multi-variable calculus is the extension of calculus in one-variable to calculus in more than one variable. Integration and differentiation of functions of several variables require new concepts and techniques. The course 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 Green, Gauss, and Stokes are rigorously introduced.

This course explores the axiomatic method, some elements of logic and formal languages, and set theory. In addition, the system of real numbers and other fundamental number systems can be firmly established on the ground of natural numbers; therefore, the course introduces elementary arithmetic and the universal method of constructing new objects from already known sets by means of equivalence relations. Abstract concepts are introduced through basic functions, universal examples or problems, carefully chosen as illuminates of broader ideas and sources of new theoretical and practical applications.

MATH-AD 116  
**Linear Algebra**  
*Offered every Fall and Spring  
*Fall 2015, Spring 2016*  
Profs. A. Mimar and A. Gandolfi, Prof. A. Mimar  
Prerequisite: MATH-AD 110 or MATH-AD 111 or Math Placement Test  
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 are based on 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 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 2015, Spring 2016*  
Profs. S. Bourrouldj and T. Ghoul, Prof. T. Ghoul  
Prerequisite: MATH-AD 112  
Co-requisite: 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 components flowing in electrical circuits 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  
**Probability and Statistics**  
*Offered every Spring  
*Spring 2016*  
Prof. A. Gandolfi  
Prerequisite: MATH-AD 112  
Crosslisted with Physics  
An introduction to the mathematical treatment of random phenomena occurring in the natural, physical, and social sciences as well as in engineering and finance. The course is designed to acquaint the students with both probability and statistics. It requires familiarity with mathematical concepts and reasoning. In probability: mathematical treatment of chance; combinatorics; binomial, Poisson, and Gaussian distribution; law of large numbers and normal approximation; application to coin-tossing, radioactive decay; introduction to random vectors and Markov chains. In statistics: sampling; estimation; empirical distribution; testing of hypotheses from data.
MATH-AD 201 Abstract Algebra 1 Offered every year Fall 2015 Prof. S. Bourrouli
Prerequisites: MATH-AD 116, MATH-AD 103
Algebra is a part of every field of mathematics, and as such plays a prominent role in 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 221 Dynamical Systems Offered every year Fall 2015
Prerequisites: MATH-AD 116, MATH-AD 121 Crosslisted with Physics
Dynamical systems is the study of coupled first order differential equations. The study of discrete dynamical systems often exhibits 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 is stressed, including phase planes. Chaotic behavior is introduced, emphasizing on one-variable maps (the logistic, and fractal sets. Applications are drawn from physics and biology.

MATH-AD 210 Cryptography Offered every other year Prof. CS 105
Introduction to the theory and practice of cryptography. The modern study of cryptography generates techniques for facilitating interactions between entities in a distrustful context. Modern day examples include secure wireless networks, Internet banking, satellite communications, as well as bank ATM. Topics include: Symmetric-key encryption, message authentication, public-key encryption (RSA, ElGamal), digital signatures (RSA, Fiat-Shamir), and authentication to such entities as the identification and zero-knowledge), and time permitting, other applications.

MATH-AD 213 Introduction to Mathematical Modeling Offered every year Prof. MATH-AD 103
Often, the most difficult task of the applied mathematician is the formulation of an analyzable model. The objective of this course is to bring the ideas of applied mathematics to bear on such concrete situations as the motion of a parcel of water, the spread of a disease, the reaction rates of a chemical reaction, the flow of fluids, gravity, electromagnetism, and the like. The necessary 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 216 Partial Differential Equations Offered every year Prof. MATH-AD 211 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 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 215 Number Theory Offered occasionally Spring Prof. I. Spitkovsky
Prerequisites: MATH-AD 112, MATH-AD 116
Number Theory is a branch of mathematics devoted to the study of properties of whole numbers. It is one of the most interesting threads of mathematics. The course introduces the Poincare conjecture and the Riemann hypothesis. The course concludes with the exploration of the connections between number theory and the geometry of curves.

MATH-AD 298 Directed Study in Mathematics Fall 2015
Individual study of a topic in mathematics. A word of advice: This course is only open to students with a minimum overall GPA.
of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member. Forms for Directed Study in Mathematics are available from the Office of the Dean of Science.

MATH-AD 320
Special Topics in Mathematics
Offered every Spring
Spring 2016
Prof. F. Saied
Prerequisite: Permission of instructor
This course is designed by an instructor to explore topics of interest to him and to students. The topics may vary from year to year, and are usually not covered in any elective course at NYU Abu Dhabi.

MATH-AD 331
Topology
Offered every other year
Fall 2015
Prof. A. Mimar
Prerequisite: MATH-AD 231
Topology 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.

PHYS-AD 300
Mechanics
Prerequisites: SCIEN-AD 101-114, MATH-AD 121
Crosslisted with Physics

POLS-AD 112
Introduction to Game Theory
Prerequisite: MATH-AD 110 or MATH-AD 111 or SOCS-AD 101 or Math Placement Test
Crosslisted with Economics, Political Science, Social Research and Public Policy

CAPSTONE EXPERIENCE

MATH-AD 390
Capstone Seminar in Mathematics
Offered every Fall
Fall 2015
Math Faculty
Prerequisites: MATH-AD 121, MATH-AD 231, MATH-AD 150
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 areas of interest for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. Beginning in 2015-16 all science majors are expected to take this course in their junior year.

MATH-AD 400
Senior Capstone Research Project
Offered every Fall and Spring
Fall 2015
Math Faculty
The senior Capstone Experience in mathematics 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 their 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 along the lines of those in the Proceedings of the National Academy of Sciences, USA. Students also participate in a capstone research symposium during which they present their work orally.

MATH-AD 401
Senior Capstone Research Project
Offered every Spring
Spring 2016
Math Faculty
Prerequisite: MATH-AD 390 and permission
A second semester of senior Capstone Experience for students whose project requires extended time.

MATH-AD 402
Senior Capstone Research Project
Offered every Fall and Spring
Fall 2015
Math Faculty
Prerequisite: MATH-AD 390 and permission
A second semester of senior Capstone Experience for students whose project requires extended time.

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 mathematics courses and one physics elective. Complex Analysis and Partial Differential Equations are especially relevant to physics. At least one additional physics elective is strongly recommended.
### PHYSICS COURSES
#### REQUIRED FOR MAJORS

**PHYS-AD 100**
**Electromagnetism and Special Relativity**
*Offered every year*
*Prerequisites: Foundations of Science 1-2, 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 Foundations of Science 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 origin of magnetic fields. The connection between electricity, magnetism, and Special Relativity is also explained, including time dilation, length contraction and other bizarre phenomena that occur when charges and other matter travel at velocities close to that of light.

**PHYS-AD 300**
**Mechanics**
*Offered every year*
*Fall 2015*
*Prerequisites: Foundations of Science 1-6, MATH-AD 116 or MATH-AD 121*
*Crosslisted with Mathematics*

This course offers a deeper understanding of how physical systems respond to forces. The course starts with the Lagrangian and Hamiltonian formulation of mechanics and students will learn how to solve complicated problems with these powerful formalisms. Other topics include orbital mechanics, the dynamics of rigid bodies, small oscillations, and chaos theory.

**PHYS-AD 301**
**Electricity and Magnetism**
*Offered every year*
*Fall 2015*
*Prerequisites: Foundations of Science 1-6, MATH-AD 116 or MATH-AD 121*
*Crosslisted with Mathematics*

This course offers a deeper understanding of how physical systems respond to forces. The course starts with the Lagrangian and Hamiltonian formulation of mechanics and students will learn how to solve complicated problems with these powerful formalisms. Other topics include orbital mechanics, the dynamics of rigid bodies, small oscillations, and chaos theory.

**PHYS-AD 302**
**Quantum Mechanics**
*Offered every year*
*Fall 2015*
*Prerequisites: Foundations of Science 1-6, MATH-AD 116*

Quantum mechanics is 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*
*Prerequisites: Foundations of Science 1-6*

Physics is an experimental science. In this course the students will assemble and perform some key experiments of modern physics, testing their experimental capabilities and refining their collaboration skills. Possible activities include muon decay, two-slit interference, interferometry, Fabry-Perot cavity, nuclear magnetic resonance, gamma-ray spectroscopy, astronomical data collection and analysis. Elements of statistics, data analysis and Python programming will also be covered. Students will work in small groups (3 people maximum) and perform typically 3 or 4 experiments, carrying out all phases: initial step, data taking, analysis, writing a short paper and presenting to an audience.

**PHYS-AD 304**
**Statistical Mechanics and Thermodynamics**
*Offered every year*
*Fall 2015*
*Prerequisite: PHYS-AD 302 or permission of instructor*

Understanding the behavior of macroscopic systems composed of many particles requires a statistical approach. Phenomena like the behavior of polyatomic gases, magnetism, thermal radiation, phase changes and many others can be understood through Statistical Mechanics. 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.
2015–16 SCIENCE AND MATHEMATICS | PHYSICS

PHYS-AD 300
Solid State Physics
Prerequisite: PHYS-AD 302
What crystals are, and what determines their properties? Solid state physics cover the principles of crystallography; crystal structure; lattice vibrations; band theory for metals and insulators, semiconductors; magnetism; and superconductivity. These topics will be approached with a classical and quantum mechanical approach. Additional areas 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
Prerequisite: PHYS-AD 302
In this course, the quantum mechanical framework is applied to physical systems. Utilizing approximation techniques applicable across a wide range of the physical sciences, we will explore time-independent and dependent perturbation theory, the variational principle, the WKB approximation, the adiabatic approximation, scattering processes. Though these techniques are applied primarily to problems in quantum mechanics, many of these formalisms are also applicable to a wide variety of problems in atomic physics, nuclear physics, or astrophysics will be explored.

PHYS-AD 317
Multi-wavelength Astronomy
Offered every other year
Fall 2015
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.

PHYS-AD 318
Particle Physics
Offered every other year
Prerequisite: PHYS-AD 302
Particle physics is the study of the fundamental constituents of matter and their interactions. The course introduces the experimental underpinnings and the theoretical developments of elementary particle physics. Topics include the discovery of elementary particles, symmetries found in nature, and relativistic formulation of quantum mechanics, leading up to the Standard Model. Recent discoveries and theories beyond the Standard Model will also be discussed as time permits.

CAPSTONE EXPERIENCE

PHYS-AD 390
Capstone Seminar in Physics
Offered every Fall
Fall 2015
Physics 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 gain interests of interest for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. Beginning in 2015-16 all science majors are expected to take this course in their junior year.
Psychology studies the mind and behavior. The major in Psychology introduces students to the main concepts, theoretical perspectives, empirical findings, and historical trends in the field. Students gain the ability to think scientifically, creatively, and critically about human behavior and mental processes; to acquire the basic skills for conducting research in these areas; and to develop a general understanding of psychology as both a natural science and a social science. Students grapple with overarching themes and persistent questions in psychology, such as the interaction of heredity and environment, variability and continuity of behavior and mental processes within and across species, free will versus determinism, the relation between mind and body, and applicability of general theories and measures to specific societal and cultural contexts. Topics of inquiry include cognition, sensation and perception, language and memory, child development and education, personality and individual differences, social interaction and group dynamics, intergroup relations, and the connection between the individual and society.

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

The Psychology major consists of twelve courses. These include four required courses that provide the foundation for more advanced courses in psychology; four elective courses that cover broader subareas of psychology; two advanced electives that go deeper into specific areas of research and inquiry and that emphasize the scientific research and writing process; and 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
**PSYCHOLOGY COURSES**

**COURSES FOR NON-MAJORS**

**PSYCH-AD 100**
**Introduction to Linguistics**
Offered occasionally
Spring 2016
Prof. D. Almeida

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 open to all students but will not count towards the Psychology major.

**REQUIRED COURSES**

**PSYCH-AD 106**
**Statistics for Psychology**
Offered every year
Fall 2015, Spring 2016
Prof. R. Volcic

Statistics form a critical component of research, and this course is designed to introduce students to the foundations of statistical principles in psychological science. This course will cover basic level statistics concepts such as central tendency and variability; the theory and logic underlying hypothesis testing and statistical decision making; the basic principles behind linear models commonly used in psychology, including correlations, t-tests, analysis of variance, and basic regression. The course will also introduce students to basic statistical computer programs.

**PSYCHOLOGY ELECTIVES**

**PSYCH-AD 110**
**Cognition**
Offered every year
Spring 2016
Prof. D. Fougnie

Prerequisite: PSYCH-AD 101
crosslisted with Biology

Cognitive psychology is the scientific study of the human mind and human thinking. This course 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 150
Social Psychology
Offered every year
Fall 1 (1 credit, 24 lectures)
Prerequisite: PSYCH-AD 101

Orientalist views of human behavior, social studies of behavior, social processes, and social constructs. The course is concerned with how social perception, attitudes, and behaviors are influenced by group membership, social identity, and social roles. The course is designed for students who have a background in social psychology or related fields.

PSYCH-AD 152
Culture and Context
Offered every year
Prerequisite: PSYCH-AD 101

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

PSYCH-AD 153
Culture, Context, and Psychology
Offered every January

January 2016
Prerequisite: PSYCH-AD 101

The course is designed for students who are interested in the study of cultural and contextual factors and how these factors influence every aspect of psychological theory, practice, research, and evaluation. Major theories, assessment approaches, and research in psychology are critiqued by investigating universals principles, behavior, and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class, and social differences.

PSYCH-AD 154
Motivation and Volition
Offered every other year
Prerequisite: PSYCH-AD 101

The course is designed for students who are interested in the study of motivation and volition, and how these factors influence every aspect of psychological theory, practice, research, and evaluation. Major theories, assessment approaches, and research in psychology are critiqued by investigating universals principles, behavior, and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class, and social differences.

PSYCH-AD 160
Special Topics in Psychology
Offered occasionally

Spring 2016

Prerequisite: PSYCH-AD 101, PSYCH-AD 102

These courses are high-level seminars offered on a 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 vary from year to year and the specific topic will be announced before the start of the course.

ADVANCED PSYCHOLOGY ELECTIVES

PSYCH-AD 190
Directed Study in Psychology
Offered every other year

Fall 2015

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

This course is designed for students who are interested in the study of motivation and volition, and how these factors influence every aspect of psychological theory, practice, research, and evaluation. Major theories, assessment approaches, and research in psychology are critiqued by investigating universals principles, behavior, and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class, and social differences.

PSYCH-AD 298
Directed Research in Psychology
Offered every year

Fall 2015

Prerequisites: PSYCH-AD 101, PSYCH-AD 102, PSYCH-AD 105, SOCSCL-AD 110 or SOCSCL-AD 113 or MATH-AD 150, permission of instructor

This course is designed for students who are interested in the study of motivation and volition, and how these factors influence every aspect of psychological theory, practice, research, and evaluation. Major theories, assessment approaches, and research in psychology are critiqued by investigating universals principles, behavior, and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class, and social differences.

PSYCH-AD 312
Decision Making
Offered occasionally

Spring 2016

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

The course is designed for students who are interested in the study of motivation and volition, and how these factors influence every aspect of psychological theory, practice, research, and evaluation. Major theories, assessment approaches, and research in psychology are critiqued by investigating universals principles, behavior, and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class, and social differences.

PSYCH-AD 315
Psychology of Language
Offered occasionally

Fall 2015

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

The course is designed for students who are interested in the study of motivation and volition, and how these factors influence every aspect of psychological theory, practice, research, and evaluation. Major theories, assessment approaches, and research in psychology are critiqued by investigating universals principles, behavior, and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class, and social differences.

PSYCH-AD 317
Prejudice and Stereotyping
Offered occasionally

Fall 2015

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

The course is designed for students who are interested in the study of motivation and volition, and how these factors influence every aspect of psychological theory, practice, research, and evaluation. Major theories, assessment approaches, and research in psychology are critiqued by investigating universals principles, behavior, and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class, and social differences.

PSYCH-AD 321
Cognitive Neuroscience
Offered occasionally

Fall 2015

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

The course is designed for students who are interested in the study of motivation and volition, and how these factors influence every aspect of psychological theory, practice, research, and evaluation. Major theories, assessment approaches, and research in psychology are critiqued by investigating universals principles, behavior, and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class, and social differences.

PSYCH-AD 322
Social Psychology
Offered occasionally

Fall 2015

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

The course is designed for students who are interested in the study of motivation and volition, and how these factors influence every aspect of psychological theory, practice, research, and evaluation. Major theories, assessment approaches, and research in psychology are critiqued by investigating universals principles, behavior, and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class, and social differences.

PSYCH-AD 323
Emotion
Offered occasionally

Spring 2016

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

The course is designed for students who are interested in the study of motivation and volition, and how these factors influence every aspect of psychological theory, practice, research, and evaluation. Major theories, assessment approaches, and research in psychology are critiqued by investigating universals principles, behavior, and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class, and social differences.

PSYCH-AD 324
Motivation
Offered occasionally

Spring 2016

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

The course is designed for students who are interested in the study of motivation and volition, and how these factors influence every aspect of psychological theory, practice, research, and evaluation. Major theories, assessment approaches, and research in psychology are critiqued by investigating universals principles, behavior, and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class, and social differences.

PSYCH-AD 325
Cognition
Offered occasionally

Fall 2015

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

The course is designed for students who are interested in the study of motivation and volition, and how these factors influence every aspect of psychological theory, practice, research, and evaluation. Major theories, assessment approaches, and research in psychology are critiqued by investigating universals principles, behavior, and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class, and social differences.

PSYCH-AD 326
Developmental Psychology
Offered occasionally

Spring 2016

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

The course is designed for students who are interested in the study of motivation and volition, and how these factors influence every aspect of psychological theory, practice, research, and evaluation. Major theories, assessment approaches, and research in psychology are critiqued by investigating universals principles, behavior, and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class, and social differences.

PSYCH-AD 327
Psychophysiology
Offered occasionally

Fall 2015

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

The course is designed for students who are interested in the study of motivation and volition, and how these factors influence every aspect of psychological theory, practice, research, and evaluation. Major theories, assessment approaches, and research in psychology are critiqued by investigating universals principles, behavior, and experience as it occurs in multiple cultures, as well as issues such as oppression, raci
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 321
Lab in Cognitive Control
Fall 2015
Prof. K. Sreenivasan
Prerequisites: PSYCH-AD 101, 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 in Psychology
Fall 2015
Psychology 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 areas of interest for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. Beginning in 2015-16 all science majors are expected to take this course in their junior year.

PSYCH-AD 400
Senior Capstone Research Project
Every Fall and Spring
Psychology faculty
Prerequisite: PSYCH-AD 390
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 their 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 along the lines of those in Psychological Science. Students also participate in a capstone research symposium during which they present their work orally.

PSYCH-AD 401
Senior Capstone Research Project
Spring 2016
Prerequisites: PSYCH-AD 400 and permission
A second semester of senior Capstone Experience for students whose project requires extended time.
Engineering challenges of the 21st century are varied, complex, and cross-disciplinary. Ranging from the nano-scale to mega-projects, they are characterized by sustainability concerns, environmental and energy constraints, global sourcing, and humanitarian goals. In the face of global competition, dwindling natural resources, and the complexity of societal needs, the leaders of technological enterprises will be those who can innovate, are inventive and entrepreneurial, and understand how technology is integrated within society.

Engineering at NYUAD is designed to create technological leaders with a global perspective, a broad education, and the capacity to think creatively. The uniqueness of the program lies in the integration of invention, innovation, and entrepreneurship (i2e) into all phases of study. Through i2e students enjoy a learning environment conducive to creativity, which is at the heart of tomorrow’s technological innovations and enterprises.

NYUAD offers five degree programs: General Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering. Graduates receive a Bachelor of Science degree. The engineering programs provide a sound preparation for careers in research, academia, industry, or government.

A distinguished and diverse faculty engages in state-of-the-art research, innovation, invention, and entrepreneurship. Their research is concentrated in three thematic areas: Information, Communication, and Electronic Systems; Urban Systems; and Biomedical and Health Systems. Faculty at NYUAD actively collaborate with faculty in other divisions at NYUAD and NYUNY as well as faculty in the departments of civil, chemical and biological, computer, electrical, and mechanical engineering at 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 the four-course sequence Foundations of Science (see the note on Foundations of Science grading on p. 261). This is followed by Engineering Common Courses, a series of eight half courses and one full course (equivalent to five full courses). Engineering Common Courses explore 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 expose 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 four courses in Mathematics that include Calculus and Multivariable Calculus. Civil, Electrical, and Mechanical Engineering majors take Ordinary Differential Equations and Linear Algebra, whereas Computer Engineering majors take Discrete Mathematics, a half-course in Linear Algebra, and Probability and Statistics for Engineers.

Students take six to seven upper-level engineering courses in one of the five degree programs: General Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering. Engineering courses may be crosslisted in more than one engineering discipline, and while some courses are required for individual programs, others may serve as allowable electives (as specified in the engineering course descriptions in subsequent pages).

Many of the elective courses are connected to one or more of NYUAD’s engineering research areas: Information, Communication, and Electronic Systems; Urban Systems; and Biomedical and Health Systems. Students, in consultation with their academic mentor, are encouraged to cluster their engineering electives in one of the three research areas. Students in General Engineering are also strongly encouraged to specialize in one of these areas or in Chemical and Biological Engineering. (Please note that General Engineering students who enrolled in 2010 – 2011 or 2011 - 2012, upon approval, may cluster their engineering electives in one of the following traditional areas: Computer Engineering; Electrical Engineering; Civil Engineering; and Mechanical 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’s 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**

Remember that this is only one possible path to complete this major. See [www.students.nyuad.nyu.edu/grids](http://www.students.nyuad.nyu.edu/grids) for alternative options.

**YEAR 1**

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<td><strong>CORE</strong></td>
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<td><strong>FOUNDATIONS OF SCIENCE 1</strong></td>
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<td><strong>CALCULUS WITH APPS. OR CALCULUS</strong></td>
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**Spring Semester**

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

**YEAR 2**

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<td><strong>CORE</strong></td>
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<tr>
<td><strong>INTRO TO COMPUTER SCIENCE</strong></td>
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<td><strong>LINEAR ALGEBRA</strong></td>
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<td><strong>ORDINARY DIFFERENTIAL EQUATIONS</strong></td>
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| Spring Semester |
| **ECC: EXP. MTHDS.** |
| **ECC: STATICS** |
| **ECC: CONS. LAWS** |
| **ENGINEERING ELECTIVE** |

**YEAR 3**

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| Spring Semester |
| **GENERAL ELECTIVE** |
| **ECC: INSTRUCTION** |
| **ENGINEERING ELECTIVE** |
| **ENGINEERING ELECTIVE** |

**YEAR 4**

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<td><strong>CORE</strong></td>
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<td><strong>ENGINEERING ELECTIVE</strong></td>
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| 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**
  - Calculus; Multivariable Calculus
  - Linear Algebra;
  - Ordinary Differential Equations
- **1 Intro to Computer Science**
- **5 Engineering Common Courses**
- **6 Engineering Electives**
- **2 Capstones: Project and Seminar**
REQUIREMENTS FOR THE MAJOR
23 courses, distributed as follows:

1. Intro to Computer Science
2. Ordinary Differential Equations
3. Calculus with Apps. or Calculus
4. Foundations of Science 1-4
5. Engineering Common Courses
7. Discipline-specific Required and Elective Courses
8. Intro to Computer Science
9. Foundations of Science 1
10. Foundations of Science 2
11. Foundations of Science 3
12. Foundations of Science 4
13. Calculus; Multivariable Calculus
14. Calculus; Linear Algebra
15. Electrical Engineering
16. Mechanical Engineering
17. Civil Engineering
18. Electrical Engineering
19. Computer Engineering
20. Mechanical Engineering
21. Civil Engineering
22. Electrical Engineering
23. Computer Engineering

SAMPLE SCHEDULE

YEAR 1
Fall Semester
CORE
- FOUNDATIONS OF SCIENCE 1
- FOUNDATIONS OF SCIENCE 2
- CALCULUS WITH APPS. OR CALCULUS

January Term
- CORE
- FOUNDATIONS OF SCIENCE 3
- FOUNDATIONS OF SCIENCE 4
- MULTI-VARIABLE CALCULUS
- DIFF. Eqs. or Discrete Math

Spring Semester
CORE
- GENERAL ELECTIVE
- ENG. A
- ENG. B

Summer Term
- ECC: DES. INNO.
- CORE
- GENERAL ELECTIVE

YEAR 2
Fall Semester
CORE
- INTRO TO COMPUTER SCIENCE
- LINEAR ALGEBRA
- DIFF. Eqs. or Discrete Math

January Term
- GENERAL ELECTIVE
- ENG. C
- ENG. D
- ENG. E
- ENG. F
- ENG. G
- ENG. H

Spring Semester
ECC: STATICS
- ECC: DES. INNO.
- ECC: MATERIALS
- ENG. A
- ENG. B
- ENG. C

YEAR 3
Fall Semester
CORE
- ENG. C
- ENG. E
- ENG. G
- ENG. H

January Term
- GENERAL ELECTIVE
- ECC: INSTRUMENTATION
- ENG. I
- ENG. J

Spring Semester
GENERAL ELECTIVE
- GENERAL ELECTIVE
- ENG. K
- ENG. L
- CAPSTONE SEMINAR

YEAR 4
Fall Semester
CORE
- GENERAL ELECTIVE
- ENG. K
- ENG. L
- CAPSTONE SEMINAR
- GENERAL ELECTIVE

Spring Semester
CORE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CAPSTONE PROJECT

ENGINEERING REQUIREMENTS
- CIVIL ENGINEERING
- MECHANICAL ENGINEERING
- COMPUTER ENGINEERING
- ELECTRICAL ENGINEERING

ENG: A
- Dynamics (ENGR-AD 239)
- Mechanical Engineering
- Advanced Digital Logic (ENGR-AD 201)
- Advanced Digital Logic (ENGR-AD 201)

ENG: B
- Solid Mechanics (ENGR-AD 237)
- Mechanical Engineering
- Computer Systems Prog (ENGR-AD 202)
- Advanced Circuits (ENGR-AD 214)

ENG: C
- Structural Components Analysis (ENGR-AD 335)
- Structural Components Analysis (ENGR-AD 335)
- Computer Networks (ENGR-AD 208)
- Engineering Analysis I (ENGR-AD 194)

ENG: D
- Fluid Mechanics (ENGR-AD 231)
- Fluid Mechanics (ENGR-AD 231)
- Engineering Analysis II (ENGR-AD 195)

ENG: E
- Project Management (ENGR-AD 296)
- Thermodynamics (ENGR-AD 233)
- Computer Organization and Architecture (ENGR-AD 206)
- Analytical Methods (ENGR-AD 190)

ENG: F
- Structural Systems (ENGR-AD 336)
- Heat Transport (ENGR-AD 235)
- Signals and Systems (ENGR-AD 203)

ENG: G
- Transportation Engineering (ENGR-AD 344)
- Vibration Engineering (ENGR-AD 232)
- Data Systems and Algorithms (ENGR-AD 204)
- Electronics (ENGR-AD 222)

ENG: H
- Machine Component Design (ENGR-AD 333)

ENG: I
- Environmental Engineering (ENGR-AD 339)
- Mechanical Engineering (ENGR-AD 211)
- Analog and Digital Communication (ENGR-AD 216)

ENG: J
- Geotechnical Engineering (ENGR-AD 342)
- Mechanical Engineering (ENGR-AD 211)
- Computer Elective
- Electrical Engineering

ENG: K
- Civ E Design Elective
- Thermal Energy Systems (ENGR-AD 331)
- Embedded Systems (ENGR-AD 313)
- Electrical Engineering

ENG: L
- Civ E Design Elective
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 co-curricular programs 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 entering in the fall of 2015, students have the option of one or two semesters away. If students want to study away for one semester only, the recommended period is spring semester of junior (third) year. Students who want to study away for two semesters could study away during the fall semester of the sophomore (second) year along 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.

Courses at NYU Polytechnic School of Engineering often earn different numbers of credits from 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. 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
Prerequisites: Permission of faculty mentor
NYUAD Engineering students have the opportunity to engage in meaningful real-world work experience in one of the approved organizations in the U.A.E., U.S., or elsewhere. Internships are an important mechanism to gain specific skills and knowledge, make contacts and build confidence, as well as to explore career options prior to graduation. Depending on the student’s career objectives, an internship may involve working in a large corporation, small company, high-tech start-up, non-governmental organization, or alongside a faculty research mentor on cutting-edge research projects at one of NYU’s campuses. Through NYUAD’s internship program, students can also test their educational skills and classroom knowledge on various service learning projects. 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, 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 bioresorbable 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.
ENGR-AD 111-119
ENGINEERING COMMON COURSES

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, Engineering Conservation Laws, 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 2016 (1 week)

Prerequisite: ENGR-AD 110

Sections: Lecture, Laboratory

0 credits

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. This course also introduces students to engineering ethics through lectures and case studies.

ENGR-AD 110J
Design and Innovation
Offered every year

January 2016 (Abu Dhabi)

Prof. R. Jagannathan

Sections: Lecture, Laboratory

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

Fall 2015, Spring 2016

Prerequisite: MATH-AD 110 or MATH-AD 111

Foundations of Science 1-4

Sections: Lecture, Laboratory

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

Fall 2015, Spring 2016

Prerequisites: MATH-AD 110 or MATH-AD 111

Foundations of Science 1-4

Sections: Lecture, Laboratory

2 credits

Conservation laws play a fundamental role in the analysis of engineering problems by providing a framework to attack a wide variety of problems. The physical properties of closed and open systems and control volumes. This course aims to introduce the students to these laws namely—the conservation of flux, 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

Fall 2015, Spring 2016

Sections: Lecture, Laboratory

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 and such as flip-flops, and state diagrams concludes the module.

ENGR-AD 114
Experimental Methods
Offered every year

Spring 2016

Sections: Lecture, Laboratory

2 credits

Experimental methods is presented as a process of investigation starting with an observation, leading to one or more hypotheses tests by experiments involving measurements, collection of results, analysis and conclusion. Students are first introduced to the historical significance of experimental discoveries, the importance of experimental design and measurement. Key examples are discussed. The importance of measurements, errors, uncertainty and its justification will be discussed in detail and students will learn how to estimate, use and report uncertainties. Techniques to compare, analyze and report different measurements are studied. Students are introduced to error propagation rules, random and systematic errors and standard deviation as the uncertainty in a single measurement. The measurement system in an engineering context and practical examples of measurement systems and how they will be discussed, will as professional ethics within this context. Students will be introduced to the basic concepts in digital measurements, first order systems, rejection of data and Chauvenet’s criterion.

ENGR-AD 115
Instrumentation, Sensors, Actuators
Offered every year

Fall 2015

Prerequisite: ENGR-AD 119

Sections: Lecture, Laboratory

The course focuses on electrical circuits and components, passive and active filtering for signal conditioning, digital measurement system response characteristics, analog signal processing, digital representation, data acquisition, sensors, actuators and actuator characteristics. Studies of measurement systems via computer simulation also are discussed. The laboratory experiments draw upon examples from all disciplines of engineering such as data acquisition, operational amplifiers, temperature measurement, and motion and force measurements.

ENGR-AD 117
Simulation and Computational Methods
Offered every year

Fall 2015, Spring 2016

Prerequisites: MATH-AD 110 or MATH-AD 111, CS-AD 101

Recommended prerequisite: MATH-AD 121

Sections: Lecture, Laboratory

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

Summer 2016 (4 weeks)

Sections: Lecture, Laboratory

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, semiconductor, ceramic, and composite materials.

ENGR-AD 119
Circuits Fundamentals
Offered every year

Fall 2015, Spring 2016

Sections: Lecture, Laboratory

2 credits

This course provides an introduction to electrical circuits. The topics covered include DC circuits, passive and active 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 110**
Calculus with Applications
Fall 2015, Spring 2016
Mathematics faculty
Note: This course may be replaced with MATH-AD 110

**MATH-AD 112**
Multivariable Calculus
Fall 2015, Spring 2016
Mathematics faculty
Prerequisite: MATH-AD 110 or MATH-AD 111
Crosslisted with Mathematics

**MATH-AD 116**
Linear Algebra
Fall 2015, Spring 2016
Mathematics faculty
Prerequisite: MATH-AD 110 or MATH-AD 111
Crosslisted with Mathematics

**MATH-AD 121**
Ordinary Differential Equations
Fall 2015, Spring 2016
Mathematics faculty
Prerequisite: MATH-AD 112
Co-requisite: MATH-AD 116
Note: Not required for Computer Engineering
Crosslisted with Mathematics

**CS-AD 101**
Introduction to Computer Science
Fall 2015, Spring 2016
Crosslisted with Computer Science

**ENGINEERING AND ELECTIVE COURSES**

**ENGR-AD 180**
Physiology for Engineers
Offered every year per student demand
**ENGR-AD 190**
Analytical Methods
Offered every year
Fall 2015
Required for: Electrical
Elective for: Civil, Computer, Mechanical
Prerequisites: MATH-AD 110 or MATH-AD 111

**ENGR-AD 194**
Sections: Lecture, Laboratory
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**
Advanced Digital Logic
Offered every year
Spring 2016
Required for: Electrical, Computer
Elective for: Mechanical
Prerequisite: ENGR-AD 113
Sections: Lecture, Laboratory
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 2016
Required for: Computer
Elective for: Electrical
Recommended prerequisite: CS-AD 101
Sections: Lecture, Laboratory
2 credits
This course provides a perspective of software-hardware interface of computer systems, bridging the gap between high-level programming techniques and the actual hardware system implementation. A low-level programming language is used to illustrate the course topics, which may be C or a similar programming language. The topics covered include basic if statements, loops, functions, arrays, strings, multi-dimensional arrays, structures, pointers, and recursion.

**ENGR-AD 203**
Signals and Systems
Offered every year per student demand
Fall 2015
Required for: Electrical
Elective for: Computer
Prerequisite: ENGR-AD 190
Sections: Lecture, Laboratory
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 206
Computer Organization and Architecture
Offered every year per student demand
Required for: Computer
Elective for: Electrical
Prerequisite: ENGR-AD 201
Sections: Lecture, Laboratory
The course introduces the principles of computer organization and basic architecture concepts. It discusses the basic structure of a digital computer and explores in detail general topics such as instruction descriptions, machine instruction set 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 computer systems. 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 210
Computer Networks
Offered every year
Summer 2016 (4 weeks)
Required for: Computer
Elective for: Electrical
Sections: Lecture, Laboratory
The course introduces the basic concepts of computer and communication networks, including flow control, congestion control, end-to-end reliability, routing, 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 introduces 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 per student demand
Required for: Computer
Elective for: Electrical
Prerequisites: ENGR-AD 204, ENGR-AD 206
Sections: Lecture, Laboratory
The 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 practices.

ENGR-AD 213
Database Systems
Offered every other year per student demand
Elective for: Computer
Prerequisite: ENGR-AD 204
Sections: Lecture, Laboratory
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
Thermodynamics
Offered every year Fall 2015
Required for: Mechanical
Prerequisite: ENGR-AD 218, MATH-AD 121
Sections: Lecture, Laboratory
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 multi-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 214
Advanced Circuits
Offered every year Spring 2016
Required for: Electrical
Elective for: Computer
Prerequisite: ENGR-AD 119
Sections: Lecture, Laboratory
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 215
Analog and Digital Communication Theory
Offered every year Spring 2016
Required for: Electrical
Prerequisite: ENGR-AD 203
Sections: Lecture, Laboratory
The course introduces the principles of the various analog communication fundamentals. Topics covered include signal generation, modulation and demodulation; angle modulation and demodulation; noise performance of various receivers; and information theory with source coding theorem are covered. These topics include: analog signal detection and parameter estimation, optimum detection, receiver design, channel capacity, channel coding, error correction, communication systems, analog and digital transmission concepts and applications, including experiments demonstrating analog and digital modulations techniques.

ENGR-AD 216
Electronics
Offered every year per student demand
Spring 2016
Required for: Electrical
Elective for: Computer, Mechanical
Prerequisite: ENGR-AD 119
Sections: Lecture, Laboratory
Crosstown 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 intrinsically flat 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 220
Computer-Aided Design
Offered every year Fall 2015
Required for: Mechanical
Elective for: Civil
Prerequisite: Lecture, Laboratory
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 course also covers performance and distributed computer systems. The lab emphasizes experiential learning of basic analog and digital communication theory concepts and applications using software tools.

ENGR-AD 231
Fluid Mechanics
Offered every year Fall 2015
Required for: Mechanical, Civil
Prerequisite: ENGR-AD 112
Sections: Lecture, Laboratory
2 credits
This course introduces students to the basic principles and equations of fluid mechanics. The course will cover properties and definitions of fluids, hydrostatics, Bernoulli’s Equation and the use of control volume analysis and conversation

ENGR-AD 235
Thermodynamics
Offered every year Fall 2015
Required for: Mechanical
Prerequisite: ENGR-AD 112
Sections: Lecture, Laboratory
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 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 236
Heat Transport
Offered every year Fall 2015
Required for: Mechanical
Prerequisite: ENGR-AD 231, ENGR-AD 233
Sections: Lecture, Laboratory
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 2016
Required for: Mechanical, Civil
Prerequisite: ENGR-AD 111
Sections: Lecture, Laboratory
2 credits
Designed as a first course in the mechanics of materials, this course serves 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 2016
Required for: Mechanical, Civil
Prerequisites: MATH-AD 110 or MATH-AD 111, ENGR-AD 111, MATH-AD 121
Sections: Lecture, Laboratory
2 credits
This course introduces students to the principles of rigid dynamics. The course covers both kinematic (geometric aspects of motion) and kinetic (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 2nd rigid body motion.

ENGR-AD 262
Human Computer Interaction and Tangible Interfaces
Offered every year per student demand
Elective for: Electrical, Mechanical
Prerequisite: CS-AD 101
Sections: Lecture, Laboratory
This course introduces the basic concepts of psychological principles of human-computer interaction, evaluation methods, usability engineering, user-centered design and prototyping, interaction paradigms and models, tangible interfaces, 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 per student demand
Elective for: Computer, Electrical, Mechanical
Prerequisite: CS-AD 101
Sections: Lecture, Laboratory
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 per student demand
Spring 2016
Required for: Urban Systems Specialization in General
Elective for: Civil, Mechanical
Sections: Lecture, Laboratory
This 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 per student demand
Required for: Urban Systems Specialization in General
Elective for: Electrical, Civil, Mechanical
Sections: Lecture, Laboratory
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 per student demand
Required for: Urban Systems Specialization in General
Elective for: Electrical, Civil, Mechanical
Sections: Lecture, Laboratory
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
Fall 2015
Required for: Computer
Elective for: Civil, Electrical, Mechanical
Prerequisite: MATH-AD 110 or MATH-AD 111
Sections: Lecture, Recitation
2 credits
Introductory course to probability and statistics with an emphasis on how these topics are relevant in engineering disciplines. Topics in probability theory include sample spaces, and counting, random variables (discrete and continuous), probability distributions, cumulative density functions, rules and theorems of probability, expectation, and variance. Topics in statistics include hypothesis testing, error types, confidence intervals, correlation, and linear regression. The course emphasizes correct application of probability and statistics and highlights the limitations of each method presented.

ENGR-AD 296
Project Management
Offered every year
Spring 2016
Required for: Civil
Elective for: Mechanical
Sections: Lecture, Recitation
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 workplace. The practical component includes a team-based software development project that runs throughout the duration of the course.

ENGR-AD 297J
Innovation and Entrepreneurship
January 2016
Prof. O. Davis
Crosslisted with Leadership & Social Entrepreneurship
By taking this course, students will gain the tools and knowledge to develop a comprehensive new venture that is scalable, repeatable and capital efficient. The course will help students formulate new business ideas through a process of ideation, testing. Students will test the viability of their ideas in the marketplace and will think through the key areas of new venture. The first part of the course will help students brainstorm new ideas and test the basic viability of those ideas through of process of design and real world tests. After an idea is developed students will work towards finding a scalable model. We will cover customer discovery, market sizing, pricing, competition, distribution, funding, developing a minimal viable product and many other facets of creating a new venture. The course will end with students having developed a company blueprint and final investor pitch. Course requirements include imagination, flexibility, courage, getting out of the building, and passion.

ENGR-AD 303
Advanced Algorithms
Offered every other year per student demand
Elective for: Computer
Prerequisite: ENGR-AD 204
Sections: Lecture, Laboratory
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 per student demand
Elective for: Electrical, Computer, Mechanical
Prerequisite: MATH-AD 116
Sections: Lecture, Laboratory
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 per student demand
Elective for: Electrical, Computer, Civil, Mechanical
Prerequisites: CS-AD 101
Sections: Lecture, Laboratory
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. Topics include 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 per student demand
Elective for: Computer, Electrical
Prerequisites: ENGR-AD 201, ENGR-AD 214
Sections: Lecture, Laboratory
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 position of dissipation; interconnects: cross talk, variation and transistor sizing; logic gates and combinational logic networks; sequential machines and sequential system design; sub-system 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 utilizes 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 per student demand
Elective for: Computer, Electrical
Prerequisites: CS-AD 101
Sections: Lecture, Laboratory
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 as feature 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 2016
Required for: Computer
Elective for: Electrical
Prerequisites: ENGR-AD 201, ENGR-AD 202
Sections: Lecture, Laboratory
This course presents an overview of 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
Spring 2016
Elective for: Mechanical, Computer, Civil, Electrical
Prerequisites: ENGR-AD 116
Sections: Lecture, Laboratory
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 diagram representations; characteristic responses of linear systems; and feedback control systems design with mechanical, aerospace, robotic, thermo-fluid, and vibratory systems.

ENGR-AD 318
Digital Signal Processing
Offered every year per student demand
Elective for: Computer, Electrical, Mechanical
Prerequisites: ENGR-AD 203
Sections: Lecture, Laboratory
This course introduces the principle concepts of discrete-time signals and systems, frequency analysis, sampling of continuous time signals, the z-transform, implementation of discrete time systems, the discrete Fourier transform, fast Fourier transform algorithms, filter design techniques. The labs cover experiential learning of digital signal processing concepts, and require students to use knowledge to create and build prototypes that demonstrate their understanding of the material covered in the lecture.

ENGR-AD 320
Multimedia Systems and Communication
Offered every year per student demand
Elective for: Computer, Electrical
Prerequisites: CS-AD 101
Sections: Lecture, Laboratory
The course introduces the basic concepts of multimedia enabling technologies, services, and applications. Topics covered in this course include video and image compression standards and multimedia networking standards and protocols (such as RTP, RTSP, and RTCP), multimodality and computer vision, Multimedia Internet, Quality of Service and Quality of Experience, and Multimedia Security and digital watermarking. The labs cover 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 per student demand
Elective for: Computer, Electrical
Prerequisites: ENGR-AD 190, ENGR-AD 202
Sections: Lecture, Laboratory
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 pipelines, 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 330
Thermal Energy Systems
Offered every year
Fall 2015
Elective for: Mechanical
Prerequisites: ENGR-AD 235
Sections: Lecture, Recitation
2 credits
This course focuses on the analysis and design of energy-conversion systems. It introduces students to the principles of generation systems. Topics covered include gas and vapor power systems and their components; refrigeration and heat pump systems; combustion, radiation heat exchange characteristic, heat exchanger, heat exchangers and cooling systems. Students gain an understanding of the fundamentals of such systems and the issues they relate to the operation from economic, environmental, ethical and safety points of view.

ENGR-AD 333
Machine Component Design
Offered every year
Fall 2015
Required for: Mechanical
Prerequisites: ENGR-AD 237
Sections: Lecture, Laboratory
2 credits
This course introduces students to fundamentals of machine elements thus, enabling them to employ the knowledge gained to design and build prototypes that demonstrate their understanding of the material covered in the lecture. 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 337
Steel Structures Design
Offered every year
Spring 2016
Elective for: Civil
Prerequisite: ENGR-AD 336
Sections: Lecture, Recitation
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
Spring 2016
Elective for: Civil
Prerequisite: ENGR-AD 336
Sections: Lecture, Laboratory
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
Fall 2015
Required for: Civil
Elective for: Mechanical
Prerequisite: ENGR-AD 231
Sections: Lecture, Laboratory
2 credits
This course introduces soil mechanics and foundation engineering, including origin of soils; phase relationships; classification of soils; permeability; effective stress; seepage; consolidation; shear strength; slope stability; and bearing capacity. Design in geotechnical engineering is introduced and parameters effecting design are discussed.

ENGR-AD 340
Water and Wastewater Systems Design
Offered every year
Spring 2015
Elective for: Civil
Prerequisite: ENGR-AD 339
Sections: Lecture, Recitation
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 per student demand
Fall 2015
Elective for: Mechanical, Civil
Prerequisites: MATH-AD 121, ENGR-AD 231, ENGR-AD 337
Sections: Lecture, Laboratory
Students study the basic theory and equations involved in the finite element method (FEM) for simulating behavior of materials and structures. Topics include use of shape functions, numerical integration, assembly of finite elements into a structure, and solution of the resulting system of equations. The course emphasizes both theory and application of modeling for simulation. Students also learn to recognize modeling errors and inconsistencies that could lead to either inaccurate or invalid results.

ENGR-AD 342
Geotechnical Engineering
Offered every year
Spring 2016
Required for: Civil
Prerequisite: ENGR-AD 231, ENGR-AD 237
Sections: Lecture, Laboratory
This course introduces soil mechanics and foundation engineering, including site exploration, soil classification, soil properties, soil characterization, soil failure, soil stability, soil shear, soil mechanics, and soil structure interaction. It also covers the design of shallow foundations, including footings and piles.

ENGR-AD 343
Foundation Engineering Design
Offered every year per student demand
Fall 2015
Elective for: Civil
Prerequisite: ENGR-AD 342
Sections: Lecture, Recitation
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
Fall 2015
Required for: Civil
Prerequisite: Junior standing or permission of the instructor
Sections: Lecture, Recitation
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 per student demand
Spring 2016
Elective for: Civil
Prerequisite: ENGR-AD 344
Sections: Lecture, Recitation
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 per student demand
Elective for: Civil
Prerequisite: ENGR-AD 231
Sections: Lecture, Recitation
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 supplies; water demand; and development of water resources for multiple purposes.

ENGR-AD 349
Mechatronics
Offered every other year per student demand
Elective for: Computer, Electrical, Mechanical
Prerequisites: ENGR-AD 116
Sections: Lecture, Laboratory
Fall 2015
Elective for: Computer, Electrical
Prerequisite: Permission of academic mentor, other prerequisites specified when offered
This course explores advanced topics of special interest to computer systems 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.

Hardware Security
Fall 2015
Additional Prerequisite: ENGR-AD 201
This seminar-type course includes: trustworthiness of integrated circuits; counterfeitchips, hardware Trojans, reverse engineering and IP piracy, Design-for-Trust; hardware metering, logic encryption, split manufacturing, IC camouflage Encryption hardware; AES, DES, etc. Testability vs Security; misuse of test infrastructure to attack encryption hardware and countermeasures. Encrypted architectures; homomorphic encryption, privacy-preserving computation. Signal processing in the encrypted domain. Malware detection through...
hardware structures, side channel attacks, cyber-security for the smart grid. Lectures are complemented by hands-on lab exercises.

ENGR-AD 369 Selected Topics in Communication and Electronic Systems
Offered every year per student demand
Elective for: Electrical, Civil, Mechanical
Prerequisite: Permission of academic mentor, other prerequisites specified when offered
Sections: Lecture, Laboratory
This course explores advanced topics of special interest in electronic systems 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.

ENGR-AD 379 Selected Topics in Urban Systems
Offered every year per student demand
Elective for: Electrical, Civil, Mechanical
Prerequisite: Permission of academic mentor, other prerequisites specified when offered
Sections: Lecture, Laboratory
This course explores advanced topics of special interest in smart cities and applications and is designed to aid students in gaining extra knowledge in an area not covered in the program's mainstay courses. It may be repeated for credit. The course is open to junior and senior students.

ENGR-AD 381 Bio-sensors and Bio-chips
Offered every year
Spring 2016
Required for: Biomedical and Health Systems Specialization in General
Elective for: Electrical, Mechanical
Prerequisite: ENGR-AD 116
Sections: Lecture, Laboratory
This course covers the principles, technologies, methods and applications of biosensors and bioinstrumentation, beginning with an examination of the ethical, legal, cultural, religious, and social implications of nanotechnologies. The objective of this course is to link engineering principles to understanding of biosystems in sensors and bioelectronics. It provides the student with a detailed understanding of 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, and pressure signal transduction. Upon successful completion of this course, students are expected to be able to explain biosensing and transduction methods, techniques, design, and construct biosensor instrumentation.

ENGR-AD 382 Bioimaging
Offered every year per student demand
Required for: Biomedical and Health Systems Specialization in General
Elective for: Electrical, Mechanical
Prerequisite: ENGR-AD 203
Sections: Lecture, Laboratory
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
Fall 2015, Spring 2016
Elective for: Computer, Electrical, Mechanical
Prerequisite: Permission of academic mentor, other prerequisites specified when offered
Sections: Lecture, Laboratory
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.

Micro Electrical Mechanical Systems
Fall 2015
Prerequisite: junior standing or permission of instructor
This course introduces the exciting multi-disciplinary field of Micro-Electro-Mechanical Systems (MEMS) technology. It covers several existing MEMS devices and their applications and limitations. The course also covers the fundamentals of micromachining and micro-fabrication techniques that are central to the production of MEMS devices. The course will cover the design and analysis principles of MEMS-based sensors and actuators, including capacitive & piezoelectric pressure sensors, mechanical resonators and filters, MEMS-based medical and surgical devices, biomedical lab-on-a-chip device, and microfluidic devices. This course will include laboratory demonstration sessions, and a project that involves design and simulation of MEMS devices.

CAPSTONE

ENGR-AD 400 - 402 Senior Capstone Design
Offered every year
Sections: Lecture, Laboratory
The goal of the two-semester Capstone Design course sequence is to provide students with a major design experience that leverages the knowledge and skills acquired through the curriculum. The Capstone is structured to immerse students in the process of design with measurable metrics, incorporating appropriate engineering standards and multiple realistic constraints. The process includes using knowledge, skills, tools, and analytical techniques to formulate and optimize the design. Capstone projects address engineering and technology topics that may also involve science, business, social sciences, and the arts. Students are challenged to design innovative engineering-based solutions after examining multiple aspects of project parameters. The Capstone provides an opportunity to integrate technical, human, aesthetic, and business concerns with engineering design. Simulations/physical prototypes as well as other types of validations are highly recommended for the solution designed. The course encourages collaborative and trans-disciplinary projects spanning across engineering streams and other disciplines that apply the design process to solve real-world problems.

Among the fundamental elements of the design process are the establishment of objectives and criteria, synthesis and analysis, construction, testing and evaluation. Further, engineering design is entailed to include a variety of constraints such as economic factors, safety and reliability, aesthetics, ethics, and social impact.

ENGR-AD 400 Senior Capstone Seminar
Fall 2015
2 credits
This course discusses project management, design process, decision, risk, and ethics in the context of design and project planning and implementation though lectures and skill building exercises. Applications of some of these topics are practiced via mini-projects, with the goal to integrate these in the actual capstone design project undertaken by each student.

ENGR-AD 401 Senior Design Capstone Project I
Fall 2015
Course prerequisite: ENGR-AD 400
2 credits
The students finalize the proposed design solution, test and verify the solution. Design modifications based on the test data are incorporated. If applicable, prototypes are built and tested. A final report for the project is prepared and the students make a presentation of their project to peers, faculty, and other professionals.
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.
ARAB CROSSROADS STUDIES

- The Ancient World
- The Environment
- Interactive Media
- Peace Studies
- Urbanization
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.

Arab Crossroads Studies majors who are interested in studying abroad should plan to do so during the spring semester of their sophomore year. They should also plan to take as many of their required Arabic classes as possible before going abroad, ideally completing the four required classes. With the permission of their mentor and the approval of the Arab Crossroads Studies Program, ACS majors may also elect to study abroad during the fall of their junior year. All majors should expect to be in Abu Dhabi for the spring semester of their junior year and throughout their senior year.

**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:

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<thead>
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<th>Course</th>
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<tr>
<td>1 Emergence of the Modern Middle East</td>
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<td>1 Anthropology and the Arab World</td>
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<td>1 Introduction to Modern Arabic Literature</td>
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<td>and Society</td>
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<td>1 Non-language elective</td>
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### ARAB CROSROADS

**SAMPLE SCHEDULE**

Remember that this is only one possible path to complete this major. See www.nyuad.edu/majorgrids for other options.

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<th>YEAR 1</th>
<th>Fall Semester</th>
<th>Winter Term</th>
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<td>ELEMENTARY ARABIC 2</td>
<td>ACS ELECTIVE PRE-1800</td>
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<td>ACS ELECTIVE ANTHRO. AND THE ARAB WORLD</td>
<td>January Term</td>
<td>GENERAL ELECTIVE</td>
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<td>INTERMEDIATE ARABIC 1</td>
<td>MODERN ARABIC LIT. AND SOCIETY</td>
<td>EMERGENCE OF THE MOD. MIDDLE EAST</td>
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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
  - Studies Electives, one must be grounded in a pre-1800 period
  - Arabic Language
  - Capstone: Seminar and Project

### ARAB CROSROADS COURSES

#### REQUIRED COURSES

- **ACS-AD 101X**
  - Anthropology and the Arab World
  - Spring 2016
  - Prof. N. Peutz
  - Crosslisted with Social Research and Public Policy, Anthropology
  - How have anthropologists encountered, written about, and produced the “Arab world” over the past century? Beginning with early Western travelers’ imaginaries of Arabia and ending with a reflection on the role of anthropology in the Arab world (and more globally) today, this course provides an introduction to the anthropological project and to the everyday realities of people living in the region. Through ethnography, literature, film and fieldwork, we will explore such topics as Orientalism and its legacy; constructs of youth, gender, family and tribe; poetry and mediation; generational and social change; oil, development and globalization; transnational labor, migration and diaspora; Indian Ocean networks; pilgrimage and piety; the Islamic Revival; faith, medicine, and bioethics; displacement and dispossession; refugees and human rights; and the Arab uprisings.

- **ACS-AD 118X**
  - Introduction to Modern Arabic Literature
  - Spring 2016
  - Prof. M. Kesrouany
  - Crosslisted with Literature and Creative Writing
  - This course provides an overview of Arabic literature since the nineteenth century. The transformation of poetic form and the emergence of modern genres, such as drama, the novel, and the short story, will be examined in relation to classical Arabic and European genres. We will also discuss the relationship between aesthetic developments and their historical, political, and intellectual contexts.

- **ACS-AD 131X**
  - Emergence of the Modern Middle East
  - Spring 2016
  - Prof. M. Michael
  - Crosslisted with History
  - At the crossroads between Asia, Africa and Europe, the region that Europeans and North Americans labeled “The Middle East” presents a dynamic and heterogeneous landscape of peninsulas and isthmuses, republics and monarchies, oil producing countries, and labor exporting nations. This course examines the recent history of the region from the mid-18th century until the Arab uprisings of 2010-2012. We explore the last Islamic empires, the intrusion of European colonial powers, the modernist, nationalist and Islamic reactions to aggression, the creation of authoritarian systems of power and the multiform protests that have shaken them. The Egyptian, Iranian, Palestinian, and Saudi experiences are examined more closely.

- **ACS-AD 390X**
  - Problems and Methods in Arab Crossroads Studies
  - Spring 2016
  - Prof. J. Stearns
  - Taken the junior year, 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.

- **MDANC-AD 112**
  - Archaeology of the Near East from the Origins of Agriculture to Alexander the Great
  - Crosslisted with The Ancient World, History

#### HISTORY AND RELIGION ELECTIVES

- **ACS-AD 201X**
  - Making of the Muslim Middle East
  - Fall 2015
  - Prof. J. Stearns
  - Crosslisted with History
  - Islam changed and shaped the Middle East, the Mediterranean world, and South Asia following its emergence in the seventh century. Muslims subsequently developed and expressed their faith in the disciplines of law, theology, and mysticism, even as their religious communities fractured into a variety of Sunni and Shi’a groups. This course focuses on primary sources to examine the richness of Islamicate civilization in the pre-modern world, including inter-religious relations as well as political and economic trends.
ACS-AD 202 J
Paradise Lost: Muslims, Christians and Jews in al-Andalus
Offered every other year
Prof. J. Stearns
Crosslisted with History
Fulfills pre-1800 requirement
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 interreligious harmony, while al-Andalus is simultaneously mourned in contemporary Islamic 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 203 J
Heritage, History and Memory in the Modern “Middle East”
Offered every other year
Prof. N. Peutz
Crosslisted with Museum and Cultural Heritage Studies, Anthropology, History: Mediterranean World
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, entered, marketed and consumed in the modern Middle East? This course focuses on various thematic histories of history, heritage, and memory practices: national commemorations and contested memories; invented traditions and structural nostalgia; the problems of writing oral histories; the memory of the Prophet Muhammad, discussing the Qur’an and other foundational texts, to the legal and historical, and how they are changing in the present era? Topics include the impacts of human settlement, especially on water resources, irrigation, regional and global trade, colonization, and urbanization. Finally, we will look at what governments and global institutions have done to address some problems emerging in these zones. Learning will take place through informal lectures, guided tours of key sites, activities such as walking, boating, and swimming to get an embodied sense for these zones, recording through sketching or photography, interviewing various people knowledgeable about the issues at hand, not to mention people affected by their changing surroundings. Attendance is required, along with group discussions with instructors during the day, and a short final reflective paper.

ACS-AD 204 J
Interwoven Pasts of Spain and Morocco
Crosslisted with History
Fulfills pre-1800 requirement
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 205 J
Arab Crossroads in China
January 2016, Shanghai
Prof. Z. Ben-Rafael
Crosslisted with History
In this course we immerse ourselves in the lives and cultures of the Arab merchant communities that settled in China from the early days of Islam until the early modern period. We learn about Arab seafaring and trade in the Indian Ocean and the "Arabian Seaboard." 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 travellers 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 travellers, 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 Zaytun, 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 206 J
Jews in the Muslim World in the Middle Ages
Crosslisted with History
Fulfills pre-1800 requirement
This course examines the history and culture of the Jews in the Muslim and 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 historical, and how they are changing in the present era? Topics include the impacts of human settlement, especially on water resources, irrigation, regional and global trade, colonization, and urbanization. Finally, we will look at what governments and global institutions have done to address some problems emerging in these zones. Learning will take place through informal lectures, guided tours of key sites, activities such as walking, boating, and swimming to get an embodied sense for these zones, recording through sketching or photography, interviewing various people knowledgeable about the issues at hand, not to mention people affected by their changing surroundings. Attendance is required, along with group discussions with instructors during the day, and a short final reflective paper.

HIST-AD 170 J
Islam in Africa
Crosslisted with History
Islamic Studies
This course examines the history of Islam and the impact of Islamic studies in Africa. The 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 Pahlavi period. Part III will turn to the social, cultural, and economic reasons for the emergence of feminism. 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 Islamic 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.

ACS-AD 207 J
The Crusades
Crosslisted with History
This course examines the history of the Crusades and the Christianization of the Middle East. The 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 Pahlavi period. Part III will turn to the social, cultural, and economic reasons for the emergence of feminism. 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 Islamic 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.

ACS-AD 208 J
Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman
January 2016 (Abu Dhabi)
Prof. S. Caton and D. Scott
Crosslisted with History
Islamic Studies
This course challenges preconceptions of Arabian landscapes as mainly desert by exploring three distinct ecological zones in relation to each other: desert, maritime coast, and mountain chain. How have these zones been constituted naturally and historically, and how are they changing in the present era? Topics include the impacts of human settlement, especially on water resources, irrigation, regional and global trade, colonization, and urbanization. Finally, we will look at what governments and global institutions have done to address some problems emerging in these zones. Learning will take place through informal lectures, guided tours of key sites, activities such as walking, boating, and swimming to get an embodied sense for these zones, recording through sketching or photography, interviewing various people knowledgeable about the issues at hand, not to mention people affected by their changing surroundings. Attendance is required, along with group discussions with instructors during the day, and a short final reflective paper.

ACS-AD 212
Oil and Energy in the Middle East
Offered every other year
Prof. B. Haykel
Crosslisted with Political Science, The Environment, Economics
This course provides an overview of the issues surrounding global energy supplies, oil’s unique economic properties, and its role in shaping the political economy of the Middle East and U.S. strategic interests in the region. We begin by discussing the basic science and availability of energy sources, the state of technology, and 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 232
Society and Politics of Saudi Arabia
Offered every other year
Prof. P. Khaleel
Crosslisted with Political Science
This course is an introduction to the study of Saudi Arabia and can be taken as a gateway course to the Arab Crossroads concentration. Its aim is to prepare students to understand 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 policy was confronting the Ottoman Empire and powerful Bedouin tribes. Since the creation of the modern state in 1932 and the discovery of oil in 1937, the country has become an essential albeit poorly understood player on the international scene.

ACS-AD 233
War and Media in the Middle East
Offered occasionally
Prof. H. Tawil-Souri
Crosslisted with Peace Studies, Film and New Media
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 — 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 issues of conflicts over, and representations of notions such as territory, landscape, body, nation, gender, memory, terror, freedom, and spectacle.

ACS-AD 234X
Arabs, X and Modernity
Professor M. Michael
Crosslisted with Social Research and Public Policy
This course explores the centrality of sex to the construction of modernity through case studies drawn primarily from the Arab world. Attention will be paid to both the construction of the male and female sexes in relation to the notion of the modern, as well as that of the issue of modern desires and sexual identities, in an attempt to recast the relation between the Arab world and sex from a broader perspective, including imperial and colonial relations. The focus on specific case studies will allow us to reflect critically on Eurocentric theories of gender and sexuality.

ACS-AD 236J
Anthropology of the Arabian Peninsula
This course examines the ways in which anthropologists have studied the Arabian Peninsula since the 1950s. Once constructed as an isolated land of desert and Bedouins, the Arabian Peninsula has become since the 1973 oil boom a highly globalized region, where flows of people, ideas, capital, and commodities weave a rich and dynamic social fabric. First, we will look at how imperial anthropologists, in particular those embedded in oil companies or development projects, constructed the dichotomies (traditional/modern, rural/urban, collective/individual) in which we operate today. Second, we will read Arabian anthropologists, in particular on questions of gender and power. It is by starting with the “women’s question” that Anthropologists devised novel ways to think about power and contestation. Third, we will examine current directions in Arabian Peninsula anthropology, in particular the study of structural violence through the experience of migrant workers and youth.

ECON-AD 214X
Economic History of the Middle East
Prerequisites: ECON-AD 101 or Economics Placement Test
Crosslisted with History, Economics
EDUC-AD 114JX
Education and Diversity: Historical and Comparative Perspectives
Crosslisted with Social Research and Public Policy, Peace Studies, Education

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

HIST-AD 119J
A History of OPEC
January 2016, Abu Dhabi
Prof. G. Garavini
Cross-listed with History

POLSC-AD 141X
Ibn Khaldun and Political Theory
Crosslisted with Political Science

POLSC-AD 152X
Comparative Politics of the Middle East
Crosslisted with Political Science

POLSC-AD 157JX
Bridging the Divide Between the Arab World and the West
Crosslisted with Social Research and Public Policy, Political Science

POLSC-AD 159X
Public Policy Challenges in the Middle East
Crosslisted with Political Science

SRPP-AD 112X
Islam and Society
Crosslisted with Social Research and Public Policy

SRPP-AD 125
Ethnographic Field Research
Crosslisted with Social Research and Public Policy, Anthropology

SRPP-AD 136X
State Formation: The Case of the U.A.E
Crosslisted with Social Research and Public Policy

SRPP-AD 140X
Women and Work in the Gulf
Crosslisted with Social Research and Public Policy

ARTS AND LITERATURE ELECTIVES

ACS-AD 111X
Emirati Literature and Culture
Offered occasionally
In this course, we discuss the salient features of Emirati culture and of the literature that expresses cultural life. Guest speakers who are experts on aspects of Emirati culture will participate in several class meetings.

ACS-AD 112X
UAE from Pre-History to 2030: History, Environment, Society and Culture
Offered every other year
Prof. P. Kennedy
A selection of themes and topics providing a broad perspective of Emirati history and culture. Guest speakers who are experts on aspects of Emirati culture will participate in several class meetings.

ACS-AD 264J
The Orientalism Debates
January 2016
Prof. J. Stearns
In 1978 Edward Said published Orientalism, a book that presented a strong critique of Western scholarship on the Middle East. Thirty-five years later it is hard to find a discipline in the humanities and the social sciences that has not been influenced by the book, which is often credited with having founded the field of post-colonial studies. In this course we will read Orientalism, study Said’s complex relationship with the work of Foucault, his long feud with Bernard Lewis, the influence of Orientalism on fields as disparate as art history and political science, and read the works of recent critics of Said such as Daniel Varisco and Robert Irwin.

ACS-AD 298
Directed Study
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
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

MDANC-AD 110
Ancient Empires
This global history course presents the emergence of large territorial states in the ancient world. Starting from the earliest Eurasian civilizations in Egypt, Mesopotamia, the Indus Valley, and China, it aims to provide a thematic and comparative introduction to the major empires of the ancient world, including Qin and Han China, the Assyrian and Persian Empires, and the Roman Empire, as well as their successors. Topics include kingship, warfare, economy, law, ethnic identity, core-periphery relations, and imperial ideologies.

MDANC-AD 111
Archaeological Field Work
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 of the Near East from the Origins of Agriculture to Alexander the Great
Crosslisted with History, Arab Crossroads Studies, Islamic Studies
Fulfills pre-1800 requirement
This course offers an interdisciplinary approach to the material culture of the ancient Near East, from the rise of agriculture to the destruction of the Persian Achaemenid Empire by Alexander the Great—from the Neolithic to the Late Iron Age. Geographically the course covers the territory from the Levantine coast of Syria and Lebanon through Iraq, to Iran. The course surveys major archaeological sites and monuments from the perspectives of archaeology, anthropology, and art-history; it covers wide-ranging topics in a chronological framework, including the development of complex societies, urbanism, state formation, technology, landscapes and settlements, and art and architecture.

MDANC-AD 114X
Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period to the Early Medieval Period (6th Century BCE-8th Century CE)
Fall 2015
Prof. F. Kidd
Crosslisted with History, Arab Crossroads Studies, Islamic Studies
Fulfills pre-1800 requirement
The course explores relations between the various steppe and oasis cultures in Central Asia and the Mediterranean world from the Achaemenid period up to the early Middle Ages. These relations are characterized by a broad spectrum of different forms of contact and exchange. Direct contacts were established, for example, by military campaigns, diplomatic exchanges, migrations or colonization. Less direct forms of cultural transmission resulted from complex transcontinental trade flows. The course will focus on the consequences which different forms of communication with the Mediterranean had on Central Asian art and material culture. We will consider topics such as urbanism, architecture, iconography, and historiography as well as specific aspects of material culture including ceramics, arms and costume.

MDANC-AD 198
Directed Study
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

LITCW-AD 121
Travel, Geography, and Imagination in Arabic and Islamicate Literatures
Crosslisted with Literature and Creative Writing, Arab Crossroads Studies

PHIL-AD 220
Ancient Mediterranean Philosophy
Prerequisite: Introductory elective in Philosophy
(PHIL-AD 101-119)
Crosslisted with Philosophy

PHIL-AD 221X
Classical Arabic Philosophy
Prerequisite: Introductory elective in Philosophy
(PHIL-AD 101-119)
Crosslisted with Philosophy, Arab Crossroads Studies

PHIL-AD 223
Classical Indian Philosophy
Prerequisite: Introductory elective in Philosophy
(PHIL-AD 101-119)
Crosslisted with Philosophy
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
2. Environmental Policy course
3. Environmental Culture and Society course
4. 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 paleoclimatic record, the coupled atmosphere-ocean-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 Core: Science, Society and History

**COREI-AD 28J**

**State and Fate of Biodiversity**

Crosslisted with Core: Science, Society and History

**COREX-AD 16**

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

Crosslisted with Core: Experimental Discovery in the Natural World, Urbanization

**COREX-AD 25J**

**Coastal Urbanization and Environmental Change**

January 2016, Sydney

Prof. J. Burt

Crosslisted with Core: Experimental Discovery in the Natural World, Urbanization

**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**

Crosslisted with Core: Science, Society and History, Social Research and Public Policy

**ECON-AD 320**

**Environmental Economics and Energy Policy**

Offered every other year

Prerequisite: ECON-AD 105

Crosslisted with Economics

**POLSCI-AD 184**

**UN Negotiation towards a New Binding & Universal Agreement on Climate Change**

Prof. S. Kazmi

Fall 2015

Crosslisted with Political Science, Law
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.

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.
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**
Offered occasionally
Fall 2015
Prof. C. Protzel
As the Web and the 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 202**
**Experiential Video Art**
Spring 2016
Prof. S. Fitzgerald
Crosslisted with Art and Art History, Film and New Media
Video heralded a mediated form of expression, quickly embraced by artists, journalists, and provocateurs. This course explores alternative methods of working with video signals in the context of performance and installation. Students develop their own work while examining technical, aesthetic, and theoretical concepts embedded in existing pieces, following video art from the late 1960s to contemporary practices. Topics include thinking about scale, projection mapping, using a camera as a sensor, real-time video manipulation, and alternative screens like LEDs. Previous video experience is encouraged, though not required.

**MDMED-AD 203**
**Network Everything**
Offered occasionally
This course explores the possibilities and challenges of designing alternate physical network interfaces. Through weekly readings, class discussions, and a series of projects, students can expect to make physical objects that talk to each other over distance. Various protocols such as Bluetooth, Zigbee, and WiFi, and GSM/GPRS are used in the context of creating novel “smart” devices. Topics of discussion include networking protocols and network topologies; network time vs. physical time; mobile objects; and wireless networks.

**MDMED-AD 204**
**Digital Fabrication and Design**
Offered occasionally
This course leads students on a journey that takes an idea from an initial sketch to a physical prototype. With an iterative approach to design, students can expect to revise prototypes multiple times, redesigning and robustly testing each version. This course will cover software such as Sketchup, digital fabrication, and traditional shop work.

**MDMED-AD 205**
**Intermediate Topics in Interactive Media**
Offered every year
Building on the concepts presented in the foundation courses, these electives may incorporate networked objects, interface design, mobile technologies, social media, or working with large sets of information.

**MDMED-AD 298**
**Directed Study**
Offered by application
Supervised, individual research on a particular topic by arrangement with a faculty member, resulting in a final project of significant scope.
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 peacemaking, 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
1. Foundations of Peace: Economic and Political Perspectives
2. Electives offered by the Peace Studies program or cross listed with other programs
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 fueled 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.

**Required Courses**

**PEACE-AD 101 Foundations of Peace: Psychological Perspectives**
Offered every year
Fall 2015
Prof. P. 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 fueled 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 120 Transitional Justice**
Fall 2015
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 legitimacy in advancing democratization and reconciliation. Case studies include: the prosecutions of Nuremberg and Tokyo; the international tribunals of the former Yugoslavia and Rwanda; and the hybrid tribunals of Timor Leste, Cambodia, and Sierra Leone.

**PEACE-AD 121 International Organizations and Global Governance**
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 resolution and human development in today's international system.

**PEACE-AD 122 Truth, Reconciliation and Justice in Post-Conflict Situations**
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.

**PEACE-AD 123 Peacebuilding**
Offered every Fall and Spring
Fall 2015
Prof. M. Marsch
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.

**PEACE-AD 124 Causes and Prevention of Violence**
The 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 cooperation and conflict, including the backlash, in the form of “political religions”—Nationalism, Imperialism, Totalitarianism, and most recently, Apocalyptic Fundamentalism—against the modern scientific worldview 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.
POLSC-AD 172
International Organization
Prerequisite: POLSC-AD 170
Crosslisted with Political Science

POLSC-AD 176J
Nation-Building
Crosslisted with Political Science

POLSC-AD 177
Civil War and international Intervention
Prerequisites: POLSC-AD 170, ECON-AD 210 or POLSC-AD 209
Crosslisted with Political Science

POLSC-AD 178J
Understanding Insurgency and Counterinsurgency
Crosslisted with Political Science

POLSC-AD 179J
Political Conflict and Economic Development
Crosslisted with Political Science, Economics

POLSC-AD 181
Ethnicity and Violence
Prerequisite: SOCSC-AD 110
Recommended prerequisites: One or more of ECON-AD 101, ECON-AD 105, ECON-AD 210, POLSC-AD 209, SRPP-AD 120, SOCSC-AD 113
Crosslisted with Political Science

POLSC-AD 184
UN: Negotiation towards A New Binding & Universal Agreement on Climate Change in Paris in Dec 2015
Crosslisted with Political Science, The Environment

POLSC-AD 186JX
Islamic Extremism
January 2016, Washington, DC
Prof. J. Traub
Crosslisted with Political Science

Islamic Studies
The terrorist attacks of 9/11 transformed the foreign policy of the United States and re-shaped its national psyche. Subsequent attacks in Europe, the Middle East and elsewhere have focused the world’s attention on the problem of Islamic terrorism. In this class we will seek to understand both the causes of the sudden rise of violent extremism in the Muslim world and the response it has provoked. We will examine the evolution of the threat, from Al-Qaeda, with its focus on mounting spectacular attacks on symbolic targets in the West, to the Islamic State, which has attracted thousands of men and women from around the world to its violent nation-building project in the heart of the Arab world. Western nations have deployed military, intelligence and police tactics against Al-Qaeda with some success, but those methods may not work against ISIS. Arab nations have begun to mobilize to counter the threat, but their own repressive, and in some cases religiously intolerant, regimes may be exacerbating the very problem they seek to solve. In addition to reading about the origins and the spread of jihadism and the policies adopted by concerned states, we will meet with scholars, journalists, policy experts, diplomats and officials in the Obama Administration. Students will write a series of short papers as well as a longer project proposing a course of action to cure, or at least mitigate, the extremist threat.

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 114J
Planning Abu Dhabi
As Abu Dhabi strives to position itself as a global capital city, it has embarked on ambitious plans for urban, economic and social development. Since 2007, Plan Capital 2030 laid the foundation for a progressive and comprehensive approach with sustainability as an overarching principle. This course will introduce a full understanding of the evolution of the city, examine plans for Abu Dhabi, and learn about the main urban actors and the forces shaping its growth. Through reading key texts in urban theories, site visits, guest speakers, presentations and debates, students will be able to think critically about city planning and development in rapidly evolving cities and key challenges in comparison to other regional and global examples.

MDURB-AD 115J
New York and Modernity
Crosslisted with Arts and Humanities Colloquia
Modernism was a broad movement in literature, arts, music, and architecture that flourished first in Europe and then the United States between from the turn into the twentieth century until just after the Second World War. This course examines the ways in which New Yorkers reshaped European modernism and created a distinctive legacy that marks the city to this day. Exploring the reciprocal relationship between modernism and the city, the course investigates how modernism was shaped by urban experience and how, in turn, modernism helped to mold our conception of the modern city.

MDURB-AD 116J
Metropolis: Culture, Climate, and Politics in the 21st Century City
January 2016, New York
Prof. E. Klinenberg
This course provides an introduction to key texts and important issues in the study of cities and urban areas, a figure that will grow to 70 percent by 2050. We will look in detail at great global cities across the world, giving students the concepts and tools to understand their evolution and the critical roles they play in economic, social, cultural and human development. The course also helps students better understand how their choice of a city to live in can have an indelible impact on their lives and careers.

MDURB-AD 117J
Post-Catastrophe Reconstruction
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 course 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 scenario. 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
Sustainable Cities in Comparative Perspective
This course examines the social, economic, and environmental dimensions of sustainability in cities—in the current context of development and environmental challenges. Policies and programs that try to address the challenges of sustainability (from both developed and developing countries) are studied and compared.

MDURB-AD 120
Urban Infrastructure in the 19th & 20th Century
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 mid-size to small cities. To some extent, this is a desirable trend as smaller urban environments, and their residents, adapt to climate challenges. 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 transnational 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.

MDURB-AD 121
Urban Life and Cities in a Global Context
The 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 life way, and problems related to the urbanization process. It also places these urban processes within a transnational and global context.

MDURB-AD 122J
Cities and Consumption
Crosslisted with Social Research and Public Policy, Economics
Cities are some of the 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.

MDURB-AD 123J
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 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 planning 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.
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 design, their history, their pictorial and literary representation, and the political and 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? In addition to historical and contemporary squares and streetscapes of Europe and the Middle East, we will draw upon case studies in Sydney as well as the hometowns of our students.

Contested Cities: Difference, Inequality, and the Metropolis
January 2016, London
Prof. T. Sugrue
This course explores the ways that race, ethnicity, religion, and class have shaped modern western cities. With attention to the spatialization of inequality in London and the British Empire as a case study, this course is interdisciplinary, bridging past and present and combining historical and social scientific approaches to urban change. We will explore patterns of segregation and residence, the history and geography of difference, and political economy. We will discuss the role that planners, architects, investors, activists, and policymakers have played in shaping metropolitan areas over the last century, with attention to key policy debates, and planning and policy interventions involving immigration, urban redevelopment, gentrification, community control, and suburbanization. This course will include field trips to various urban sites in greater London.

Directed Study:

Memory and the City: Berlin in 20th Century History and Literature
Croslisted with Arts and Humanities Colloquia

Imagining the Renaissance City: Florence and Siena
January 2016
Prof. J. Tylus
Croslisted with Arts & Humanities Colloquia

Where the City Meets the Sea: Studies in Coastal Urban Environments
Croslisted with The Environment, Core: Experimental Discovery in the Natural World

Coastal Urbanization and Environmental Change
January 2016, Sydney
Prof. J. Burt
Croslisted with The Environment, Core: Experimental Discovery in the Natural World

Politics and the City
Croslisted with Core: Structures of Thought and Society

Economic Development and Urbanization in Africa
Croslisted with Social Research and Public Policy, Economics
Pre-professional electives provide academically rigorous introductions to various careers. NYUAD’s pre-professional courses tap into local institutions, organizations and businesses. They provide students with community engagement and experiential learning opportunities. They also draw upon the expertise of NYU’s renowned professional schools. Many courses are taught by faculty from the following NYU schools, including:

**Business and Organizational Studies**
- Education
- Journalism
- Law
- Leadership and Social Entrepreneurship
- Museum and Cultural Heritage Studies
- Premedical and Health Studies

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.

As most health care professional schools have specific undergraduate preparatory course requirements for admissions, students interested in pursuing a health care graduate degree should include all of the specified pre-professional courses as part of their undergraduate coursework.

Students interested in other professional areas should feel welcome to pursue as many or few of these pre-professional courses as are useful to them—consistent with maintaining the academic breadth that is a hallmark of an NYUAD undergraduate degree.

Many pre-professional courses are Crosslisted with NYUAD majors and 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.
Education is a central organizing activity of most societies, and the institutions created around education take many forms across the world. The courses in the Education pre-professional area ask questions that run to the core of understanding cultures and societies: What is the purpose of education, and how do societies educate their people through both formal institutions (most typically schools) and other types of socialization? What are the interrelationships between schools and other cultural institutions? How does education both mirror and shape the societies that create it? How do schools engage with issues of equity, social justice, educational “rights,” and civic responsibilities? Why do schools so often sit at the center of cultural controversies?

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

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

EDUC-AD 110
Introduction to Education
Offered occasionally
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
Offered occasionally
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
Offered occasionally
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 time. At the end of the course, we ask how they have addressed differences of race, ethnicity, class, religion, and gender in their state educational systems. We examine these questions through the lens of history, exploring how these societies—and their schools—have changed across time. We place special emphasis upon education in the U.A.E., interspersing our classes with site visits to schools, state agencies, and non-governmental organizations. At the end of the course, we ask what other national school systems might learn from the U.A.E.—and vice versa—in a globalizing world of flux, opportunity, and danger.

EDUC-AD 114JX
Education and Diversity: Historical and Comparative Perspectives
Crosslisted with Social Research and Public Policy, Peace Studies, Arab Crossroads 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 U.A.E., interspersing our classes with site visits to schools, state agencies, and non-governmental organizations. At the end of the course, we ask what other national school systems might learn from the U.A.E.—and vice versa—in a globalizing world of flux, opportunity, and danger.

EDUC-AD 115J
International Peacebuilding and the Role of Education
Offered occasionally
January 2016, Abu Dhabi
Prof. D. Burde
Crosslisted with Social Research and Public Policy, Political Science, Peace Studies
This J-Term course explores how state and nonstate 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 will be invited from relevant organizations to speak about their responsibilities; students will prepare questions to interview the guests.

EDUC-AD 116J
Inequality and Education
Crosslisted with Social Research and Public Policy, Political Science
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
Crosslisted with Political Science
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
Abu Dhabi contains many worlds, from five-star hotel restaurants to South Asian migrant workers eating on the job. This course uses food to explore the daily life of a global city in the Middle East. The course combines intensive reading and writing assignments with reporting and field trips. With Abu Dhabi as their beat, students explore the role of markets; traditional bedouin cuisine and the rituals of eating it; the hidden lives of food producers and growers; the cuisine of exile; the business of food; edible geography; and other topics drawing on anthropology, economics, culture, politics, and urban studies. Students participate in hands-on experiences like visits to local markets and restaurants. Each student is expected to find, report, and write a feature article about a food-related location in Abu Dhabi. Readings range from medieval Arabic culinary manuals and classics of cultural anthropology to contemporary food reporting and literature, with an emphasis on the Middle East.

JOUR-AD 212
Journalism and Society
This course examines the role of journalists and journalism itself as they function in the wider culture.
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 Politics, Law and Society**

Crosslisted with Social Research and Public Policy, Political Science

This seminar investigates the state’s power to punish. We read foundational works from philosophy, sociology, political science, and law to explore why states punish, how they punish, and whom they punish. We focus on the modern American approach to punishment, including its use of mass incarceration and the death penalty. We analyze U.S. Supreme Court cases in light of the fundamental purposes of punishment, and compare penal practices around the world. Though subject to change, activities outside the classroom may include attending arraignment court, observing a sentencing hearing, and visiting a correctional facility.

**LAW-AD 210**

**Civil Rights**

Interpretation of the Bill of Rights, the Civil War amendments, and other rights in the U.S. Constitution through the reading of Supreme Court opinions. Topics include freedom of speech and press; free exercise of religion and separation of church and state; the right of privacy; rights of the criminally accused; equal protection of the law against race, gender, and other discrimination; and the rights of franchise and citizenship. Cases are read and discussed closely for their legal and philosophical content.

**LAW-AD 211J**

**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 roles. The course also examines the political effects of those legal constructions.

**LAW-AD 212J**

**International Law**

Crosslisted with Social Research and Public Policy, Political Science, Peace Studies

"Inter-national" law, which the English philosopher Jeremy Bentham defined as the rules governing sovereign nations, is today more like a curriculum than a single course. Its subject matter is no longer limited to the "foreign relations" of nations. International law continues to deal with how states deal with one another. It includes, as it has for centuries, rules on when it is legal for states to go to war against each other as well as how war is conducted, for example. But international law today includes some rules about how a government is expected to behave toward its own citizens as well as towards foreign investors who establish businesses within its territory. It also includes rules that govern non-state actors, such as international organizations like the United Nations, and others that are used by non-governmental organizations (NGOs) that are devoted to particular causes, such as Amnesty International. Contemporary international law is found not only in the rules that states make with respect to one another (as under treaties). It is also found in some pronouncements made or some actions taken by international organizations and international courts, like the International Court of Justice or the International Criminal Court (both located in The Hague, the Netherlands).

**LAW-AD 213**

**Climate Change Law and Policy**

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 rule-making 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.

**LAW-AD 214**

**Comparative Legal Systems: United States and United Arab Emirates**

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 U.S.

**LAW-AD 215**  
**Reading Law**  
Crosslisted with Social Research and Public Policy, Political Science  
Taught by means of the Socratic case method, the course aims to provide an expansive introduction to the history, concepts, methodology and practice of law in international perspective, with an emphasis on common law and specifically U.S. legal practice. The changing nature and media of contemporary globalized lawyering, and web-based access to what were traditionally arcane written sources of law, also renders a multi-media approach to the syllabus desirable. Reported cases will be mixed with film, television, and web-based depictions of legal norms. The course will examine the history, philosophy, method and disciplines of civil and common law. The course will provide students with a critical understanding of legal concepts, an introduction to the divisions of legal doctrine and an understanding of the most pressing issues facing the profession and governments today.

**COREP-AD 13**  
**Law and the Imagination**  
Crosslisted with Core: Pathways of World Literature

**CORES-AD 38**  
**What is Law?**  
Crosslisted with Core: Structures of Thought and Society

**CORES-AD 5**  
**The Relationship of Government and Religion**  
Crosslisted with Core: Structures of Thought and Society

**SRPP-AD 130**  
**Law, Society, and Public Policy**  
Crosslisted with 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 2016, 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 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 will 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.

LEAD-AD 300 Business Acceleration and Disciplined Entrepreneurship

The Business Acceleration course provides a framework for teams to move from an idea about a product or service to forming a viable company. We will walk through initial customer discovery, market size, customer value, marketing to customers and many other areas. Our process will allow students to understand their idea, the competitive landscape, the scale and economics of their potential business and have a sense of customer needs as it relates to their product or service.

BUSOR-AD 110 Making Groups and Teams Effective

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.

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 2015

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 governing mythology, 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 the 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 works of art 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 India (The Mughal empire) are 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 examine 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, its public art scene is quite understudied. While Manhattan is only half the story, this course considers a range of public 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. We will 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: 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 116J

Places of Human Suffering as Global Heritage Sites

January 2016

Prof. R. Parthesius

Memorial sites for suffering attract millions of visitors every year. These heritage sites serve a specific purpose as markers of individual and collective memories of a traumatic past. Because of their cultural, religious, and historical significance to the transnational stakeholder groups, these sites are often highly contested. In this course the creation of this type of heritage will be analyzed through the comparison of different heritage sites associated with human suffering and now inscribed as UNESCO World Heritage Sites. Robben Island in South Africa and Auschwitz-Birkenau in Poland are still within living memory while Slave Castles in Ghana and slave dungeons on Zanzibar are not. What impact does distance in time and place have on this type of heritage? How does the place of the current social and political context affect the interpretation of these painful heritage sites? The students will study this practice by conducting field research at the Slave Castles in Ghana. Through interviews and observations they will explore the process of heritage production, the function of heritage, and the role of memory and identity.

MUSST-AD 210

Museum Collections and Exhibitions

An introduction to the various aspects of a museum’s function, 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 first 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 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 and communication, 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, consumption, and appreciation 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 “art-world” subject and the shifting notions of what 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

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), which were also named as UNESCO World Heritage sites for their universal and outstanding value. But what do these values mean and for whom? What makes cultural heritage remains heritage? What happens if “universal values” are not shared but contested? These fundamental questions steer us to understand the political and economic production of heritage and protection, 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

January 2016

Prof. C. Clarke and A. McClellan

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 nature of the relationship of museum to its public, the role of heritage and repatriation, cultural diversity and the politics of representation, and globalization and exhibition practices. Classroom lectures will be supplemented by field trips drawing on the rich diversity of museums in the New York area.

MUSST-AD 216J

Museum History, Theory, and Practice: Case Study, Berlin

Prof. B. Altshuler

January 2016

This course will investigate the history and theory of museums, and the critical issues facing museums in the 21st century, through a study of the museums and cultural institutions of Berlin. Much of the course will be held in museums and will involve meetings with museum staff, along with regular classroom sessions at NYU Berlin. This course will be held in museums and will involve meetings with museum staff, along with regular classroom sessions at NYU Berlin. This course will be a review of museums and will focus on the Institute for Museum Studies (Altes Museum, Neues Museum, Pergamon Museum, and Altes Nationalgalerie). Topics will include the creation of cultural heritage collections, the development of exhibitions and forms of display, and the adaptation and reconstruction of museums to accommodate contemporary audiences. The second week will have a dual focus:
questions of memory and historical site (Jewish Museum, Holocaust Memorial, DDR Museum, Berlin Wall, Stasi Prison, Reichstag), and ethnographic collections and issues of cultural property (Dahlem Museum, Frankfurt’s Weltkulturen Museum). The third week will focus on the development of Berlin as a center of contemporary art and the creation of new exhibition spaces for its display (Hamburger Bahnhof, Berlin Biennial, Kunst-Werke Institute for Contemporary Art, Boros Collection).

ACS-AD 203X
Heritage, History, and Memory in the Modern Middle East
Crosslisted with Anthropology, Arab Crossroads Studies
Islamic Studies, History: Mediterranean World

ANTH-AD 102J
The Anthropology of Indigenous Australia: Art, Politics and Cultural Futures
Crosslisted with Anthropology

VISAR-AD 155
The Exhibition Industry
Crosslisted with Art and Art History

NYUAD, like many American colleges and universities, does not offer a premedical, predental, or prehealth major. Nevertheless, NYU Abu Dhabi’s Premedical and Health Studies program successfully prepares students to apply to a variety of health professional schools. The health professions provide many challenging and rewarding opportunities. These include clinical careers in medicine, dentistry, and physical therapy as well as non-clinical careers such as health education and research amongst others For more information about the health related career options, please contact your pre-health advisor at the Career Development Center.

In order to apply to health-related professional schools, students typically need to complete a variety of courses, which differ depending on the program applied to. Nevertheless, most health professional schools require courses in introductory biology, chemistry, and physics. At NYUAD, these are satisfied in the Foundations of Science sequence, 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, health professional schools including medical schools often require two semesters of math, one of which must be calculus, two semesters of upper level chemistry classes; typically organic chemistry I and biochemistry, and two semesters of English, including writing. NYUAD offers all these. In recent years, an emphasis on the importance of the social sciences has been witnessed and students are highly encouraged to take a course in psychology, sociology or other social sciences.

In addition to coursework, students are advised to gain some practical experience by volunteering or shadowing in a clinical setting in order to demonstrate a commitment to service and humanistic endeavors. Research skills are also valued and students are encouraged to spend sometime conducting research with one of NYUAD faculty. Leadership activities are also highly valued.

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 as long as they 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 any other major at NYUAD along with the prehealth curriculum.
In fact, the best professional schools want, above all, students with a broad education who can think clearly, read critically, and write well. To get more details on core competencies required for students interested in the health professions, please contact your prehealth advisor at nyuad.preprof@nyu.edu

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, including 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 U.S. request; however, specific medical schools might have additional requirements or modifications to those listed here. You should consult with the premedical advisor for more information. NYUAD, like many American colleges and universities, does not offer a premedical, predental, or prehealth major. Nevertheless, NYU Abu Dhabi’s Premedical and Health Studies program successfully prepares students to apply to a variety of health professional schools. The health professions provide many challenging and rewarding opportunities. These include clinical careers in medicine, dentistry, and physical therapy as well as non-clinical careers such as health education and research amongst others. For more information about the health related career options, please contact your pre-health advisor at the Career Development Center.

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Additionally, NYUAD faculty often offer health related courses that are deemed beneficial to students interested to know more current topics/trends in health. Some recently offered courses include:

- COREI-AD 61 Modern Drug Discovery
- COREI-AD 63 The Ethics and Politics of Public Health
- COREX-AD 43 Behavior
- COREI-AD 41J Protecting the World’s Health: Triumphs and Challenges
- COREI-AD 50J Genetics and Society
- COREI-AD 55W Disease and Society
- SRPP-AD 154J Global Burden of Non-communicable Diseases

In addition to coursework, students are advised to gain some practical experience by volunteering or shadowing in a clinical setting in order to demonstrate a commitment to service and humanistic endeavors. Research skills are also valued and students are encouraged to spend sometime conducting research with one of NYUAD faculty. Leadership activities are also highly valued.

The above are the basic requirements most health professional schools in the U.S. request; however, specific schools might have additional requirements or modifications to those listed here. You should consult with the premedical advisor for more information.

It is important to understand that pre-professional training does not require students to major in science or math. Students may elect major in any discipline as long as they 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 any other major at NYUAD along with the prehealth curriculum.

In fact, the best professional schools want, above all, students with a broad education who can think clearly, read critically, and write well. To get more details on core competencies required for students interested in the health professions, please contact your prehealth advisor at nyuad.preprof@nyu.edu
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. Make sure you meet with them as early as possible.

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 the student portal page under the career development center tab and meet with a pre-professional advisor in the Career Development Center.

**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

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

January Term courses are taught by renowned visiting scholars, writers, artists, journalists, and policy analysts from institutions around the world as well as distinguished professors from NYUAD and NYU New York, including NYU Law School, Stern School of Business, and NYU’s other professional schools.

The January Term includes options to study outside Abu Dhabi and participate in community learning experiences. Some J-Term courses that are based in Abu Dhabi include international travel to places such as India, Nepal, Oman, Sri Lanka and Turkey. Other J-Term courses are offered at NYU’s global sites around the world. Intellectually linked to their locations, the courses take advantage of local resources; explore the history, culture, economy, and society of the host communities; and often involve collaborative activities with local students and faculty. These courses illuminate the interdependence of local knowledge and global awareness while fostering cross-cultural research and insights into complex, global issues.

Students are required to complete three J-Term courses, including one in the first year. In the absence of an approved, compelling reason such as a study-away calendar conflict, students must complete their two remaining January Terms during their second and third year of enrollment. Seniors are eligible to take a fourth J-Term course only if they can demonstrate an academic need related to their progress towards graduation.

Students may take at most two Cores during January Term, and they must be in different Core categories.
A revised policy regarding January Terms away from Abu Dhabi will begin in January 2017 for students entering NYUAD Fall 2016 and later: only one course may be taken at an NYU global site, and only one course may be an Abu Dhabi-based course that includes an international trip.

The application deadline for January Term is September 15.

Questions about January Term should be directed to the Office of Global Education, which coordinates the program.

**ABU DHABI**

**ACS-AD 208JX**

**Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman**

January 2016

Profs. S. Caton and D. Scott

Crosslisted with History: Mediterranean World, History: Indian Ocean World

Islamic Studies

This course challenges preconceptions of Arabian landscapes as mainly desert by exploring three distinct ecological zones in relation to each other: desert, maritime coast, and mountain chain. How have these zones been constituted naturally and historically, and how they are changing in the present era? Topics include the impacts of human settlement, especially on water resources, inter-regional and global trade, colonization, and urbanization. Finally, we will look at what governments and global institutions have done to address some problems emerging in these zones. Learning will take place through informal lectures, guided tours of key sites, activities such as walking, boating, and swimming to get an embodied sense for these zones, recording through sketching or photography, interviewing various people knowledgeable about the issues at hand, not to mention people affected by their changing surroundings. Daily diary writing is required, along with group discussions with instructors during the day, and a short final reflective paper.

**ACS-AD 261J**

**Cities and Modern Arabic Literature**

January 2016

Prof. E. Khoury

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.

**ACS-AD 264J**

**Orientalism Debates**

January 2016

Prof. J. Stearns

In 1978 Edward Said published Orientalism, a book that presented a strong critique of Western scholarship on the Middle East. Thirty-five years later it is hard to find a discipline in the humanities and the social sciences that has not been influenced by the book, which is often credited with having founded the field of post-colonial studies. In this course we will read Orientalism, study Said’s complex relationship with the work of Foucault, his long feud with Bernard Lewis, the influence of Orientalism on fields as disparate as art history and political science, and read the works of recent critics of Said such as Daniel Varisco and Robert Irwin.

**ARABL-AD 219J**

**Colloquial Arabic: Emirati Dialect**

January 2016

Prof. N. Isleem

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.

**CORES-AD 62J**

**Rationality**

January 2016

Prof. P. Wallisch

This class explores the question whether humans are rational from a wide variety of perspectives, including economics, psychology and neuroscience. We will begin by tracing the history of ideas regarding rational and irrational actors back to antiquity and end on a discussion of societal implications of human rationality. We will explore contemporary approaches to the study of rationality, such as the heuristics and biases approach, which highlights the shortcuts in reasoning that make us prey to biases, and the “bounded rationality” view, which argues that rationality is bounded by the information available and optimized for the environment we live in and that classical economics has an unrealistic view of rationality. We will also touch on neuroscience, both in terms of neural explanations of human behavior as well as interventions to alter it. Finally, we will consider whether rationality as a criterion of human conduct is absolute and universal or relative and contingent on cultural, socio-economic and environmental factors.

**CORES-AD 65J**

**Democracy and its Critics**

January 2016

Prof. P. Mitsis

This course examines the institutional structures and intellectual justifications of democratic societies. Although democracy and equality
have been deeply linked in the history of political thought, critics of democratic practice argue that formal equality among citizens has rarely prevented substantial economic and political inequalities from arising—inequalities that belie the very democratic character of self-described democratic societies. Thus, one of the most pressing questions of democratic theory, therefore, has been whether such substantial inequalities play a necessary structural role in democracy or whether democracy can exist even in the absence of equality. We will begin our bearings on this debate by examining one of history’s most radical and influential democracies, ancient Athens. After reading Thucydides’ complex historical account of democratic Athens at war, we will turn to recent literature describing milestones in stem cell research and gain practical training in growing and differentiating embryonic stem cells. We will also review the ethical and political issues regarding the use of stem cells.

COREX-AD 2J2

Stem Cells: Immortality and Regeneration

January 2016

Prof. E. Mazzei

What part of you is immortal? Biologists will tell you that the answer is induced embryonic stem cells, which can self-replicate and differentiate into all the cells in our bodies. What are stem cells? How are they “made” in laboratories? Can they make whole organs and organisms? Can we clone people? What are the ethical concerns when using stem cells? These questions are key to understanding how stem cell-based therapies are likely to revolutionize the treatment of human disease. This class aims to provide a theoretical and practical background on stem cells. We will read and discuss the literature describing milestones in stem cell research and gain practical training in growing and differentiating embryonic stem cells. We will also review the ethical and political issues regarding the use of stem cells.

COREX-AD 24J

Heuristics

January 2016

Prof. D. Shasha

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 remain unsolved even after billions of dollars have been spent solving them. 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 prerequisites. Students who take this course, you should love to think both quantitatively and qualitatively. Among the specific problems we tackle include the design of currencies, leasing strategies for oil exploration, optimal mating strategies, and efficient experimental design. The intent is to make you better able to face complex problems in any field you choose.

ECON-AD 213J

Economic Development and Urbanization in Africa

January 2016

Prof. D. Crossland

Crosslisted with Social Research and Public Policy

Urbanization

The course focuses on the interactions between the urban and the 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 major, interesting location to study as it was once a small fishing village and became the first sub-Saharan country to become independent following World War II, and its economic development 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.

EDUC-AD 115J

International Peacebuilding and the Role of Education

January 2016

Prof. D. Burke

Crosslisted with Political Science, Social Research and Public Policy, Peace Studies

This J-Term course explores how state and nonstate 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 from Syria, Afghanistan, Israel/Palestine, Guatemala, Guatemala, and the United States. Guest speakers will be invited from relevant organizations to speak about their responsibilities; students will prepare questions to interview the guest.

ENGR-AD 297J

Innovation and Entrepreneurship

January 2016

Prof. O. Oeztunali

Crosslisted with Leadership & Social Entrepreneurship

By taking this course, students will gain the tools and knowledge to develop a comprehensive new venture that is scalable, repeatable and capital efficient. The course will help students formulate novel business ideas, conduct market research and testing. Students will test the viability of their ideas in the marketplace and will think through the key areas of new venture. The first part of the course will help students transform ideas about new ideas and test the basic viability of those ideas through of process of design and real world tests. After an idea is developed students will learn how to finance and find investors, design the business model. We will cover customer discovery, market sizing, pricing, competition, distribution, funding, developing a minimal viable product and many other facets of creating a new venture. The course will end with students having developed a company blueprint and final investor pitch. Course requirements include imagination, flexibility, courage, getting out of the building, and passion.

FILM-AD 107J

Developing the Web-series

January 2016

Prof. K. Saleh

The web series workshop is an in-depth look at the general approaches of web storytelling and production. It explores various formats of interactive web content from fiction to documentary narratives. It primarily gives an overview on multiple parts of creating a new venture. Developing the Web-series design interactive elements, gather online communities and tap onto existing ones in order to find a niche for one’s own web platform.

HIST-AD 179J

Science and the Sea

January 2016

Prof. L. Minsky and E. Staples

Crosslisted with Arab Crossroads Studies

This course is a journey—both a physical one aboard a reconstructed sailing dhow from Muscat to Masirah Island, and an intellectual one exploring the historical relationship between human interaction with the Arabian Sea and the development of the sciences of astronomy, meteorology, geography, and medicine. The course features sailors as scientists who, in successfully navigating the Sea, contributed to both the understanding of the sea and the practice of these sciences. The course also explores the Arabian Sea as an “information super-highway” for the cross-cultural movement and exchange of scientific knowledge, institutions, and practices.
It concludes by considering the extent to which Europeans simultaneously became dependent on, and worked to remake and redefine, both the region’s scientific and cultural institutions, and the stories that we tell about its history. Co-taught by two historians, students will learn from historical lectures; reading excerpts from academic articles; discussions of primary sources; hands-on instruction and participation in celestial navigation, weather forecasting, and sailing techniques; the lived experience of provisioning, healing, and life-ways aboard a vessel and in port; conducting oral histories with sailors; and listening to maritime songs and music.

Note: This course counts as a study away J-term.

HIST-AD 180J War and Revolution: Case Studies in the Origins of the Contemporary World
January 2016
Professors R. Berdahl and A. Kimball
Two historically paired phenomena, war and revolution, are together a central long-term historical force in the creation of the modern world. In some instances, revolution has led to war; in others, war has produced revolution. A series of case studies will examine the reciprocal relationship of war and revolution. We will study recurring themes in the context of war and revolution: how ideology and religion both give rise to conflicts that produce the modern state and how modern states have been challenged by revolts stemming from new ideologies; how militarism and the anticipation of war itself acts as a revolutionary force in society; how military defeat has often unleashed revolution; how militarization for total war has produced a managerial revolution. The roots of the linkage of war and revolution lie in the Thirty Years War (1618-1648), with its religious conflict and subsequent creation of sovereign states. The course will carry forward the study of this linkage through the following three centuries into the “second thirty years war” (1914-1945) and beyond.

HIST-AD 181J A History of OPEC
January 2016
Prof. G. Garavini
Cross-listed with Arab Crossroads Studies
Contrary to common beliefs, OPEC (i.e. Organization of the Petroleum Exporting Countries) is not an organization of Arab oil exporters, but a global organization with members located in Latin America, Africa and the Middle East (including the important non-Arab country of Iran). OPEC, often defined as a “cartel”, is an organization of sovereign states that coordinate their policies on a crucially important natural resource. What it does affects directly both the global economy and the environment. The course will consider the evolution of OPEC from an organization of “Third World” countries, when it was created in 1960, to an organization that includes today some of the wealthiest countries in the world. The different cultures and attitudes of its members, the clashes as well as moments of cooperation with consuming countries which have highlighted questions and concepts such as “rentier state”, “resource curse”, “conservatism”, “Dutch disease”, “limits of growth”, “wildcats” will be discussed and informed by relevant literature (and possibly archival material), images and documentaries.

LITCW-AD 130J Fiction Writing: Craft Workshop
January 2016
Prof. M. Syjuco
Where should we be without stories? Better question: Where can we go, and what can we do, as creative writers? Our course begins with the nuts and bolts—learning the tools, acquiring the skills, understanding publishing; examining censorship; and looking over the edge into the abyss with growing confidence. For writing should never be solitary: we’ll learn from the works of published writers; more importantly, we’ll learn from each other—not just how to write but why we write. And we’ll strive with the fictionist’s creativity, the journalist’s rigor, and the critic’s understanding. Fiction, and you, will never be the same.

MDURB-AD 114J Planning Abu Dhabi
January 2016
Prof. K. Samarrai
As Abu Dhabi strives to position itself as a global capital city, it has embarked on ambitious plans for urban, economic and social development. Since 2000, the “Beluga Plan” for the formation of a progressive and comprehensive approach with sustainability as an overarching principle. The course will introduce a full understanding of the evolution of the city, its plans for Abu Dhabi, and learn about the main urban actors and the forces shaping its growth. Through reading key texts in urban theories, site visits, guest speakers, presentations and debates, students will be able to think critically about city planning and development in rapidly developing cities and key challenges in comparison to other regional and global examples.

POLSC-AD 185J Gender Revolutions and the State in India
January 2016
Prof. R. Brule
Crosslisted with Social Research and Public Policy
This course asks two questions: Why do states conduct top-down reforms for gender equality? What are these interventions’ impact? We study these questions in the context of India, the world’s largest and most influential developing democracy, with some of the most complex, puzzling variation in economic and social rights. Specifically, we examine reforms that equalize women’s rights to a core economic and social commodity: land. These represent the hardest and most important reforms for the state to implement. We will travel to India to interview top government officials and leaders responsible for implementing gender-equal land inheritance reform across the country’s diverse cultural, economic, and political landscape.
January 2016

of the transnational stakeholder groups, these
of visitors every year. These heritage sites serve
of past and present as a means of exploring the
demography, economics and politics that influence
Theater in the Arab World
entertainment forms that directly engage the
Greek myth).
(a-Sadiki’s use of the halqa and Wannus’
the use of parable to speak truth to power
global and compare the disease experience in low
and middle-income countries to high-income
countries. Students will examine current trends
in non-communicable diseases and define health
burden as the overall impact of these diseases
at the individual and at the societal level using
a set of diverse health, lifestyle and economic
indicators including disability adjusted life years,
quality of life, and unemployment rates. The
course will identify the social determinants of
non-communicable diseases and explore the
recent impact of the “epidemiologic” transition
in low-income countries with emphasis on West
Africa. With Ghana as the host country, students
will participate in meetings, discussions and health
department visits to understand NCD’s and
the impact of these diseases on the country’s policy,
culture and economy.

Berlin

AHC-AD 138J
Cinematic Imagination: Modernity, Media, and Music
January 2016
Prof. G. Bravo

This course examines modernity through the
lens of artistic developments during the Weimar
period (1918-1933), when Berlin became a
central cultural center in the aftermath of World
War I. The emergence of German silent film at
that time exerted a profound impact on traditional
arts, providing a new aesthetic principle for
artistic production and reception. As a result,
literature, theatre, painting, and music were
reinvented according to a “cinematic imagination.”
Engaging with Weimar cultural debates through
the writings of artists and intellectuals who
articulated the impact of film and photography on
cultural developments, we will examine diverse
artistic works and practices. Students, using video
cameras, will explore the diverse urban landscapes
of Berlin as a basis for a group remake of Walter
Ruttmann’s 1927 film Berlin: Symphony of a City.
As a reflection on the pace of modernization in
Berlin during the 1920s, the film captures the metropolis
through its shifting montage images. How can
Berlin be understood as a symbol of urbanization
today? What images of the city will emerge
through our encounters? Finally, how can we
understand the persistent power of visual media
in shaping the global context today? The study
of Weimar culture is interdisciplinary, making it
relevant to participants from diverse fields such
as film, music, literature, art history, and history.

CORES-AD 67J
Sovereignty
January 2016
Prof. M. Delergus

From Ancient Mesopotamia to modern times, the
idea of sovereignty—beginning with kingly power
and leading to modern popular democracy and
law-bases (1916-2013)—has dominated political
theory as well as theater, literature, and philosophy.
The central questions of this course concern
political power: hegemony, dominion, rulership,
but also democracy, law, and economics. How
do we think about power and its history? What
does it mean for kings, the people, or particular
countries to be called “sovereign”? How is this
sovereignty to be depicted? Through a series of
readings, philosophical, and political readings in
the Western, Islamic, and Chinese traditions, we
will examine these questions, against the extraordinary
backdrop of Berlin and its history as capital of
the German Empire and of the Third Reich, then
as divided city, and finally now as perhaps the most
important political center in Europe.

MUSST-AD 216J
Museum History, Theory, and Practice:
Case Study, Berlin
Prof. B. Altshuler
January 2016

This course will investigate the history and
theory of museums, and the critical issues facing
museums in the 21st century, through a study of
the museums and cultural institutions of Berlin.
Much of the course will be held in museums and
will culminate in each student proposing policy
changes in a particular museum chosen by the
student that could dramatically improve the well-
being of children.

THEAT-AD 134J
Theater in the Arab World
January 2016
Prof. E. Ziter

Crosslisted with Arab Crossroads Studies
This class examines recent trends in contemporary
Arab theatre, contextualizing these within a
broader history of Arab performance including film.
Particular attention is given to how experimental
practitioners have explored issues of human rights
and the control of territories under the modern
state. Strategies addressed include: the confabulation
of past and present as a means of exploring the
perspective of living memories while Slave
Castles in Ghana and slave dungeons on Zanzibar
are not. What impact does time in distance and
decisions have on this type of heritage? How does
the practice of both remembering and forgetting
affect the interpretation of these painful heritage
sites? The students will study this practice by
conducting field research at the Slave Castles in
Ghana. Through interviews and observations they
will explore the process of heritage production, the
function of heritage, and the role of memory and
identity.

SRPP-AD 154J
Global Burden of Non-communicable Diseases
January 2016
Prof. B. Baden-Albala

Crosslisted with Pre-medical and Health Studies.
Non-communicable diseases including heart
disease, obesity, depression, and dementia were
thought to impact the health of more developed,
affluent countries while the major health issue
for low and middle-income countries was acute
infectious disease. Over the last decade, non-
communicable diseases have begun to critically
impact the health of most populations across
the globe. This course seeks to identify a number of
complex and related issues related to the burden of
non-communicable diseases (NCD’s) globally
and compare the disease experience in low
and middle-income countries to high-income
countries. Students will examine current trends
in non-communicable diseases and define health
burden as the overall impact of these diseases
at the individual and at the societal level using
a set of diverse health, lifestyle and economic
indicators including disability adjusted life years,
quality of life, and unemployment rates. The
course will identify the social determinants of
non-communicable diseases and explore the
recent impact of the “epidemiologic” transition
in low-income countries with emphasis on West
Africa. With Ghana as the host country, students
will participate in meetings, discussions and health
department visits to understand NCD’s and
the impact of these diseases on the country’s policy,
culture and economy.

ACCR

MUSST-AD 116J
Places of Human Suffering as Global Heritage
Sites
January 2016
Prof. R. Parthesius

Memorials to human suffering attract millions
of visitors every year. These heritage sites serve
a specific purpose as markers of individual and
collective memories of a traumatic past. Because
of the sensitivity of the subject and the complexity
of the transnational stakeholder groups, these
sites are often highly contested. In this course
the creation of this type of heritage will be analyzed
through the comparison of different heritage sites
associated with human suffering and now inscribed
as UNESCO World Heritage Sites. Robben Island
in South Africa and Auschwitz-Birkenau in Poland
are still within the recent memory while Slave
Castles in Ghana and slave dungeons on Zanzibar
are not. What impact does time in distance and
place have on this type of heritage? How does
the practice of both remembering and forgetting
affect the interpretation of these painful heritage
sites? The students will study this practice by
conducting field research at the Slave Castles in
Ghana. Through interviews and observations they
will explore the process of heritage production, the
function of heritage, and the role of memory and
identity.

BERLIN

POLSC-AD 179J
Political Conflict and Economic Development
Prof. S. Satyanath
January 2016

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
political-conflict relationship. The course will
follow a seminar format and students will be
encouraged to conduct their own case studies
relevant to participants from diverse fields such
as politics, economics, and international
relations.

BUENOS AIRES

POLSC-AD 180J
21st-Century International Human Rights
Prof. S. Labowitz
January 2016

This course is designed to give an introduction
to the law, politics, and practice of modern international human rights.
Human rights have a history that is national,
This course provides an introduction to key themes in urban studies through a selected set of issues that are particularly relevant for New York City but important for cities throughout the world. We will read classic and important contemporary works in urban studies, including selections from great books in urban scholarship whose significance transcends any one field or discipline. (Authors include Weber, Jacobs, Ballon, Mumford, Simmel, Sennett, Wirth, Jackson, and Sassen). We will also read several case studies of emerging issues, particularly questions regarding climate change mitigation and adaptation, sustainable development, and urban inequality. This course culminates with an intensive study of how New York City can respond to the challenges posed by climate change. We will visit sites where there are major new development projects meant to strengthen the region’s structures and infrastructures, while also improving the quality of daily life. We will have special meetings with architects, engineers, climate scientists, and policy makers who are working on these projects, and opportunities to experiment with our own design ideas.

MUSST-AD 215J
Museums in Global Context
January 22
Profs. C. Clarke and A. McClellan
This course surveys the history and representational role of museums, from its origins in cabinets of curiosity to the modernized 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 evolved and been re-imagined. We will examine the relationship of museums to their publics, their heritage and repatriation, cultural diversity and the politics of representation, and the changing historical nature of the family in China, America, and Europe. Consider children’s education and health in global perspective, with Shanghai field trips: schools; Children’s Palace; Art Museum; Propaganda Poster Art Center.

MDURB-AD 116J
Metropolis: Culture, Climate, and Politics in the 21st Century City
January 2016
Prof. E. Klenenberg
This course provides an introduction to key themes in urban studies through a selected set of issues that are particularly relevant for New York City but important for cities throughout the world. We will read classic and important contemporary works in urban studies, including selections from great books in urban scholarship whose significance transcends any one field or discipline. (Authors include Weber, Jacobs, Ballon, Mumford, Simmel, Sennett, Wirth, Jackson, and Sassen). We will also read several case studies of emerging issues, particularly questions regarding climate change mitigation and adaptation, sustainable development, and urban inequality. This course culminates with an intensive study of how New York City can respond to the challenges posed by climate change. We will visit sites where there are major new development projects meant to strengthen the region’s structures and infrastructures, while also improving the quality of daily life. We will have special meetings with architects, engineers, climate scientists, and policy makers who are working on these projects, and opportunities to experiment with our own design ideas.

POLSC-AD 160J
Social Media and Political Participation
January 2016
Prof. J. Tucker
In recent years, social media usage (Facebook, Twitter, LinkedIn, Tumbler, etc.) has exploded to such an extent that it is impossible to believe it has 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. As we work through 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 many newer literature on the usage of social media. In the afternoon sessions, students 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).

SRPP-AD 133J
Wealth and Inequality in the Global City
January 2016
Prof. J. Manza
Crosslisted with Urbanization
The rapid increase in wealth and income inequality in many cities, often concentration 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 economic political economy of inequality through the work of contemporary social science. We will deepen our understanding of key issues through field trips, films, guest speakers, 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 City.

SHANGHAI

ACS-AD 205J
Arab Crossroads in China
January 2016
Prof. Z. Ben-Dor 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 traveller by Abu Abdullah al-Battuta, who traveled to China all the way from North Africa in the 14th century. We study the history of the corresponding perceptions of 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 13th 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.

CORES-AD 58J
Light
January 2016
Prof. S. Fitzgerald
Crosslisted with Urban Form of Shanghai
From its physical properties that create life to its metaphorical association with beauty and goodness, light is integral to our experience of being human. Playing out over the millennia, from the Chinese tradition of the Lantern Festival at the Lunar New Year to the current production and manufacture of LED components, our relationship with light has played a significant role culturally and materially in our understanding of the world around us. This course will examine the perceptual, psychological, and metaphorical ways in which we encounter light in stories, art and culture. We will examine texts from a variety of cultures that use light and darkness as a metaphor for good and evil, as well as narratives of breaking out of dark places. We will consider how light has transcended the metaphorical association with beauty and goodness to become a central metaphor for a wide range of cultural and historical narratives. How exactly does it matter? This is the focus of this course. 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.

CORES-AD 70J
The Ghetto
January 2016
Prof. M. Dunier
Crosslisted with Urban Form of Shanghai
On March 29, 1516, the city council of Venice forced Jews to live in a closed quarter, “il geto”, named for the copper foundry that once occupied the area. In this course, we trace the ghetto from its decline to its revival by the Nazis to the contemporary U.S. For if we are to understand today’s black ghettos, including the recent events in Ferguson, it is useful to understand the Jewish ghettos of the past. We’ll study a little known moment in the ghetto’s history: when thousands of Jews escaped to the only place that was open to them—Shanghai—and were ultimately herded into the Hongkew ghetto. We’ll also learn about the Merchant and Abu Hassan al-Sirafi who came to China from the Gulf in the 9th and the 10th centuries, and the great traveller by Abu Abdullah al-Battuta, who traveled to China all the way from North Africa in the 14th century. We study the history of the corresponding perceptions of 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 13th 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.
ANTH-AD 102J
Anthropology of Indigenous Australia: Art, Politics and Cultural Futures
January 2016
Prof. F. Myers
Crosslisted with Museum Studies, Arts & Humanities Colloquia
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 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.

COREX-AD 25J
Coastal Urbanization and Environmental Change
January 2016
Prof. J. Burt
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.

WASHINGTON DC
ECON-AD 22JU
Understanding Financial Crises
January 2016
Prof. R. Ranciere
Prerequisites: ECON-AD 101
The purpose of this course is to understand the key facts and basic mechanisms concerning financial crises and related topics. The course will first lay down some foundations by studying empirical evidence about financial crises as well as the basic crisis mechanisms (bank runs, sovereign default decision, currency collapse). The empirical facts will provide a perspective on the recurrence of different types of financial crises (banking crises, currency crises, and sovereign debt crises). Students will study their causes, their resolutions, and their long-run consequences. The crisis mechanisms will be introduced through very simple canonical models, with emphasis on intuition and insight over model technicalities. Once these foundations are in place, the course will open up on a series of topics with mixed themes - such as crises and long run growth; inequality and crises; crises, stabilization and reforms - and an in-depth study of major crises episodes, such as the Great Depression, the US Financial Crises of 2007-2008 and the Euro Crisis. The classes will be complemented by visits to Washington, D.C. institutions, such as the International Monetary Fund, The Federal Reserve Board, and the World Bank, and by exchanges with officials who played a key role during past financial crises.

POLSC-AD 186JX
Islamic Extremism
January 2016
Prof. J. Traub
Crosslisted with Peace Studies
Islamic Studies
The terrorist attacks of 9/11 transformed the foreign policy of the United States and reshaped its national psyche. Subsequent attacks in Europe, the Middle East and elsewhere have focused the world’s attention on the problem of Islamic terrorism. In this class we will seek to understand both the causes of the sudden rise of violent extremism in the Muslim world and the response it has provoked. We will examine the evolution of the threat, from Al Qaeda, with its focus on mounting spectacular attacks on symbolic targets in the West, to the Islamic State, which has attracted thousands of men and women from around the world to its violent nation-building project in the heart of the Arab world. Western nations have deployed military, intelligence and police tactics against Al Qaeda with some success, but those methods may not work against ISIS. Arab nations have begun to mobilize to counter the threat, but their own repressive, and in some cases religiously intolerant, regimes may be exacerbating the very problem they seek to solve. In addition to reading about the origins and the spread of jihadism and the policies adopted by concerned states, we will meet with scholars, journalists, policy experts, diplomats and officials in the Obama Administration. Students will write a series of short papers as well as a longer project proposing a course of action, a cure, or at least mitigate, the extremist threat.
NYU Abu Dhabi offers a limited but growing Summer-school program in Abu Dhabi. The primary purpose of the summer program is to allow students who fall behind in meeting graduation requirements the opportunity to catch up without having to resort to course overloads during the fall and spring semesters. Students who change majors or are otherwise delayed in completing preliminary major requirements may find that a summer course provides a chance to complete prerequisite courses in time to pursue study away opportunities with their peers who started their majors earlier.

Courses vary from year to year, but the overall intent of the program is to provide courses that are likely to be of interest to students in a variety of academic majors. Previous 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. However for the summer of 2016, the term will be expanded to five weeks to accommodate a shorter academic day consistent with Ramadan working hours. Students are generally limited to a single four-credit course. Courses elsewhere in the NYU Global Network vary from three to twelve weeks in length, begin on different dates, vary in credits, and may allow simultaneous enrollment in more than one course.

Summer-school tuition, room and board, and other related expenses are not covered by any of the existing financial aid packages. However, 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 fitnss 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 transcript.
Jiu Jitsu is a strategic grappling sport where one
manipulates an opponent’s force against her/himself rather than confronting it with one’s own force. Individuals will learn how to apply the fundamental techniques of Jiu Jitsu, including positioning, leverage, joint locks, escapes, and practices through hands-on experiences, movement explorations, dance-making and discussions. Students will be engaged with the art form and move toward a fuller appreciation of the influence of dance in our everyday lives as well as a reflection and expression of the world we live in. Dance styles include, but are not limited to, hip-hop, belly dancing, modern ballet and jazz.

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.

Boxing for fitness is fun and at the same time builds body for better fitness in any and all activities or sports by focusing on functional movements, strengthening and conditioning of major muscle groups, heart and lung endurance, flexibility, power, speed, agility and balance.

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. Prerequisites: (1) the ability to swim continuously for 200 meter or 300 meter with mask/fin snorkel, (2) the ability to swim/float in water too deep to stand in for 10 minutes, (3) confidence in open water, and (4) the completion of a medical questionnaire with physician’s consent. PE credit will be awarded upon obtaining 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.
**Flexible Fitness** is an opportunity for students to engage in a 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 57**  
**Water Polo**  
This team sport can be likened to a sort of aquatic handball, in which a ball has to be thrown into a goal. The course is designed to introduce students to rules of the game and how to improve strength, fitgape, speed and flexibility. These skills will help students tread water without using their hands, shoot and pass accurately, and improve swimming stamina. Please note: Students must be confident in water and be able to swim at least 50m unaided.

**PHYED-AD 63**  
**Team Sports PE**  
This course will introduce students to a variety of indoor team sports and the elements necessary to play them. These elements include, but are not limited to, skills, offensive and defensive strategies, rules and lots of game play.

**PHYED-AD 65**  
**Flag Football**  
This is a version of American football without blocking or tackling, with tackling being replaced by “deflagging” an opponent. The rules of the game will be designed to reduce physical contact and injury while promoting teamwork, leadership, agility and gross motor coordination.

**PHYED-AD 66**  
**Yoga (Women Only)**  
Fall 2015  
The Women’s Only Yoga course will commence with an introduction to the yoga practice, nutrition and a healthy lifestyle. The course will combine interval training, speed, tempo’s, endurance & full body functional exercises in an outdoor environment. The students will learn to work in teams as well as alone, in a variety of training styles to keep them challenged and motivated.

**PHYED-AD 67**  
**Outdoor Conditioning**  
This course will combine interval training, speed, tempo’s, endurance & full body functional exercises in an outdoor environment. The students will work in teams as well as alone, in a variety of training styles to keep them challenged and motivated.

**PHYED-AD 68**  
**Healthy Living (Women Only)**  
This course will focus on the relationship between individual choices, social responsibilities and optimal human functioning through healthy living. Health and social issues relevant to young women will be examined in discussion based sessions, while being combined with the practice of a diversified fitness routine that focuses on strength, flexibility, endurance and muscle tone. An understanding of cardiovascular fitness and nutritional information related to exercise is emphasized.
PHYED-AD 69A and 69B
Intro to Athletic Training
Fall 2015
Instructor K. Melnyk
This course provides an overview of the various fields of athletic training and sports medicine. Students will learn how to use training equipment and materials, procedures for athletic training and the role of trainers as care providers. They will examine the organizations, regulations and ethics that govern the profession. Successful completion of the two courses will satisfy the Physical Education requirement.

PHYED-AD 70A and 70B
Lifeguard Training Certification
Fall 2015
This class teaches lifeguard candidates the skills and knowledge needed to prevent and respond to aquatic emergencies at an aquatic facility. Upon successful completion of the course, each student will receive American Red Cross Lifeguard Training/First Aid and CPR for the Professional Rescuer. This course must be taken with part B. Successful completion of the two courses will satisfy the Physical Education requirement. Attendance is required for all classes within each session. No exceptions! Prerequisites:
- Ability to swim 300 yards continuously swimming demonstrating breath control and rhythmic breathing swimming freestyle and breaststroke.
- Ability to tread water for 2 minutes using only your legs.
- Ability swim 20 yards of freestyle or breaststroke, submerge to 10 ft and pick up a 10 lb object, holding it with both hands return 20 yards and exit pool in 1 minute and 40 seconds.

PHYED-AD 71A and 71B
Intro to Sports Management
Fall 2015
Instructor J. Shaffer
This course examines issues of management and organization within the broad context of the sports industry, with specific reference to issues of staffing, motivation, and communication. It introduces students to ways to most effectively put leadership theory to work on a daily basis within a sports organization. Students will gain experience at NYUAD organized sports events and create a sports event at the conclusion of the 14 week course that will be open to the NYUAD community. This course must be taken with part B. Successful completion of the two courses will satisfy the Physical Education requirement.

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

PHYED-AD 94
Competitive Table Tennis
Participate in competitive table tennis

PHYED-AD 95
Men’s Badminton
Competitive badminton
Study Away Programs

Global education is an essential component of NYU Abu Dhabi’s educational mission and curriculum. It is realized through a careful sequence of interrelated academic and intercultural experiences that provide students with intellectually rigorous, research-focused learning environments to complement and extend their coursework. They include semester-long study away programs, January Term programs, and course-related study trips in the 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 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. 405-410.

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 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.

International January Term: Students may choose among courses offered in New York, Shanghai, several other NYU global academic centers, and courses in Abu Dhabi that include an international seminar. Students may enroll in up to two international January Terms during their four years at NYUAD. For January Term 2016, 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. 338-350.

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 component 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 September 15. Students are notified of their course placements by October 1.

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 June 1 of their first year for study away in the spring semester of their sophomore year. Final applications are typically due by February 15 for fall semester study and by September 15 for spring semester study.

Semester Study Away: Students may apply to study away beginning in the second semester of their sophomore year and as late as the first semester of their senior year (if approved by their major academic program). Study away before or after this time frame requires approval from the Office of Global Education upon recommendation from the student’s mentor or the determination of an academic program.

The application process for participation in study away programs includes the preliminary and the final application stages with required deadlines as listed above. Interested students must meet all NYUAD and NYU Global 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, and develop greater intercultural understanding toward social responsibility through sustained engagement of difference and the ability to navigate that difference toward greater common ground and common good.

A second semester of study away needs to be carefully designed and planned to support a student’s development as a scholar in his or her field(s) of specialization. Students must present a compelling academic rationale for their program choice and course selection, demonstrating that the chosen program and courses provide essential academic content for his or her field(s) of specialization that would otherwise not be available at NYUAD, provide the opportunity to conduct research towards developing the capstone project (e.g., data collection, piloting a research area, comparative work, access to archives and collections, specialized arts practice training,) connect the student with local faculty and/or field experts in the host site who can provide essential guidance on capstone project work or other essential research/arts practice, and allow the student to put his or her theoretical and research training into guided practice in a way that benefits specifically from the cultural context of the host country.

The Office of Global Education—with its Faculty Advisory Committee—is charged with reviewing applications and selecting students. Applications for second semester away are also reviewed by the faculty and the dean in the student’s chosen major(s). If the number of qualified applicants exceeds the number of spaces available for a given study away program, priority is based on class standing and will be given to students for whom this would be their first NYUAD study away experience. Some qualified applicants may be asked to delay their study away plans to another semester or to select an alternate program.
NYU New York and NYU Shanghai students interested in studying at NYU Abu Dhabi are welcome to apply for an NYUAD January Term course, wherever it is offered in the global network, and/or for a full-time course of study during the fall or the spring semester. Applications for study away at NYU Abu Dhabi are due to the NYU Global Programs office in New York according to 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
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.

The NYUAD Undergraduate Research Program offers competitive grants to support students who have secured summer research positions. The Program supports non-credit summer research opportunities, in all divisions, for students that provide independent or directed research and include structured development in the skills required to perform those activities.

The NYUAD Undergraduate Research Program also offers Conference Grants to support students’ participation in an intellectual and prestigious research conference to present their work, where the student was selected to participate through a competitive process.

**REGIONAL SEMINARS**

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 UAE and 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.

The seminars are generally scheduled during the fall and spring breaks and in January Term, although some courses incorporate day and overnight fieldwork travel during weekends.

In academic year 2015–16, regional seminars were organized to the Northern Emirates of the UAE, Ethiopia, India, Nepal, Oman, Qatar, 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. This program allows students to pursue areas of interest that are not served by existing courses and to work closely with a faculty member. Directed Study requires regularly scheduled weekly sessions with the supervising professor and normally involves research.

The approval process for a Directed Study must be completed prior to the applicable course registration period. A student or group of up to three students interested in pursuing a Directed Study should secure 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. The student and professor then submit a Directed Study Proposal to the Office of Academic Affairs for review and approval prior to enrolling in a Directed Study.

Students may take no more than one Directed Study per academic term and at most two such courses in total.

Directed Study courses may be taught by faculty of NYUAD, members of the NYUAD Institute, and faculty at NYU’s campuses in New York, Shanghai and GNU cities. 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 global faculty to meet these needs. If the professor is not in Abu Dhabi, the weekly meetings shall take place by regularly scheduled videoconference or teleconference sessions.

**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 related to organizations in Abu Dhabi. Funding support is available through...
For any questions about seeking GAF support, please email nyuad.gaf@nyu.edu. If you are interested in reserving a space in the ARC for a study group or student-centered program, please email nyuad.arc@nyu.edu.

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 NYU library supports learning and research by providing in-depth access to the world of scholarly information. The on-campus collection of essential books is complemented by rapid access to NYU’s holdings of over 5 million volumes and 130,000 video and audio recordings. The library purchases books as required to save time and increase convenience for researchers. Digital library services provide students and faculty with library access anywhere and anytime, whether on campus or off site. The library also holds digital versions of virtually all of the world’s scholarly journals and periodicals. The library acquires new items continuously and honors special requests for material from students and faculty.

Specialist librarians and technology experts are available to accelerate the discovery, use, and sharing of vital information. The library staff offers instructional sessions, and online or in-person tutorials. Librarians work directly with students at the library service desk, or by appointment, to assist with specific research needs. The latest tools for organizing, analyzing, and presenting knowledge are available at the library, and can be accessed 24 hours a day via the library’s extensive online facilities. The library and NYUAD information technology services work together to provide opportunities to learn independently—or work collaboratively—in an environment rich in information and the technology needed to process text, images, sounds, and video.

Beyond its virtual capabilities, the library provides physical spaces for engagement between faculty and students, complemented by quiet areas for concentration and contemplation. Group study rooms have large monitors and a broad selection of software packages that create a productive environment for completing team projects. Laptops, cameras, and audiovisual equipment are available for loan. Comfortable reading areas and views of the campus garden create a relaxed atmosphere for study. Learn more about the library’s window to the world of scholarly communication at nyuad.nyu.edu/academics/library.html.

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); social programs and policy research (Global TIES for Children); environmental science (Center for Prototype Climate Modeling, Center for Sea Level Change); technology (Center for Technology and Economic Development, Center for the Interdisciplinary Study of Security and Privacy); space sciences (Center for Space Sciences); The Library of Arabic Literature translation project and the humanities, 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 Web site at nyuad.nyu.edu/institute.

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**Academic Policies**

The Academic Policies of NYU Abu Dhabi are summarized below. Unless otherwise noted, students should direct all questions or concerns regarding these policies to their Faculty Mentor, who will liaise with the appropriate members of the university administration as needed. For the most up-to-date policies, please refer to the NYUAD Web site: nyuad.nyu.edu.
This policy defines good academic standing and outlines the steps that will be taken to ensure students are informed of their academic standing, are helped if they have a temporary lapse, and are assisted in finding alternatives to NYU Abu Dhabi, if necessary.

I. Good Standing: NYUAD expects students to make satisfactory progress toward their undergraduate degree every term and cumulatively. Good academic standing is typically achieved by successfully completing 16 credit hours during each fall and spring semester and 4 credit hours during each of three January terms. A student who fails more than four credit hours behind this target, or who has a cumulative grade point average (GPA) of less than 2.00, ceases to be in good academic standing. Additionally, a student who fails to successfully complete at least 12 credits during a regular semester or who earns a term GPA of less than 2.00 ceases to be in good standing.

II. Academic Support: The university has developed a series of steps designed to help students achieve their academic goals and to communicate with students and their faculty mentors when a student is having trouble maintaining good academic standing. Typically, coordinating the communication and academic response is handled through the Office of Academic Administration and the Office of the Dean of Students. Academic support can include such things as tutoring, mentoring, and English Language support. The Dean of Students Office can also provide Wellness services and other organization support.

III. Definitions

Committee on Academic Standing: The Committee on Academic Standing is chaired by the Vice Provost for Academic Administration and includes the four Divisional Deans or their designees, a member of the standing faculty, and other members as determined by the NYUAD Provost. The Committee meets at the completion of each regular semester.

Probation: A student who is not in good standing is considered to be on probation.

Students who are on academic probation are expected to refocus their energies on academic success. Unless specifically permitted by the Committee on Academic Standing, students on probation are not eligible for semester study away, course overloads, summer internship or research funding, or extra-curricular travel (including for team sports). Campus employment and membership in student interest groups, while not prohibited, should be strictly limited and not allowed to adversely impact academic progress.

Students on probation remain on probation until such time as they return to good academic standing. If a student fails to successfully complete all of his or her course work while on probation or if after two semesters on probation (consecutive or not) a student has not returned to good standing, s/he will be referred to the Committee on Academic Standing for review.

Suspension: Suspension separates a student from NYUAD for a period of at least one semester. It is intended as a time for students to reflect upon the reasons for their academic underperformance and to put in place such measures as will help them to succeed upon their return. Suspended students may opt to pursue university studies at another institution at their own expense during their time away from NYUAD. A maximum of 8 credits from such study may be transferred to NYUAD following the policies and protocols for transferring of credit.

Dismissal: Dismissal represents the permanent separation of a student from NYUAD.

IV. Academic Review: If a student ceases to be in good academic standing, s/he will automatically be placed on academic probation. In severe cases, the Vice Provost may refer such cases to the Committee on Academic Standing to consider enforcing additional measures such as a reduced course load or mandatory meetings with a mentor.

The Committee on Academic Standing will review all cases in which a student has been on probation for two or more semesters and still has not achieved good academic standing. The Committee will ordinarily recommend that such students be suspended from the university for a period of one semester. Additionally, the Vice Provost for Academic Administration may bring other students before the Committee for suspension consideration if their performance is particularly problematic – even if they have not had two semesters on probation. The actual decision to suspend rests with the NYUAD Provost.

Students who return from suspension will remain on academic probation. Upon return to NYUAD, these students are expected to successfully complete all of their courses. Failure to do so will result in referral to the Committee for Academic Standing. The Committee on Academic Standing may recommend allowing such students additional time on probation if upon their return they are accumulating credits at the normal rate and have a term GPA above 2.0. However, for students who continue to perform poorly upon return, the Committee will ordinarily recommend dismissal from NYUAD. The actual decision to dismiss rests with the Vice Chancellor who has sole authority to dismiss students from the University.

V. Non-Academic Review: The Vice Provost for Academic Administration will inform the student of any suspension or dismissal recommendation of the Committee on Academic Standing and enquire as to whether there are non-academic issues so compelling as to suggest an alternate sanction. Students asserting such a claim must document the non-academic issues.

In the case of Health and Wellness reasons, this will ordinarily require that the student sign a release granting the Dean of Students and the Vice Provost access to records that would otherwise be protected under privacy regulations.

The Dean of Students and the Vice Provost will review these potentially compelling non-academic issues. In cases where they believe that a significant non-academic reason exists for the academic deficiency AND that there is reason to believe that the significant non-academic reason has been mitigated to an extent that prior academic deficiencies are not likely to be repeated, the Dean and Vice Provost will produce a formal recommendation suggesting a modification or even complete retraction of the recommendation of the Committee on Academic Standing. When no such non-academic reason exists, the Dean and Vice Provost will issue a formal statement in support of the recommendation by the Committee on Academic Standing.
VI. Decision: The decision to suspend or dismiss a student lies with the NYUAD Provost (for suspension) or Vice Chancellor (for dismissal) based upon the recommendation of the Academic and Non-Academic review.

VII. Appeal: Suspension and dismissal decisions may be appealed to the NYUAD Provost acting in conjunction with the Vice Chancellor, by delivering (via e-mail, hand delivery, delivery service, or mail) a written notice of appeal that arrives at the Office of the Provost within two weeks of a suspension or dismissal notification being sent to the student. There are only two grounds for appeal: a violation of the procedures outlined in this policy or evidence of factual error. The Provost will advise the student, the Committee on Academic Standing, and the Dean of Students in writing of his/her final determination. The decision of the Provost and Vice Chancellor of NYUAD will be final and binding.

VII. Reporting: Academic standing status will not be recorded on official transcripts or other public documents, or released outside the institution without the student’s knowledge. Academic standing will, however, be part of the student’s internal NYUAD academic record and accessible for mentoring purposes.

ACCESS TO EDUCATIONAL RECORDS

NYU Abu Dhabi is fully committed to the protection of the privacy of student records. To assist with the guarding of this privacy, the university complies with the United States Family Educational Rights and Privacy Act (FERPA). This specifically means that any education records maintained by the university and directly related to students, such as grades, transcripts, and test scores, will not be released to others, including parents or guardians, without the student’s consent except as provided by United States federal regulations. Education records refer to any record or document containing information directly related to a student (including computerized and electronic files, audio and video tape, photographic images, film, e-mail, etc.) and are not limited to hard copy documents or to a file with a student’s name on it.

The Family Educational Rights and Privacy Act (FERPA) was enacted by the United States Congress to protect the privacy of students’ education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have information in their records corrected which is inaccurate, misleading, or otherwise in violation of their rights of privacy. FERPA also permits the disclosure by an institution without a student’s prior consent of so-called “directory information” (see definition below), and of other personally 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 or dropping 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 or dropping is the end of the first week, and for dropping is the end of the 8th day of class
• Once classes have begun, adding and dropping is generally not possible during J-Term and Summer

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 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 2015’s. 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 2015 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.

**EXCEPTIONS**

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

**GRADE CHANGES**

To dispute an assigned grade, students must appeal directly to the instructor of record. Based on the appeal presented by the student, the course instructor may revise the grade. Before students petition to appeal a grade decision, they should keep in mind that a grade amended due to an appeal can be either higher or lower than previously assigned. Final responsibility for the student’s grade rests with the course instructor.
A student alleged to have engaged in academic dishonesty will meet with the Vice Provost for Academic Administration. A student with strong evidence supporting an allegation of malfeasance or discrimination should also consult the Vice Provost for Academic Administration.

**GRADING**

The following grades may be awarded:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>3.7</td>
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<tr>
<td>A-</td>
<td>3.3</td>
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<tr>
<td>B+</td>
<td>3.0</td>
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<td>B</td>
<td>2.7</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<tr>
<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>
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<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.

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 ten percent of the graduating class in each division, and cum laude to the next fifteen 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.

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 may want to voluntarily interrupt his or her academic studies. The University is likely to place a student on an academic and/or disciplinary status.

Returning from a Medical Leave of Absence: If a leave was due to a psychological or medical condition, the student must successfully complete one academic semester (Fall or Spring) of full-time coursework in Abu Dhabi before enrolling in an NYUAD Study Abroad Program.
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 during fall or spring semester. J-term and summer courses may not be taken Pass/ Fail. This option is designed to encourage students to continue to explore areas of interest and to optimize their focus on learning unfamiliar methods and materials while minimizing concerns about formal outcomes. The Pass/ Fail option is therefore especially appropriate in the second year before students invest in a major. Students studying at other NYU global network sites may be further restricted by site policies related to Pass/ Fail grading.

Courses taken Pass/ Fail will not be counted for credit toward the completion of the core curriculum, of a major, or concentration. A course taken Pass/ Fail cannot be used to satisfy a prerequisite requirement.

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

Students who change their majors will be able to use courses previously taken under the Pass/ Fail option only with the support of their mentors and the appropriate program head, and with the approval of the Vice Provost for Academic Administration. Such exceptions may additionally require completion of an additional elective course in the major.

Classes that receive a Pass are counted for credit toward the degree, but are not calculated in the GPA. Classes that are failed are registered as an F for purposes of GPA calculation.

For applicable courses, a student may opt to change to or from Pass/ Fail grading only during the withdrawal period associated with that particular course.

RELIGIOUS HOLIDAYS

NYU Abu Dhabi, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it is also University policy that members of any religious group may, without penalty, absent themselves from classes when compliance with their religious obligations requires it:

Students who anticipate being absent because of any religious observance should notify faculty in advance of such anticipated absence.

Faculty should make a reasonable effort not to schedule examinations and assignments with deadlines on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days.

If examinations or assignment deadlines are scheduled, any student who is unable to attend class because of religious beliefs shall be given the opportunity to make up that day or days.

No adverse or prejudicial effects shall result to any student who avails him/herself of the above provisions. Class sessions will not be repeated for individual students.

REPEATING COURSES

A student may repeat a course; 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.

TRANSFERS

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 and Summer Term courses, the deadline for withdrawing is the end of the second week of the term.

After the final date in each of the above, no student may withdraw from a course without a direct appeal to the Vice Provost for Academic Administration. All relevant circumstances will be taken into consideration, but there is no guarantee that a late withdrawal will be allowed.

Consistent with the Transcript Policy, courses from which a student has withdrawn during the first year of 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.
The NYUAD Library offers additional academic advising 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 exceptional 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 Office of First-Year Programming extends an initial welcome to incoming students during Marhaba, the first-year orientation program that takes place before the start of the fall semester. For the rest of the year, the office provides a variety of events and activities to meet the interests of each unique and diverse incoming student body. 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.

CAREER SERVICES, INTERNSHIPS, GLOBAL AWARDS, AND PRE-PROFESSIONAL ADVISING

The Career Development Center (CDC) empowers NYUAD students and alumni to take first steps and next steps in pursuit of a meaningful future. Our holistic approach to career development challenges students to think beyond a single internship to who they want to be and what they want to accomplish in their professional lives, both during their time at NYUAD and after graduation. From self-assessment, such as the MBTI and Strong Interest Inventory, through graduate school and career research, to the application process and finding competitive scholarships, we help students every step of the way. Whether in one-on-one advising appointments or in one of our workshops or events, we push students to define and realize their own success.

Annual flagship events—including Opportunities Fair, Graduate School Fair, and Networking Night—bring representatives from various companies and graduate schools worldwide to connect our students to the world of work and graduate education. The CDC also has a diverse array of resources available through our office in Abu Dhabi, as well as through our strong partnerships with our counterparts at NYU New York, NYU Shanghai, and all of NYU’s global academic centers.

NYUAD CareerNet acts as a hub for accessing part and full-time jobs, internships, and other opportunities, both locally and globally. Available to all NYUAD students, it allows free access to subscription-based career resources, such as Going Global, InterviewStream, and the Vault Career Insider Guides.

Whether it is a student’s first day at NYUAD, their last, or even after they have graduated, we are here to help students get and stay on track, no matter what stage of their journey they are in.

OFFICE OF COMMUNITY OUTREACH

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 fit with their particular interests and skill sets. In addition to volunteer activities, the OCO works with members of the broader communities of Abu Dhabi and the UAE to engage NYUAD students in the many local and regional activities taking place year-round, including those focusing on art, music, humanitarian work, athletics, 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 through the office of Community Outreach to NYUAD students wishing to...
build upon their teaching skills and add even greater depth to their volunteer and mentor responsibilities. The office also brings in guest speakers and lecturers in areas such as social entrepreneurship and economic development 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 while gaining important professional experience.

**FITNESS, SPORTS, AND RECREATION**

In addition to required Physical Education courses (see pp.354–359), the Department of Athletics, Intramurals & Recreation promotes health and fitness by engaging students in a wide variety of extracurricular activities. Dedicated staff and coaches provide quality programming, instruction and mentoring through intramural, club and intercollegiate sports. Regardless of skill or ability, all students are encouraged to explore their athletic interests and participate in the NYUAD sports community.

Several established NYUAD student teams compete with other local universities through the Abu Dhabi Inter-University Sports League (ADISL), and growing interest in athletics has diversified the roster of team sports offered. Popular team sports include football/soccer, basketball, cricket, volleyball, and badminton. Additionally, students compete in a variety of individual athletic events around Abu Dhabi, the UAE, and the surrounding region, including road races, triathlons, and stand up paddle board competitions. Recreational activities facilitated by the department include water sports, such as kayaking and sailing, and athletic leisure activities, such as cycling, hiking, and equestrian events.

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. The diverse team of dedicated professionals guides and educates students in fitness and well-being steadily working towards achieving goals by participating in small weekly group activities such as Performance Boxing, TRX, Strength and Conditioning and other unique classes.

**HEALTH AND WELLNESS**

Located on the ground floor of the Campus Center, the Health and Wellness Center (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 are administered by an experienced staff of physicians and nurses, and 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, also called psychotherapy, that focus on students’ personal wellbeing. Student-counselor relationships are objective, accepting, and non-invasive and provide students with the opportunity to clarify issues and reflect on experiences, discover their true wishes and feelings, and deal effectively with problems.

Students can contact the Health and Wellness Center at 02 628 8100 during regular working hours, or reach on-call staff after hours at 056 685 8111 (medical) or 056-685-8444 (counseling).

**STUDENT ACTIVITIES**

The Office of Student Life provides advice, guidance, and access to information and resources pertaining to student interest groups and campus events, including film screenings, poetry readings, musical performances, and other recreational, social, and cultural activities. Throughout the year, the office organizes trips and activities for interested students to take advantage of the rich offerings of Abu Dhabi’s recreational and cultural life. 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.

The Office of Student Life also works closely with NYU Abu Dhabi’s Student Government, established during the University’s inaugural year, to support new clubs and sponsor one-time events on campus. Students may petition the Student Life Office for funding and administrative support for student-led initiatives, and the office often serves as a point of connection between the multitude of interest groups and initiatives present on campus.

**SPIRITUAL 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.

The Office of Spiritual Life offers support for students in a variety of ways, from connecting students to local and international resources for furthering their spiritual growth to fostering interfaith dialogue and exchange. The office provides guidance and space for contemplative inquiry for those who seek to deepen their connection with their own faith traditions, to explore and understand alternative spiritual paths, and to engage more fully with their community through faith. Above all, the office helps to ensure that students are empowered to explore and practice their beliefs in a safe and accepting environment.

**INTERCULTURAL EDUCATION**

Students at NYUAD have an unprecedented opportunity to be a creative force, building bridges to the local and regional communities through service and learning-based opportunities. The Office of Intercultural Education specifically encourages the development of cross-cultural understanding and collaboration by connecting NYUAD students with institutions and organizations in the local community and across the global network. 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.

**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 acts as a trained peer leader. RAs create a sense of community among all of the residents on the floor by hosting several programs and floor meetings each semester. NYUAD RAs attend a rigorous selection and training process and are considered to be among the institution’s student leaders. The RAs regularly conducting a wide variety of social, cultural, and educational programs and activities designed for the entire school, specific years, or individual student floors.

Programming led by RAs is supplemented by the Inter-Residence Hall Council (IRHC), a body of students organized with a mission to provide fun, engaging activities for all students living in NYUAD’s residence halls. The IRHC 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.

Other services and housing procedures administered by the Residential Education team include overseeing room selection, distributing guest passes, key management, and much more.

**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 friendly manner. The department is equipped to provide the highest standards of security and safety for the NYUAD community, and partners with the Public Safety Department of NYU to provide the highest level of professional support. All transport services are coordinated and conducted by the department on a daily basis.

All NYUAD sites are staffed 24 hours a day, and the Department of Public Safety can be reached 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 help keep the NYUAD community informed of any developing security situations that may arise. It is also important that all residents (individuals and families) register with their respective embassy upon taking residence in Abu Dhabi. Public Safety will also assist in dealing with the Abu Dhabi Police Force, and should be contacted as soon as possible should the need arise.

The NYUAD community and sites are welcoming to all NYUAD members and visitors, and the Department of Public Safety asks that NYUAD ID Cards be worn and clearly visible at all times and while 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 transport services related to business and academics 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, a valid NYUAD ID Card must be shown to the driver; the service is not open to the public. All buses are clearly marked with an NYUAD logo.

Abu Dhabi is a safe place to live, work, and study, with a crime rate that is much lower than in many other international cities. Nevertheless, the Department of Public Safety recommends that all NYUAD residents and affiliates use common sense at all times to ensure their own safety.
NYU Abu Dhabi has a superb faculty and administration resident in Abu Dhabi as well as a large cohort of affiliated faculty from across NYU’s vast range of programs in New York and visiting faculty from other outstanding universities. NYUAD professors are scholars, scientists, and artists who are proven and innovative teachers and leaders of international standing in their fields. They have been appointed because of their commitment to cutting-edge research and engaged teaching. In addition, the NYUAD faculty are pathbreakers and builders of another kind—they are creating an institution unlike any other in the world. The faculty of NYUAD is growing; for the most recent appointments, please consult the Faculty section of the NYUAD Web site.

NYUAD Leadership and Faculty
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Morton, Rebecca</td>
<td>Professor of Political Science</td>
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<td>Odeh, Sana</td>
<td>B.A., M.P.A. Louisiana State University; Ph.D. Tulane University</td>
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<tr>
<td>Myers, Fred</td>
<td>Visiting Professor, J-Term (Sydney)</td>
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<tr>
<td>Naumov, Panche</td>
<td>Associate Professor of Chemistry</td>
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<tr>
<td>Nielsen, Ken</td>
<td>Senior Lecturer and Associate Director for the Writing Center</td>
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<tr>
<td>Noury, Abdul</td>
<td>Associate Professor of Political Science</td>
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<tr>
<td>Nyarko, Yaw</td>
<td>Professor of Economics</td>
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<tr>
<td>O'Brien, John</td>
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Young, Robert JC
Julius Silver Professor of English and Comparative Literature, NYU New York
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Zahar-Copti, Mouna
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Zamir, Shamoon
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Zaki, Yasir
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B.Sc. University of Baghdad; M.Sc., Ph.D. University of Bremen

Zaw, Ingyin
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Zimmerman, Jonathan
Visiting Professor, J Term (Shanghai)
Ph.D. Johns Hopkins University

Ziter, Edward
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M.A. Brown University; Ph.D. University of California, Santa Barbara
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 Law, School of Medicine, Silver School of Social Work, Steinhardt School of Culture, Education, and Human Development, Stern School of Business, Tisch School of the Arts, and Robert F. Wagner Graduate School of Public Service.

In 2007, NYU entered into a partnership with the Emirate of Abu Dhabi to create NYU Abu Dhabi. Like the founding of NYU in the 19th century, the creation of NYUAD expands the scope of higher education—now to meet the challenges of a globally integrated, 21st-century world. And in 2013, NYU Shanghai opened its doors, becoming NYU’s third degree-granting campus.

ABOUT 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 Web site (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): Students at NYU Accra have the unique opportunity to enhance coursework relevant to their majors with enrollment at the University of Ghana-Legon, where they may take up to two courses while studying alongside West Africa’s top students. NYU’s academic center in suburban Labone offers courses in the arts, literature, communication, journalism, media, anthropology, history, politics, global public health, and sociology taught by local professors and visiting faculty from New York.

Many NYU Accra students intern and take part in community service with NGO’s, local businesses, and philanthropic groups, helping them to understand social entrepreneurship in a fast-developing city. Numerous co-curricular travel opportunities introduce students to the diversity and complexity
of West African culture. Whether learning Twi, the city's local dialect, or embracing local West African culture, students at NYU Accra are rewarded with an unparalleled intellectual and cultural experience.

NYU Berlin (Germany): At NYU Berlin students experience a cosmopolitan city that holds a complex and crucial place in modern European history. Youthful, artistic, and hip, Berlin has traveled a path that led from the defining cultural avant-garde of the Weimar Republic to the devastation of World War II, from a divided city symbolizing the Cold War to today's reunified and renewed capital. The program at NYU Berlin is designed for students in the social sciences and humanities who wish to earn credit in their majors—including sociology, history, politics, studio art, environmental studies and European studies—while having a transformative experience abroad. Courses are taught in English, and German language courses are offered at all levels. Day trips and guided excursions in and around Berlin are included in the program.

NYU Buenos Aires (Argentina): NYU Buenos Aires offers students the exceptional opportunity to learn about the people, history, culture, politics, and economy of Argentina and the region while living in one of South America's most vibrant cities. Courses are taught in Spanish and English by some of Argentina's most talented scholars, journalists, public health professionals, as well as renowned writers and musicians. The curriculum provides a cultural frame to coursework offered in subjects ranging from art history, cinema studies, and creative writing to politics, sociology, and economics. All students at NYU Buenos Aires take a Spanish language course at their appropriate level upon arrival or, if advanced, an elective in the language.

A place of renewed growth and prosperity, Buenos Aires is one of the most important financial and cultural centers in Latin America. The NYU academic center is located in the handsome Recoleta district, near vibrant Avenida Santa Fe. Staff members organize and offer a myriad of activities for students to take part in. Ranging from regional travel to destinations such as Iguazu Falls, Rosario, and Tigre to taking tango lessons throughout the semester. Volunteer opportunities at local NGOs and media offices open doors for students to engage in the community and practice Spanish. Museums, class fieldtrips, and concerts offer opportunities to go beyond day-to-day cultural experiences and better understand the dynamic past and present of the Argentine capital. Homestays bring the everyday Argentine way of living to life as students share meals, ideas and activities with their host parents.

NYU Florence (Italy): NYU Florence offers a broad range of courses, with a strong focus on the humanities and social sciences. Innovative, site-specific offerings in art history, literature and cinema are featured alongside a vibrant curriculum in sociology, politics and economics. These courses not only take advantage of the extraordinary cultural resources provided by the city of Florence, and its strategic position within Italy and Europe, but also of a unique array of co-curricular lectures and activities that make the Florence campus a dynamic center for scholarly exchange and global policy discussions.

Throughout the year, students at NYU Florence benefit from the opportunity to participate directly in the high-level political, social and cultural policy dialogues organized on our campus. In previous years, we have hosted both Republican and Democrat presidential campaign managers, had a three-way dialogue with leading local Christian, Muslim and Jewish leaders, and held a student-organized contemporary poetry slam. Through La Pietra Dialogues, interested students also have the opportunity to participate directly in the organization of the events that bring these outstanding figures to NYU Florence.

NYU London (England): Students at NYU London take advantage of a wide range of academic programs complemented by the rich cultural experience of living in one of Europe’s most storied cities. Specialized programs are available in Africana studies, art and architecture, business, mathematics, British literature and writing, pre-health, and psychology. Courses in math, chemistry, and physics accommodate students whose schedules might not otherwise allow for a semester of global study. Additionally, NYU is the only institution in London to offer science courses approved by the American Medical College Application Service (AMCAS) for medical school admittance. NYU London encourages students to enroll in for-credit internships with key institutions in fields including marketing, finance, media, law, politics, health, and theatre.

Students who spend a semester at NYU London live and learn in the heart of Bloomsbury, a neighborhood that is home to the British Museum, the Royal Academy of Dramatic Art, and the West End (London's famous theatre district). Each semester, NYU London staff plans day trips to places such as the historic cities of Bath, Cambridge, and Oxford. In addition to exploring London’s myriad cultural sites, students often participate in short-term or semester-long community service projects.

NYU Madrid (Spain): At NYU Madrid, students advance their command of Spanish while engaging with European traditions and culture. Established in 1958 as NYU’s first global academic center, NYU Madrid offers students with little or no Spanish language skills a Fast-Track Spanish for Beginners program that includes a set of four courses designed to bring them to proficiency in one semester. During the spring semester, students with advanced Spanish language skills may enroll in up to two courses at the Universidad Autónoma de Madrid (UAM). Homestays with Spanish host families encourage students to build a deeper connection with Spanish culture and provides an opportunity to practice speaking in a more casual environment. An Intercambio Program brings NYU Madrid students together with local college students to practice their Spanish and make friends.

Madrid is the political and cultural center of Spain and one of the liveliest and friendliest capital cities in Europe, replete with magnificent architecture, world-class museums, and delicious cuisine. Students at NYU Madrid enjoy a semester of rich cultural experiences that complement their studies, whether they’re on a class trip to the Museo del Prado to learn firsthand about Goya’s masterpieces or at an out-of-the-way tapas bar on Cava Baja.

NYU New York (USA): NYU New York is now one of the largest private universities in the United States. The university, which has no walls and no gates, is deeply intertwined with New York City, drawing inspiration from its vitality. 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. No matter what academic reasons bring you to NYU New York, you will be surrounded by the kind of opportunities, experiences, and people that can only be found in the heart of
one of the most exciting and diverse cities in the world. Students from NYU Abu Dhabi who wish to spend a semester at NYU New York should follow the study away application process established by the Office of Global Education at NYU Abu Dhabi. Please contact nyuad.globaleducation@nyu.edu for further information.

**NYU Paris (France):** The curriculum at NYU Paris focuses on the language, arts, history, literature, and politics of France and its relationships with the wider world. A world-class faculty provides context and support for students’ academic work. Students with a limited background in French enroll in Program I, where all courses except for language are taught in English. Students proficient in French participate in Program II, which features a variety of courses taught in French. All students take a French language course appropriate to their level. Coursework is enhanced by faculty-led trips in and around Paris, to world-renowned museums such as the Louvre and the Musée Picasso or to smaller galleries and exhibits, as well as to the opera, ballet, and theatre. Students receive a University of Paris student card and may take courses at the University of Paris or at the Institut d’Études Politiques (Sciences Po). All students are carefully advised upon their arrival in Paris; students who opt to take courses in the French university system receive additional individualized in-house tutorial assistance.

NYU Paris recently moved to a new academic center in the Latin Quarter, the thriving historic and intellectual heart of Paris. In the new location, students have the opportunity to benefit from the numerous cultural, artistic, and academic institutions of this celebrated neighborhood, as well as to get to know the city through faculty-led visits and walking tours. The program offers regular day trips to places outside of the city, such as Chantilly, Giverny, and Versailles, and weekend excursions to locations that have included Avignon, the Loire Valley, Mont-Saint-Michel, and La Rochelle. These trips allow students to further embrace the richness, depth, and diversity of French history and civilization.

**NYU Prague (Czech Republic):** With the most courses of any of NYU’s global academic sites, NYU Prague offers students a broad curriculum in art, architecture, film, media, music, photography, politics, business, the humanities, and social science. Our faculty includes writers, ambassadors, and dissidents who helped topple the Communist regime. NYU Prague’s successful music program pairs students with the most talented musicians in the nation.

Prague is a vibrant center of culture. NYU Prague students attend global conferences hosted by NYU Prague. Internships are available with international magazines, online news agencies, NGOs and consulting firms. Students explore the bucolic Czech countryside on the many NYU Prague overnight and day trips. Our Kulturama program immerses students in Prague’s rich culture—opera, film, theatre, music, Czech cuisine, politics, hockey, and much more.

NYU Prague is the only study abroad site to have a student webzine—The Prague Wandering, aimed at readers around the world. Budding media stars can also work on the PragueCast, our own podcast, entirely produced by students under the leadership of Prague’s BBC correspondent.

**NYU Shanghai (China):** Jointly established by New York University and East China Normal University, NYU Shanghai is the third degree-granting campus in NYU’s global network, joining NYU Abu Dhabi and NYU’s main campus in New York City. NYU Shanghai offers a study away option for students interested in a semester or year studying in this exciting business and cultural center. Students looking to obtain their degree at this new campus can read more about opportunities here.

What is it like to live and study in Shanghai for a semester? Regardless of your tastes and preferences, Shanghai is an endlessly exciting place, rich in discoveries and new opportunities. With a population estimated to be between 16 and 24 million, it is growing and changing before your eyes. Witness the development of a city that is quickly becoming a major player on the world stage.

**NYU Sydney (Australia):** NYU Sydney is located in Australia’s largest and most cosmopolitan city, providing students the unparalleled opportunity to live and study in a hub of commerce, culture, and communication in the Asia-Pacific region. The academic center is located in a recently renovated historic building in a central area of Sydney. The facility houses classrooms, a computer lab, library, and administrative offices. A common area doubles as a study lounge and space for social gatherings.

Students enrolled in courses at NYU Sydney are able to explore Aboriginal art and culture as the longest continuous civilization on the planet. Courses introduce Australia’s rich history of immigrant communities that formed this continent-sized nation with unique and compelling characteristics. The curriculum offers classes in anthropology, English, environmental studies, history and society, journalism, and communications, among many other courses of study. Leading professors are drawn from Sydney and the local region. Faculty-led field trips, which take students beyond the areas visited by casual tourists, are an essential part of the program.

**NYU Tel Aviv (Israel):** At NYU Tel Aviv, students experience life in one of the world’s most intriguing and multidimensional cities. A vibrant coastal metropolis on the Mediterranean, Tel Aviv is the cultural, financial, and technological center of Israel. Students explore this truly global city and acquire a sophisticated understanding of Israel, the Middle East and the interrelationships between cultures, political movements, and religious traditions. Students benefit from high caliber local professors who teach students in areas such as journalism, politics, Hebrew and Arabic. Students connect with local culture through experiential learning/internships, partnerships with a local university and excursions to surrounding areas in Israel.

**NYU Washington, D.C. (USA):** No global network would be complete without a location in the US capital, the seat of the federal government, home to 174 embassies, the headquarters of international policy-making bodies, think tanks, and the site of many museums, monuments and cultural institutions. Concentrated study and research in an array of subjects, including American studies, art history, business, environmental studies, history, journalism, metropolitan studies, politics, prelaw, and public policy is enhanced by access to Washington’s distinctive intellectual, political, and cultural life. Students learn under the guidance of a world-class faculty, and engage in carefully selected and academically...
supervised internships with elected officials, government agencies, international organizations, NGOs, museums, media, and other institutions.

Students live and attend class just blocks from the White House, the World Bank, and the Smithsonian museums at the Constance Milstein and Family Global Academic Center, which features seminar rooms, an auditorium, reading room, and student lounges on each floor. The center also serves as a venue for dynamic public programming featuring leaders in government, business, and culture as well as notable public figures as part of the Weissberg Forum for Discourse in the Public Square. These events encourage students to discuss topical issues with distinguished speakers and contribute to an academic environment that deepens their understanding of public policy, civic activism, cultural studies, international concerns, green initiatives, media matters, political debates, legal issues and business affairs. A large NYU alumni network provides additional opportunities for students, including support for our mentoring program.
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 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.
SAADIYAT CAMPUS

The campus, designed by Rafael Viñoly Architects, is organized by its split-level, pedestrian-only circulation system. At ground level, shaded colonnades, pools of water, and landscaped sitting areas flank the main east-west spine of the campus. Three plazas along this main street form gathering places, and other campus streets connect the plazas to the surrounding area. The plazas each have a major center of campus life: the Experimental Research Building is on the West Plaza, the Arts Center on the East Plaza, and the Campus Center on the Central Plaza. Dining halls stand at each end of the main street.

On the south side of the campus are academic buildings, with ground-floor classrooms and faculty and administrative offices on the first floor. In the middle of the buildings are outdoor courtyards with trees and informal seating for a break between classes. The sloping walls that surround the courtyards form dramatic glass cones. Stunning sculptural objects, the glass cones bring light into the academic buildings, offer views of the upper residential level, and reveal the campus’s unique split-level circulation system.

Two stories above ground level, the “High Line” provides access to the residences and informal, green spaces. Having students, faculty, and staff live on campus facilitates their interaction, a key to the educational experience at NYUAD. Faculty and senior staff reside in apartments with views over the campus, to downtown Abu Dhabi, and across Saadiyat Island to the Arabian Gulf. The student residences are organized around courtyards with gardens and areas to relax outdoors. In the middle of the courtyards, the glass cones emerge and afford views from the High Line down to the ground level, visually connecting the living and learning spaces. Beautifully landscaped, the High Line weaves through the intimate residential courtyards and across rooftops where dramatic vistas of the campus and the city unfold. The High Line is more than a pathway; a social space where neighbors chat and stroll, children play, students jog and hang out, it reinforces the spirit of community and friendliness that characterizes NYU Abu Dhabi.

Shading systems achieved through urban design, the close proximity of structures, architectural features such as the colonnade, and the integration of landscape materials facilitate the University’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 help the University achieve its sustainability goals.

The layout of the campus promotes interaction between the disciplines. The facilities include a wide variety of instructional spaces, including experimental laboratories, new media labs, film production facilities, music practice rooms, and classrooms with sophisticated technological infrastructure. The flexible labs in the Experimental Research Building support a range of advanced research projects. The Arts Center has four theaters and a variety of teaching and production spaces, including art studios for painting, drawing, sculpture, and animation, media labs, editing suites, and film shooting stages. The Campus Center combines the Library, Student Center, Health and Wellness Center, and a performance gymnasium with a 50-meter pool, running track, ball courts, climbing wall, squash and racquetball courts, and fitness center. The indoor athletic facilities are complemented by outdoor fields, track and tennis courts.

An open campus, NYU Abu Dhabi welcomes members of the public—to lectures and conferences at the NYUAD Institute Conference Center; exhibitions at the Art Gallery; athletic activities at the Sports Center; and performances at the Arts Center. The campus also has a Bookstore and variety of cafés and dining facilities.
WELCOME 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, NY 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 90 AED.

MAILING ADDRESS

New York University Abu Dhabi
P.O. Box 129188
Abu Dhabi United Arab Emirates

TELEPHONE

From Outside the UAE: +971 2 628 4000
Dial the international exit code for the country from which you are dialing from 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
Important Contacts

NYU ABU DHABI WELCOME CENTERS

Abu Dhabi .......................... 02 628 4000
New York .......................... 212 992 7200

CAMPUS SAFETY AND TRANSPORTATION

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Michael Scollan ........................ mts13@nyu.edu
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Associate Director, Public Safety Operations
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Mobile 050 813 2086
Security Manager
Lorraine Adkins ........................ la65@nyu.edu
Mobile 050 634 3841

HEALTH AND WELLNESS

NYUAD Health and Wellness Center .......................... 02 628 8100
nyuad.healthcenter@nyu.edu

NYUAD After Hours .......................... 056 685 8111
NYUAD After Hours Counselor .......................... 056 685 8444
NYUAD Wellness Exchange .......................... 02 628 5555 (24 hrs)
wellness.exchange@nyu.edu

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

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Deputy Dean of Students
Donna Eddleman ........................ dme3@nyu.edu
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OFFICE OF GLOBAL EDUCATION

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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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