NYU ABU DHABI BULLETIN 2020-21
The policies, requirements, course offerings, and other information set forth in this bulletin are subject to change without notice and at the discretion of the administration. For the most current information, please see nyuad.nyu.edu.
Welcome from the Vice Chancellor

Welcome to NYU Abu Dhabi!

It is an honor and a pleasure to welcome you to the NYUAD community.

We are facing an unusual start to this academic year – our 11th! While the Covid-19 pandemic temporarily limits our travel options, the size of our population on campus, and the uses of our magnificent facilities, we will rise to these challenges this fall with our carefully planned Remote Plus model of instruction. While Remote means teaching and learning from different locations for students and faculty, it does not mean we will be distant from each other as a community.

The Plus in NYUAD’s approach signals our firm commitment to fostering a vibrant learning environment, creating unique opportunities for engagement, and gradually bringing our community back to campus and to other NYU global sites through the fall. It is our great hope and expectation that we will be able to have everyone together in Abu Dhabi and at other NYU academic locations for our spring semester.

In just over a decade, NYUAD has built a remarkable, diverse, and bold community of scholars who are ready to meet the needs and opportunities of our time. This resourcefulness and intrepid spirit have marked NYUAD from the very beginning, and is serving us well as we continue to manage the challenges posed by the pandemic with great caution and care.

No matter how or where you will begin your first year at NYUAD we encourage you to explore our educational and research landscape to its widest horizon. I invite each member of our community—whether new or continuing undergraduates, new students joining our first master’s programs, PhD students advancing their research, or faculty ready for a year of fresh intellectual endeavor—to enjoy this Bulletin as a portal to NYUAD’s powerful and inspiring vision for education and inquiry.

NYUAD infuses the best of the liberal arts tradition with the intercultural perspective required for shared understanding, common purpose, and determined action towards a more just world. These are not hollow phrases at NYUAD, particularly in a year that has focused the world’s attention on how much work lies ahead for humanity to ensure we develop societies that are fair and a planet that is habitable. No matter what path you take to participate in this work, our faculty and staff will help you shape your educational journey to meet your intellectual curiosity, personal commitments, and professional interests.

Our students are drawn from the world’s best. Like you, they are bright, intellectually passionate, and committed to building a campus environment anchored in mutual respect, understanding, and care. They don’t just want to do well; they want to do good. They know how to work across difference because they do it every day.

NYUAD faculty are leading researchers, scholars, writers, and artists. They are dedicated teachers, committed to supporting and challenging their students and engaging them in groundbreaking research. A joy for all of us who teach here is watching our students become intellectual colleagues.

Learning and research extend well beyond our classrooms into the residences and dining halls, the UAE community and the region, and engaging opportunities around the world. Although these experiences may look different this year, NYUAD’s commitment to fostering intercultural engagements and international solidarity has not changed. At its heart, NYUAD will remain a university in and of Abu Dhabi, in and of New York University, and in and of the world.

I know of no institution that offers a more profound sense of the joy, possibility, and value of education or that more effectively prepares its students for leadership in a fast-changing world.

The next chapter(awaits. I look forward to writing it together!

Mariët Westermann
NYU Abu Dhabi is pioneering a new model of higher education for a global world, dedicated at once to excellence in teaching and research and to advancing cooperation and progress on humanity’s shared challenges. Drawing on the strengths of the NYU global network, it offers an outstanding liberal arts and sciences education to students from the United Arab Emirates, the United States, and around the world, with a distinctive focus on intercultural understanding and leadership. It supports innovative research and graduate education programs that push forward the frontiers of knowledge and respond in powerful and interdisciplinary ways to vital global and local challenges. NYU Abu Dhabi advances NYU as a model university for the 21st century and contributes in multiple ways to the development of a sustainable, knowledge-based economy in Abu Dhabi.
Educating Global Leaders

Drawing on the traditions of the finest liberal arts and sciences colleges and the exceptional resources of a major research university, NYU Abu Dhabi offers students unmatched attention from professors who are leaders of their fields.

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

The creation of a new university has provided an unusual opportunity to design a curriculum for the 21st century.

Ten hallmarks shape this unprecedented education:

- **A strong intellectual foundation** in critical thinking, research skills, analysis, and written and oral communication.
- **Work across the disciplines** and collaborative problem-solving to understand complex issues from multiple perspectives.
- **Global orientation** reflecting the international diversity of the student body and the cosmopolitan character of Abu Dhabi.
- **Undergraduate research** woven through the curriculum, culminating in a Capstone Project of significant and original work by each student, and opportunities to participate in advanced faculty research.
- **Pre-professional courses** that draw upon the professional schools of NYU and connect with internships and professional opportunities in Abu Dhabi and beyond.
- **A 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, DC.
- **Creative use of technology** to connect NYU Abu Dhabi, NYU New York, NYU Shanghai, and other NYU global academic centers, and promote interaction between students and faculty on different continents.
- **A 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 Abu Dhabi 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 NYU Abu Dhabi plays a central role in that evolution. The international composition, rigorous academic program, and rich array of extracurricular options that characterize NYU Abu Dhabi 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, NYU Abu Dhabi 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.
NYU Abu Dhabi offers a core curriculum, 25 majors, numerous multidisciplinary and disciplinary minors and specializations, 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 NYU Abu Dhabi 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 are able to fulfill all requirements.

NYU Abu Dhabi is also introducing its first master program, the Master of Science in Economics during the 2020-2021 academic year. A Master of Fine Arts in Art and Media has also been accredited and will be available from fall 2021.
### Academic Calendar 2020–21

Mandatory First Year Orientation: Marhaba programming takes place the week before fall classes begin. More information will be shared about the dates and format of Marhaba programming over the summer.

#### ORIENTATION

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1–5</td>
<td>Arrival window for returning students</td>
</tr>
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#### FALL SEMESTER I

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September 13</td>
<td>Add/drop deadline for 7-week courses</td>
</tr>
<tr>
<td>September 20</td>
<td>Add/drop deadline for 14-week courses</td>
</tr>
<tr>
<td>October 4</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>October 18</td>
<td>Legislative Day (classes meet on a Wednesday schedule)</td>
</tr>
<tr>
<td>October 19</td>
<td>Legislative Day (classes meet on a Thursday schedule)</td>
</tr>
<tr>
<td>October 19</td>
<td>Last day of classes for 7-week courses</td>
</tr>
<tr>
<td>October 20–22</td>
<td>No classes: Final exams for 7-week courses</td>
</tr>
</tbody>
</table>

#### FALL SEMESTER II

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>October 25</td>
<td>Classes resume</td>
</tr>
<tr>
<td>October 29</td>
<td>The Prophet’s Birthday (classes will meet as scheduled)</td>
</tr>
<tr>
<td>November 1</td>
<td>Add/drop deadline for 7-week courses</td>
</tr>
<tr>
<td>November 14</td>
<td>Legislative Day (classes meet on a Tuesday schedule)</td>
</tr>
<tr>
<td>November 14</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>November 30</td>
<td>Withdrawal and change of grading basis deadline for 14-week courses</td>
</tr>
<tr>
<td>November 30</td>
<td>Commemoration Day (classes will meet as scheduled)</td>
</tr>
<tr>
<td>December 1–3</td>
<td>No classes: National Day Holiday</td>
</tr>
<tr>
<td>December 10</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 13–17</td>
<td>Final exams</td>
</tr>
<tr>
<td>December 18</td>
<td>Departure day/Winter break begins</td>
</tr>
</tbody>
</table>

#### WINTER BREAK

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 20–3</td>
<td>No Classes</td>
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</tbody>
</table>

#### JANUARY TERM IN ABU DHABI

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>NYUAD will not have regular J-Term classes in January</td>
</tr>
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#### SPRING SEMESTER I

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 24</td>
<td>Add/drop deadline for 7-week courses</td>
</tr>
<tr>
<td>January 31</td>
<td>Add/drop deadline for 14-week courses</td>
</tr>
<tr>
<td>February 14</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>March 4</td>
<td>Final exams for 7-week courses</td>
</tr>
<tr>
<td>March 6–8</td>
<td>No classes</td>
</tr>
</tbody>
</table>

#### SPRING BREAK

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 9–15</td>
<td>No classes</td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER II

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>March 16</td>
<td>7-week classes begin</td>
</tr>
<tr>
<td>March 23</td>
<td>Add/drop deadline for 7-week courses</td>
</tr>
<tr>
<td>April 5</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
</tr>
<tr>
<td>April 13</td>
<td>Withdrawal and change of grading basis deadline for 14-week courses</td>
</tr>
<tr>
<td>May 3</td>
<td>No classes</td>
</tr>
<tr>
<td>May 4–11</td>
<td>Final exams</td>
</tr>
<tr>
<td>May 13–15</td>
<td>Eid Al-Fitr Commencement (tentative)</td>
</tr>
<tr>
<td>May 22</td>
<td>Commencement (tentative)</td>
</tr>
</tbody>
</table>

#### SUMMER TERM

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 23</td>
<td>Classes begin</td>
</tr>
<tr>
<td>May 25</td>
<td>Add/drop deadline for Summer J-Term</td>
</tr>
<tr>
<td>June 6</td>
<td>Withdrawal deadline for Summer J-Term</td>
</tr>
<tr>
<td>June 10</td>
<td>No classes</td>
</tr>
<tr>
<td>June 10</td>
<td>Last day of Summer J-Term (tentative)</td>
</tr>
<tr>
<td>June 12</td>
<td>Last day of classes for J-Term replacement courses</td>
</tr>
<tr>
<td>July 8</td>
<td>Last day of classes for J-Term replacement courses final exam</td>
</tr>
<tr>
<td>July 10</td>
<td>Last day of classes for J-Term replacement courses final exam</td>
</tr>
<tr>
<td>July 8</td>
<td>Seven-week courses final exam</td>
</tr>
<tr>
<td>July 10</td>
<td>Seven-week courses final exam</td>
</tr>
</tbody>
</table>
**Language of Instruction**

English is the language of instruction at NYU Abu Dhabi, and mastery of English is required for admission. NYU Abu Dhabi offers various non-credit individualized instruction experiences designed to enhance students’ spoken and written English.

**Accreditation**

New York University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accreditation agency recognized by the US Secretary of Education and the Council for Higher Education Accreditation. NYU Abu Dhabi is approved by the Middle States Commission as an additional location of NYU, and is included within the scope of its accreditation.

NYU Abu Dhabi, located in the Emirate of Abu Dhabi, has been officially licensed since 1 January 2010 by the Ministry of Education of the United Arab Emirates to award degrees/qualifications in higher education. All degree programs at NYU Abu Dhabi are also individually accredited by the Ministry’s Commission for Academic Accreditation, https://www.caa.ae/caa/DesktopModules/InstPrograms.aspx?inst_no=131.

In addition to the above, five of the engineering majors offered by NYU Abu Dhabi (General Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering) are accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

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**Degrees and Graduation Requirements**

Graduates of NYUAD’s undergraduate programs receive either a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree. Masters graduates receive either a Master of Science (MSc) or a Master of Fine Arts (MFA). The degrees are conferred by New York University and are identical to the degrees awarded at the New York campus. The general degree requirements are the same for the BA and the BS and are described below. The degree requirements for the masters programs vary and are detailed in their respective Bulletin sections.

Students who major in the Arts, Humanities, Social Sciences, and Psychology, and who complete all the degree requirements earn the Bachelor of Arts degree. The Bachelor of Science degree is awarded to students who major in Engineering or the Sciences (other than Psychology) and who complete all the degree requirements. Students who complete double majors earn the degree associated with their primary major, the one in which they complete their capstone project.

The academic year is divided into 15-week fall and spring semesters, January term (3 weeks), and an optional summer term (4 weeks). During regular semesters students typically take four courses; during January or summer terms students take a single course. NYU Abu Dhabi has several types of courses: while most course offerings are full courses counting for four academic credits; Engineering, Science, and Music do offer a variety of two-credit or half courses. Most of the half courses last only seven weeks, but 14-week half courses do exist as do intensive 7-week full, four-credit courses. Students must complete a minimum of 140 credits (35 full courses) and have a minimum cumulative grade point average of 2.00 to graduate.

Students must take a writing seminar in the first year, complete the Core Curriculum, fulfill the requirements for an academic major, and complete a two-semester Capstone Experience. 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 from across the curriculum. These general elective courses can include foreign language courses, extra courses from within their major, courses from other programs, and pre-professional courses. Between study abroad, January term, and courses offered by the many visiting faculty from NYU New York and other prestigious universities, significant opportunities exist for students to sample from an almost limitless set of courses. Pre-professional courses, in particular, allow students to begin exploring careers through an investigation of the academic preparation expected in various fields.

**Core Curriculum:** The Core Curriculum (the Core) forms the heart of NYUAD’s mission to provide an international student body with an outstanding, expandive education. The Core draws on the diversity and cultural wealth of the world’s traditions and spans the content and methodologies of 21st-century disciplines across the Arts and Humanities, Engineering, Science, and Social Science. It offers Core Competencies that will help graduates address major global challenges, including the pursuit of equality, justice, peace, health, sustainability, and a rich understanding of humanity. It fosters modes of thinking and habits of mind central to well-rounded intellectual development and to global citizenship and leadership.

The Core requires students to complete two Core Colloquia as well as one course in each of four broad areas of inquiry: Arts, Design, and Technology; Cultural Exploration and Analysis; Data and Discovery; and Structures of Thought and Society. Through these six courses or through courses in their major or general elective selections, students are also required to fill requirements in quantitative reasoning, experimental inquiry, and Islamic studies.

The development of strong writing skills throughout a student’s academic career is an important objective of an NYUAD education. This work begins with a semester-long writing seminar in the first year which introduces students to the reading, writing, oral expression, and critical thinking skills essential to a liberal arts education.

The First-Year Writing Seminar lays the foundation for the continued practice in university-level thinking and writing that students will experience at NYU Abu Dhabi. In addition to the First-Year Writing Seminar, students receive extensive writing and communication practice in all Core courses and come to learn through written assignments in disciplinary courses that each discipline has its own conventions for advanced writing in their fields.

Students complete writing assessments during their Admissions Candidate Weekend that guide initial placement in the program’s courses. These assessments help the Writing Program faculty advise students about how to maximize the impact of the course on their learning. For instance, students who are identified as needing more time to practice college-level writing are strongly advised to take the Writing Seminar in the fall of their first year. Students identified as being more fully prepared often delay taking are advised their First-Year Writing Seminar until the following spring.
Major: Students must complete the requirements for a major, which vary. NYU Abu Dhabi offers 25 majors across the Arts, Humanities, Social Sciences, Sciences and Engineering. Students declare a major by the end of their second year. However, many majors do 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 count toward major, minor, or Core requirements.

Capstone Experience: Every NYUAD student completes a Capstone Project in their major field. Depending on academic discipline, this may be either an individual or team project. The Capstone Project is a demanding, two- or three-semester-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 and major. 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 Project takes, each student has a faculty mentor and participates in a Capstone Seminar or other preparatory course(s) 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. Students publicly present their Capstone Project in 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 conflicts, students complete their two remaining January terms during their second and third year of enrollment. For further information on January term, see pp. 483–488.

Minors: Most NYUAD academic programs offer optional minors for non-majors. Additional multidisciplinary minors support work across disciplines and require students to think about complex subjects from multiple perspectives. NYUAD minors 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 minors require four or five courses that complement the major area of study or are of personal interest to a student. Students are encouraged to explore the option of completing a minor rather than a full second major.

Physical Education: The Physical Education requirement includes the completion of two seven-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). Physical Education classes are participatory in nature, requiring participation rather than athletic excellence to receive credit. These activities are not graded.

Minors in the NYU global network: Where comparable NYUAD minors do not already exist, NYUAD students may be able to complete one of the many academic minors offered elsewhere in the NYU global network. Students interested in completing one of these minors ordinarily take most or all of the required courses in New York, Shanghai, 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 global network minor requirements.

Graduate Programs: Graduates of the M.F.A. in Art & Media program receive the Master of Fine Arts degree. Graduates of the M.Sc. in Economics program receive the Master of Science degree. Students should review the graduation requirements detailed on pages 219 for the M.F.A., and pages 289 for the M.Sc. in Economics. Further detailed policies and procedures relating to graduate programs can be found in the Graduate Manual, published online https://students.nyuad.nyu.edu/files/resources/nyuad-graduate-academic-policies-procedures-manual.pdf.

UNDERGRADUATE ADMISSIONS

NYU Abu Dhabi Office of Admissions in Abu Dhabi
Tel: +971 2 628 5511
Email: nyuad.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

The Admissions Process: Applications to NYU Abu Dhabi are processed through New York University’s Office of Undergraduate Admissions in New York City and evaluated by NYUAD admissions staff. Students must apply using the Common Application. For up-to-date information on admissions policies and procedures, please see the Admissions website at: nyuad.nyu.edu/admissions

Application Requirements: For an application 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 website at: nyuad.nyu.edu/admissions-testing

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 2020–21 admissions cycle.

**COST OF ATTENDANCE**

**Cost of Attendance AY 2020–2021**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$52,206</td>
</tr>
<tr>
<td>Registration and Service Fees</td>
<td>$2,676</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$1,646</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$2,370</td>
</tr>
<tr>
<td>Room and board (meals)</td>
<td>$12,154</td>
</tr>
<tr>
<td>Estimated personal expenses</td>
<td>$2,364</td>
</tr>
<tr>
<td>Estimated travel</td>
<td>$3,480</td>
</tr>
</tbody>
</table>

**Total cost of attendance (estimated)** $76,256

1. Initial financial support awards are based on prior, estimated costs of attendance.
2. Entry visas require that students be covered by health insurance that originates in the United Arab Emirates. Consequently, health insurance is a mandatory fee for any student who holds an NYUAD-sponsored UAE visa.
3. In accordance with the Federal Decree Law No (8) of 2017, a Value Added Tax will be applied to Estimated Health Insurance at the rate of 5%. The estimated charge is covered in the financial support award for those who receive full support for health insurance.
4. The Estimated Campus Housing rate reflects the cost of a private bedroom within a shared 2-bedroom, 2-bathroom suite. A private studio or 1-bedroom unit, if required and available, would incur extra charges.

**Financial Support:** NYU Abu Dhabi recognizes that higher education is a significant investment, and we are committed to attracting and educating exceptionally talented students from around the world. NYUAD provides financial support in the form of fellowships and need-based grants, to those who qualify. Every admitted student is also automatically considered for merit-based fellowships.

We aim to attract the best possible students from around the world, regardless of financial circumstances. In recognition of NYUAD’s highly-selective admissions process, and of the important role that the University plays in shaping future world leaders, the Abu Dhabi government provides fellowships to all admitted UAE National students in the form of the Sheikh Mohamed bin Zayed NYUAD Scholarship for Exceptional Emirati Students.

All other students who file the CSS Profile will be considered for need-based support based on their family’s financial circumstances. Need-based support may cover up to the full cost of attendance, including tuition, foreign travel for study integral to a student’s academic program, room and board, health insurance, personal expenses, books, and many student life activities. Financial support may also include up to two tickets each year between Abu Dhabi and the student’s country of permanent residence. NYU Abu Dhabi encourages all students, regardless of citizenship, to file the CSS Profile as the Office of Financial Support gives consideration to a broad range of family situations.

Please note, students whose permanent addresses are within the UAE are not eligible to receive funding for home travel. A student whose permanent residence changes must notify the Office of Global Education at nyuad.studenttravel@nyu.edu and the Office of Financial Support at nyuad.financial.support@nyu.edu for reconsideration.

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.

**GRADUATE ADMISSIONS**

**NYU Abu Dhabi Office of Graduate Admissions in Abu Dhabi**

Tel: +971 2 628 4031
Email: nyuad.graduateadmissions@nyu.edu

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, recommendation letters, and a demonstrated interest in global citizenship, service, and leadership.

**Application Deadline:**

- **MSc in Economics and MFA in Art & Media**
  - Application due: January 15, 2021
  - Financial Support Application due: January 15, 2021

**The Admissions Process:** Applications to masters programs are processed through NYU Abu Dhabi’s Office of Graduate Admissions and evaluated by NYUAD admissions committees. For up-to-date information on admissions policies and procedures, please see the Admissions website at: nyuad.nyu.edu/admissions

**Application Requirements:** For an application to be considered complete, the Office of Graduate Admissions must receive the following:

- The online application;
- Official university records for all courses for which academic credit has been earned;
- Official score reports of any standardized tests, forwarded to NYUAD from the testing agency; and
- Letters of recommendation from academic and/or professional references.
- The M.F.A. in Art & Media also requires electronic submission of an artistic portfolio.

**COST OF ATTENDANCE**

MFA in Art & Media will begin Fall 2021. Cost of attendance has not yet been established.

Total cost of attendance for 2021–2022 is estimated to be approximately $105,000.

**MSc in Economics Cost of Attendance AY 2020–2021**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Tuition</td>
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<td>Registration and Service Fees</td>
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<td>Books and Supplies</td>
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**Total cost of attendance (estimated)** $102,177

1. Initial financial support awards are based on prior, estimated costs of attendance.
2. Entry visas require that students be covered by health insurance that originates in the United Arab Emirates. Consequently, health insurance is a mandatory fee for any student who holds an NYUAD-sponsored UAE visa.
3. In accordance with the Federal Decree Law No (8) of 2017, a Value Added Tax will be applied to Estimated Health Insurance at the rate of 5%. The estimated charge is covered in the financial support award for those who receive full support for health insurance.
4. The Estimated Campus Housing rate reflects the cost of a private bedroom within a shared 2-bedroom, 2-bathroom suite. A private studio or 1-bedroom unit, if required and available, would incur extra charges. See footnote #6.
NYUAD’s Core Curriculum forms the heart of our mission to provide an international student body with an outstanding, expansive education. The Core draws on the diversity and cultural wealth of the world’s traditions and spans the content and methodologies of 21st-century disciplines across the Arts and Humanities, Engineering, Science, and Social Science. It offers Core Competencies that will help graduates address major global challenges, including the pursuit of equality, justice, peace, health, sustainability, and a rich understanding of humanity. It fosters modes of thinking and habits of mind central to well-rounded intellectual development and to global citizenship and leadership.

The NYUAD Core consists of:
• 2 Core Colloquia, each of which addresses a significant global challenge from multidisciplinary perspectives
• 4 Core Competency Courses, one each in:
  – Arts, Design, and Technology
  – Cultural Exploration and Analysis
  – Data and Discovery
  – Structures of Thought and Society

All students are also required to take at least one course designated as filling a Quantitative Reasoning (Q) requirement, one that fills an Experimental Inquiry (E) requirement, and one that fills an Islamic Studies (X) requirement. These will be drawn from courses across the curriculum and may also count toward other requirements, such as the Core, a major, or a minor. For the most up-to-date list of courses that fulfill the Q, E, and X requirements, please consult the NYUAD website.

The guiding principles of the Core Curriculum include:

• Small, discussion-based seminars: 10–15 students
• Sustained interaction with faculty
• Global perspectives
• Big ideas and transformative works of human thought and invention
• Foundational modes of thinking
• Significant emphasis on writing and effective communication

All Core courses develop students’ abilities to formulate precise questions and arrive at well-reasoned and effectively communicated conclusions. These skills are essential not only to complement students’ advanced coursework in their majors but also to help them think deeply about themselves and the world we share.

The values central to the Core Curriculum underscore the fact that an NYUAD education consists of much more than preparation for a profession; the Core aims to cultivate habits of mind that allow students to navigate the ethical complexity of a rapidly changing, increasingly global society. We cannot assume we are “global citizens” simply by virtue of living in an international environment. Learning to ask and approach profound questions from a variety of viewpoints and cultivating the ability to exchange views about the major challenges of our time requires practice and deliberate attention. The Core Curriculum offers repeated occasions to develop these skills and habits, which should help prepare students for meaningful lives of intellectual curiosity and civic engagement.
CORE CURRICULUM LEARNING OUTCOMES

Upon successful completion of the Core Curriculum requirements student will be able to:

1. Critically examine historical and contemporary topics of global significance, which includes formulating clear, precise questions and arriving at well-reasoned conclusions using a) qualitative, b) quantitative, c) contextual, and d) creative modes of reasoning;
2. Communicate effectively for various audiences and purposes, including participation in public settings;
3. Demonstrate self-understanding and intercultural competency;
4. Identify and reflect critically on conceptual and ethical complexity.

PREVIOUS CORE CURRICULUM

Students who entered NYU Abu Dhabi fall 2015 or earlier may need to follow requirements for an earlier version of the Core Curriculum. Details can be found in prior NYUAD bulletins.

CORE CURRICULUM COURSES

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

COLLOQUIA

Core Colloquia are small, discussion-oriented seminars designed to help students deepen their understanding of significant global challenges, including the pursuit of equality, justice, peace, health, sustainability, and a rich understanding of humanity. Taught by faculty from all divisions, these seminars offer multidisciplinary, global perspectives and substantively engage two or more of the Core Competencies. Core Colloquia explicitly aim to nurture civic awareness and responsibility. These courses provide a foundation to global citizenship and leadership by developing students’ abilities to grapple with the complex conceptual and ethical dimensions of global issues, to communicate respectfully across cultural difference, and to devise problem-solving strategies. Colloquia are fourteen-week courses taught in Abu Dhabi. Students are required to take two Core Colloquia, one of which should be taken during the first year. Numerous Colloquia are offered every semester. The courses specified below are offered periodically, typically each year in the semester indicated.

CCCOL-UH 1000

Mortal and Immortal Questions
Typically offered: fall
Conceptions of death and the afterlife not only structure traditional religious beliefs and practices, but they also subtly inform politics, scientific research, and societies more widely. How societies mete out punishment, engage in war, treat animals, distribute funds for scientific research or medical treatment, give legal expression to various moral mandates, etc. all are rooted in their attitudes and beliefs about death and the afterlife. This colloquium takes up a range of literary, political, and philosophical works from different cultures and periods that have framed in memorable, though often contradictory, ways some basic questions about death and immortality. How long should people live? How would immortality impact the planet’s resources? And how might these questions inflect our views about recent technological efforts to extend life and ultimately to achieve immortality virtual and/or otherwise? Students will confront such questions from a variety of moral, scientific, and cultural perspectives and explore the role that death plays in their own lives and in those of other peoples and societies.

CCOL-UH 1001

Religion and Indignity
Typically offered: fall
Dignity, a concept elaborated for its emancipatory potential, has come to serve varied ends. Beginning with a contemporary understanding of dignity within international institutions (the Universal Declaration of Human Rights), bioethics (stem-cell research and end-of-life care), and social economics (the Indignants Movement and the Vatican’s ‘Dignity of Labor’), this class traces distinct and often conflicting conceptions of the term “dignity.” It investigates the ways in which the notion and experience of human dignity have come under assault in the modern world system, with its corresponding economic, social, and cultural practices. A series of historical investigations into philosophical definitions, visual and literary expressions, key official documents, and personal narratives will lead the class to ask whether the contemporary period may recover or conserve the liberating potential of dignity in our evolving world system.

CCOL-UH 1002

Indigeneity
Typically offered: fall
This course explores the quality and concept of indigeneity—or native belonging—as a force of history and nature. It will examine trajectories of indigenous peoples, paying attention to the relationships between indigenous peoples and their respective settler-states, and to how legacies of conflict and accommodation raise difficult questions about ecological and political justice. It will also look at “at-risk” ecologies currently threatened by so-called invasive species, asking if notions of justice apply equally to the natural world, and if not what alternatives are available for protecting the non-human. Science, Social Science, and Culture converge in this class, in an inquiry into who or what came first, and why it matters for where we go next. Students examine local manifestations of global phenomena through case studies drawn from the Americas, the north and south Pacific, and Zambia. Readings are drawn from the fields of anthropology, environmental studies, ethnopharmacology, history, and public policy, and also include memoirs and personal testimony.

CCOL-UH 1003X

Faith in Science, Reason in Revelation
Typically offered: fall
When we are 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. This course traces the history of the relationship of religion and science in Christendom and Islamdom from the Middle Ages to the present day. As a colloquium within NYU Abu Dhabi’s Core Curriculum, the course addresses the global challenges of understanding humanity (by paying close attention to how humans in two religious traditions have defined and narrated the relationship between rational and revealed thought) and seeking peace (by attending to how a nineteenth-century narrative of a timeless conflict between science and religion has distorted our understanding of the past and continues to undermine contemporary debates on their compatibility).

CCOL-UH 1005

Wellness, Illness, and Everything in Between
Typically offered: fall
Prequisite: Must be an NYUAD student taking the new core curriculum
Please Check One That Best Describes Your Current Status: □ Healthy □ Ill □ Healing. Can this survey be answered accurately? This course is fundamental to global citizenship and leadership by developing students’ abilities to grapple with the complex conceptual and ethical dimensions of global issues, to communicate respectfully across cultural, biologically, and clinically. Laying a foundation in the biological basis of illness and wellness, the course also considers cultural and social issues that impact disease susceptibility, treatment, and outcome. Students will explore how data are used to construct evidence-based best practices for clinical care and will discuss how these can be implemented across a range of societies. Two of the most pressing global health concerns—cancer and obesity—will serve as primary case studies to be examined from scientific and cultural perspectives. Assignments and class discussions will include clinical studies, documentaries, and readings that highlight how global citizenship, cultural competency, and scientific perspective have influenced the prevalence and treatment of these conditions. Students will acquire an informed perspective on the scientific, medical, and cultural issues surrounding wellness and illness, and the medical practices that aim to heal the sick and “above all, do no harm.”

CCOL-UH 1006

Conserving Our Global Heritage through Science
Typically offered: fall, spring
Prequisite: Must be an NYUAD student
What is “global heritage”? Is it simply our collective legacy as human societies—how we want to be remembered by future generations—or must we confront more difficult questions about identity, the ownership of culture, and conflicts between local and global stewardship of the cultural treasures and historical evidence? With time, negligence, and even military conflict working to erase the past, we must ask if a better understanding of our shared heritage assist us in addressing cultural differences in the present day? And how can science both help us understand the historic record and work to preserve it? This class examines ways in which scientific methods can help define “global heritage” and protect it for future generations. Students explore the history and the science behind the creation of paintings, frescoes, parchments, sculptures, ancient mummies, historical buildings, musical instruments, and other artifacts. They will also examine the methods used to differentiate between an authentic object and a fake and ask how some objects come to be valued more than others: distinctions that can lead, and have led, to cultural conflict in recent years.

CCOL-UH 1007

What Do Leaders Do?
Typically offered: fall
Prequisite: Must be an NYUAD student
Are social outcomes primarily shaped by prominent individuals or deterministic structural forces? Some claim leadership is powerless, while others view 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 and to what extent societies create their own leaders. The course draws on the work of classic and modern thinkers. We will also explore the life of people such as Mandela, Mother Teresa, Jobs, Soros, Churchill, Thatcher, Sheikh Zayed, among many others. Students will develop a framework to link leadership and some of our most pressing global challenges, such as inequality, sustainability, peace, and understanding humanity.

CCOL-UH 1008

Reading the Earth

Typically offered: fall
Prerequisite: Must be an NYUAD student

This course introduces students to a wide variety of cultural perspectives on the ways that nature is conceived in its relation to human agency, social organization, and political behavior. As we become increasingly caught up in a new and ever-changing dynamic of climate change that is transforming cultures and societies globally, understanding our relation to nature becomes a pressing global challenge. How are we to confront the environmental changes caused by industrialization and continuing technological change? How have our ideas and of ourselves been transformed by urbanization and technological change? Does the global character of production inevitably lead to the dilution of individual and local identities? How can we think about problems of nature? Constructed around a series of discrete problems that will be contextualized historically and culturally, the course strives for a unifying, global perspective on the environmental crisis and will address a range of today’s most pressing eco-critical dilemmas.

CCOL-UH 1010

Future of Medicine

Typically offered: spring
Prerequisite: Must be an NYUAD student

One of the biggest challenges in medicine is to prevent disease and ensure personalized treatment. This is now becoming possible thanks to high-resolution DNA sequencing technology that can decipher our individual information. These developments are already impacting global health, but they raise global challenges such as equality. How will these new technologies blend into healthcare systems? What regulations are needed to ensure that personalized medicine reaches all layers of society? How do we prevent discrimination based on our genes? The inquiry-based approach we will examine the science, economics, and politics behind medicine and evaluate the ethical issues that arise in this fast-developing field.

CCOL-UH 1013

Colonialism and Postcolonialism

Typically offered: spring
Prerequisite: Must be an NYUAD student

Until very recently much of the world has lived under colonial rule. Major colonial powers shaped social, religious, and institutional life in countries that they controlled. This course explores the legacies of colonial rule. In it, students will learn the markedly different perspectives of the colonizers and the colonized. Will they be part of the human and can be reconciled both historically and in the context of more contemporary postcolonial discourse. Asking how colonial practices have shaped the causes of global inequality and have influenced the dynamics of recent conflicts, the class also engages with the notion of justice in postcolonial contexts and asks whether former colonizers might have contemporary responsibilities for their historical actions. This is a multidisciplinary course drawing on sources from the social sciences, history, and literature.

CCOL-UH 1010S

Labor

Typically offered: fall
Prerequisite: Must be an NYUAD student

How has labor and our attitude towards it—evolved from subsistence farming and slavery? What happened in the industrial revolution and what further changes have been brought about in the definition of what is a legal ‘academic’ identity? What role have institutions and religions played in attitudes toward labor? How does education affect work/life satisfaction, wages, and mobility? Why do so many people choose not to work and how is this reflected in our culture? At the same time, why in happiness surveys is job loss often ranked similar in severity to the death of a close relative or divorce? These are some of the questions students will discuss in this class as they study the roles of and attitudes towards labor have changed.

CCOL-UH 1016Q

Cooperation

Typically offered: spring
Prerequisite: Must be an NYUAD student

How can we best address global challenges such as promoting peace and environmental sustainability? Hardly a week goes by without a major news story concerning the need for cooperation either between countries, political parties, organizations, or individuals. This course explores the topic of cooperation using insights from economics, evolutionary biology, psychology, and anthropology. The main questions to be addressed are: When is cooperation desirable? When should an individual, an organization, or a country expect others to cooperate? Why do some people fail to cooperate even when it would be to their benefit? Which factors undermine cooperation? How can we engineer cooperation to achieve better outcomes?

CCOL-UH 1019

Extinction

Typically offered: fall
Prerequisite: Must be an NYUAD student

Evidence suggests that our planet is currently experiencing the onset of a sixth mass extinction. (The fifth, caused by a meteor collision, occurred 65 million years ago.) Just recently, experts recommended that scientists recognize and declare a new geological epoch, the Anthropocene, to emphasize the impact of human and (and human-induced extinctions) on its biosphere. But how might we make sense of this era’s accelerating rate of species death? Is there a correlation between the extinction of a species and the extinction of cultures, languages, and lifeways? And how have biodiversity loss, language death, the vanishing of “savage races” and aboriginal populations, and their formations 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 through a variety ofgenres, from Darwin’s reflections aboards the Beagle to the preservation of ishi (“the last wild Indian”) and from flood narratives to apocalyptic fantasies.

CCOL-UH 1020

Water

Typically offered: spring
Prerequisite: Must be an NYUAD student

Water is the life blood of existence. Across time and place it has sustained society, nourished crops, made war, diffused networks of trade and cultural exchange, delimited political jurisdictions, and powered machines. Whether tranquil, in motion, or in modes of manipulation, water has also inspired many worlds of artistic practice. This course uses examples from the visual and performing arts to highlight the subject of water as element, energy, human right, bridge between cultures, and instrument of war. Films include Drown Out by Arunghati Roy, Even the Rain by Icar Bollain, Water by Deepa Mehta, and Black Water. Performing arts include plays such as Fire on the Water, a fast-paced series of short plays inspired by a pivotal moment in Cleveland’s history created by diverse playwrights; Water by the Spoonful by Quiara Alegría Hudes; and The Water Carriers by Michael Williams. These works highlight representations of water, the technologies deployed to shape such representations, and their larger role in illuminating big questions about the human condition.

CCOL-UH 1021

The Desert

Typically offered: spring
Prerequisite: Must be an NYUAD student

The desert has been imagined as a barrier, a dry ocean, a bridge, and a hyphen between various ecological and cultural spaces across the globe. Drifting, parched tides of sand and vast, empty landscapes have made it seem inhospitable and a metaphor for unattainable spiritual reflection, and death. This course explores the ways in which the desert has been depicted and experienced in various historical, cultural, and geographic contexts—from the Sahara to the Mojave, from the origins of Abrahamic religions to Burning Man, from desert oasis to urban food desert. This course will also consider how deserts and global challenges posed by climate change, desertification, and resources (water, oil, solar). Students will encounter the desert through diverse sources that include film, literature, soundscapes, musical performances, environmental and social history, artistic production, and travel writings. So, while the desert is an equivocational reality that makes us think about the future, it is still a space of demographic, cultural, and economic activity and exchange.

CCOL-UH 1024Q

Life in the Universe

Typically offered: spring
Prerequisite: Must be an NYUAD student

How did life form on Earth? How likely is it that life formed elsewhere in the universe? If it did, how can we find these beings? Was the formation of life in the universe a bygone conclusion? Answering these questions requires understanding the basics of biology, chemistry, and physics and has strong bearing on our understanding of the human condition and the sustainability of life on our planet. Did we exist on Earth at the same time, or were we an earlier species? This course will examine the desert through space and time. These differences of perception can generate inter-individual and cultural tensions and affect public policy, for example in the context of equal opportunity in the work place. This course will examine how our understanding of human physiology, genetics, and development, as well as the methods of investigations of human anatomy, have shaped the perception of the human body, through history, and across cultures. Students will examine the function of the body and how the
understanding of bodily functions has changed (the working body). The course will also delve into the modifications the human body has experienced (the changing body). The topic is changing from a single cell until death (the changing body). Finally, it will examine deviations from the typical body plan and the causes for these deviations (the abnormal body). These topics will be explored using scientific and non-scientific literature, art, and movies.

CCOL-UH 1026 Migration
Typically offered: spring
Prerequisite: Must be an NYUAD student
There are more migrants worldwide today than Brazil has inhabitants. China, India, and the Philippines are sending most migrants; the most important host countries include 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. It focuses on the United States from around 1880 to World War II and on Europe in the second half of the twentieth century. It considers the students’ examination of cultural work by and about contemporary migrants from around the world. Readings include autobiography, reportage, documentary photography and film as well as fiction and creative visual work. Among the topics for discussion are metaphors and theories of migration (from uprooting and bird-of-passage to expatriate and melting-pot); labor arrangements; scenes of departure, voyage, and arrival; vibrant migrant communities and migrant alienation and pain; negotiation between places of origin and of arrival.

CCOL-UH 1027 Nature and Human Nature
Typically offered: fall
Prerequisite: Must be an NYUAD student
What is privacy, and how will our digital future change the ways we perceive and experience abnormal body). These topics will be explored when we post pictures and comments in discussion forums and social networks. In other situations, footprints are desirable in some cases, such as in the point of view of philosophy, literature, and religion, and does this create some special duties with regard to the rest of nature? Finally, what notion of “natural” is operative in processes of mourning in the aftermath of conflict. Drawing on histories and philosophies of war, torture, heroism, sacrifice, bravery, justice, history, memory, and death and with reference to works by Hemingway, Tailor, Sun Tzu, Clausewitz, Shostakovich, Britten, Picasso, Dix, Mishima, Wiesel, Tarkovksy, Kubrick, and John Lennon, among others.

CCOL-UH 1030 War
Typically offered: spring
Prerequisite: Must be an NYUAD student
What is war? Why do wars exist? What are the differences between wars in the past and those being waged today and how have the conditions of precipitating, determining, and international conflicts changed? These questions are central to the purview of this course, which examines artistic responses to war across a wide range of historical and cultural contexts from antiquity to the present. The course explores how the arts, particularly music and musical practices, play a critical role in accompanying the sociological rituals of war from the military marches part of deployment, to the laments and requiems that figure centrally in processes of mourning in the aftermath of conflict. Drawing on histories and philosophies of war, torture, heroism, sacrifice, bravery, justice, history, memory, and death and with reference to works by Hemingway, Tailor, Sun Tzu, Clausewitz, Shostakovich, Britten, Picasso, Dix, Mishima, Wiesel, Tarkovsky, Kubrick, and John Lennon, among others.

CCOL-UH 1031 Nature and Human Nature
Typically offered: fall
Prerequisite: Must be an NYUAD student
The notion of “following nature” as a guide to human conduct is agèges-old. So is the opposing concept of “passive acceptance” (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, societal ideals, and 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 notion of “natural” is operative behind these discussions, anyway? Is the notion of the Universal Mind even coherent, or related to helpful? Students will examine psychology, society, morality, religion, and approach these topics from the point of view of philosophy, literature, and science. Classical texts and cutting-edge research will deepen an understanding of the problem faced by us all—that of what it means to act naturally, and whether we should.

CCOL-UH 1032 Communication: from bacteria to humans
Typically offered: fall
Prerequisite: Must be an NYUAD student
No organism on Earth lives in isolation! This simple fact underscores the importance of interactions between species. How do we communicate? What languages do they use? This course explores how interspecies crosstalk sustains life on Earth and how challenges such as global warming influence such communication. Topics to discuss include the role of chemical communication between bacteria in causing infectious diseases and whether the overuse of antibiotics is sustainable; how enhanced civilization and whether modern technological advances, such as social media, have positive or negative effects on us as a species.

CCOL-UH 1034 Gender
Typically offered: spring
Prerequisite: Must be an NYUAD student
What is gender? What does it mean to be male or female across time and space? How can thinking about gender inform the analysis of texts, societies, and politics? This class will explore these questions by drawing on a wide range of sources from religion, science, Islamic and Jewish law, psychoanalysis, philosophy, art, history, and culture including Marquis de Sade, Virginia Woolf, Anton Chekhov, and the feminist revolutionary Alexandra Kollontai. Using these and other sources, we will investigate how gender is constructed in relation to political economy, social justice, and other norms of “appropriate” social behavior in different contexts. The class will conclude by drawing on examples from contemporary advertising and media to discuss the relationships between gender and power, violence, the economy, and humor.
global inequalities. The course will approach these questions by considering inequality in comparative and historical perspective so that students will be in a better position to formulate their own normative opinions about inequality while also understanding how it functions in practice.

CCOL-UH 1039
Animal Perspectives
Typically offered: fall
Prerequisite: Must be an NYUAD student
This course will study questions of displacement from a range of academic disciplines including political science, history, economics, philosophy, and literature. How are the experiences of animals in any of these areas will be required. By the end of the course students will be in a better position to formulate their own normative opinions about inequality while also understanding how it functions in practice.

CCOL-UH 1040
Multi-ethnic Democracy
Typically offered: fall
Prerequisite: Must be an NYUAD student
Most democracies in the world are multi-ethnic. But the jury is still out on the question of what ethnic diversity means for democratic stability and governance. This course seeks to approach these questions from a range of academic disciplines, including political science, political philosophy, economics, mathematics, anthropology, history, and the humanities to address one of our most pressing questions: Does ethnic diversity—based on race, color, nationality, language, tribe, caste, religion, sect and region—constitute an obstacle or an asset for successful democracy? What are the goals of individuals who mobilize politically on the basis of one or more of these identities? What are the principles that democratic theorists employ in responding to identity-based claims? And how should we evaluate public policies designed to respond to such claims, including affirmative action, federalism, civil rights, and electoral systems? The aim is to train students to think critically and comparatively about the global and local challenges faced by multi-ethnic democracies, using a combination of primary and secondary materials and real-world examples drawn from across several countries.

CCOL-UH 1041
Atom and Energy
Typically offered: spring
Prerequisite: Must be an NYUAD student
E=mc2: One simple equation encapsulates the power to grant life and death in equal measure—life associated with fusion in the sun, radiation therapy, and nuclear energy; death via nuclear bombs and nuclear disasters. This course uses nuclear physics as a prism for exploring science as a tool for understanding the physics of the atomic nucleus and its technological applications. Arguments for and against nuclear power plants are analyzed, while the power and threat of nuclear weapons are assessed. The international treaties designed to limit the spread of nuclear weapons are scrutinized, emphasizing the challenges that lawmakers and citizens face in determining and guaranteeing the moral responsibility that all of us—scientists, politicians, and citizens—must bear for ourselves, our nations, and ultimately, for humanity.

CCOL-UH 1042
Contagion
Typically offered: spring
Prerequisite: Must be an NYUAD student
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 “communicable” disease and verbal communication: how have the medical, social, and political implications of contagion been communicated in the scientific community and popular media? And how might we tackle environmental and conservation issues through a non-human perspective? As a final project, students will choose an animal and explore its representation in scientific and artistic practices. Creating short films about these subjects, they will give the animals unique perspectives and an opportunity to speak back to us.

CCOL-UH 1043
Disability
Typically offered: spring
Prerequisite: Must be an NYUAD student
This course considers disability as a cultural concept—not simply a medical condition or personal misfortune—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? In this course, we will ask: what new forms of representation might bodily difference produce, and what might the concept of disability teach us about all bodies? Alongside texts that may describe disability as a form of knowledge, the course will explore the literary possibilities for bodies and minds that resist normative structures, from narratives that theorize ideas of access, cure, and care to fictions that reclaim disability as enlivening identity.

CCOL-UH 1044
Postcolonial Memory: Representing Cultures of Displacement
Typically offered: fall
Prerequisite: Must be an NYUAD student
“We were here because you were there” has become a common slogan for postcolonial diasporas in the growing numbers of immigrants and refugees from the Middle East/North Africa in cities such as London, Paris, Berlin, Barcelona, New York, Los Angeles, Montreal, Mexico City, Buenos Aires, and São Paulo, the construction of “us” versus “them” can no longer be naïve geography, simplistically imagined as “over there.” This seminar will study questions of displacement as represented, constructed, or represented in a wide variety of texts. It will focus especially on memoirs, whether in written or audiovisual form, which confront exclusionary and essentialist discourses with a rich cultural production that foregrounds a complex understanding of such issues as “home,” “homeland,” “exile,” “hybridity,” and “minorities.”

CCOL-UH 1038
Prejudice
Typically offered: fall, spring
Prerequisite: Must be an NYUAD student
“Prejudice is a burden that confuses the past, threatens the future and renders the present inaccessible”—Maya Angelou. Every society in every country in the world struggles with intergroup prejudice to some degree. This course begins by exploring the antecedents and consequences of (and potential remedies for) intergroup prejudice through the lens of multiple disciplines, including history, social science, and the arts. It considers the perspectives of the perpetrators, targets, and observers of prejudice and discrimination and explores the following topics: the origins of prejudice, the different forms of prejudicial expression and their justifications, the conditions under which prejudice is exacerbated (or reduced), and the differential ways explicit and implicit prejudice manifests in individual and social interactions. We also discuss the burden of living in prejudicial societies, the social and psychological obstacles involved in emphasizing and confronting prejudice, and the costs associated with overcoming these obstacles.

CCOL-UH 1039
Animal Perspectives
Typically offered: spring
Prerequisite: Must be an NYUAD student
Humans, across culture and time, have needed to address fundamental questions in biology. Select species coined model organisms have been used in study development, behavior, and cancer research. But the recent emphasis on species to demystify cognition and perception. By anthropomorphizing non-human species, we create frameworks for understanding and relating to them. Animal research has also been essential in addressing the global challenges to preserve declining and endangered species. This course tackles a number of biological paradoxes where the animal or human figure is central. What determines which animals we use as subjects in research? What are the ethical and moral implications of animal-based experiments? How have the course casts research across many disciplines, including political science, political philosophy, economics, mathematics, anthropology, history, and the humanities to address the following: Does does-ethnic diversity—based on race, color, nationality, language, tribe, caste, religion, sect and region—constitute an obstacle or an asset for successful democracy? What are the goals of individuals who mobilize politically on the basis of one or more of these identities? What are the principles that democratic theorists employ in responding to identity-based claims? And how should we evaluate public policies designed to respond to such claims, including affirmative action, federalism, civil rights, and electoral systems? The aim is to train students to think critically and comparatively about the global and local challenges faced by multi-ethnic democracies, using a combination of primary and secondary materials and real-world examples drawn from across several countries.

CCOL-UH 1043X
Religion, Revolution, Media
Typically offered: spring
Prerequisite: Must be an NYUAD student
Can a better understanding of religion and media constitute an obstacle or an asset for successful democracy? What are the goals of individuals who mobilize politically on the basis of one or more of these identities? What are the principles that democratic theorists employ in responding to identity-based claims? And how should we evaluate public policies designed to respond to such claims, including affirmative action, federalism, civil rights, and electoral systems? The aim is to train students to think critically and comparatively about the global and local challenges faced by multi-ethnic democracies, using a combination of primary and secondary materials and real-world examples drawn from across several countries.

CCOL-UH 1045
Axes of Evil
Typically offered: spring
Prerequisite: Must be an NYUAD student
What is evil? We use the term to describe human behavior, political regimes, natural disasters, and epidemic disease. The idea of evil is as old as humanity, and various religious, legal, political, and social arrangements aim to circumvent it. But definitions vary over time and across cultures, suggesting that evil may be contextual rather than universal. What is evil? Could we differentiate a constructive part of the human condition? This colloquium offers a multi-disciplinary investigation into evil’s dimensions and its implications for justice, and human well-being. It begins with the theological question of the nature of evil, how to reconcile the evils of human suffering with the existence of a loving god. Additional topics include the concept of evil as a rationale for revolution.” But revolution is a word with its own history, including religious implications, whether as inaugurating a new order of the ages, necessary to destroy the current order, such as the French Revolution (1789) or the American Revolution (1776), or as a cycle of time, of destruction and regeneration, such as the Great Leap Forward (1957–59) in China or the Great Seal of the United States, est. 1782), or as a cycle of time, of conservation and restoration, to invoke revolution’s older, astronomical meaning. As political religions come to the fore in the contexts as varied as South Asia, the Middle East, and the United States, and movements such as Christian Evangelism and American politics, some say the political stock-taking is due. To understand the media’s role in contemporary global conflict, including the interplay of religious and media-led mobilization, students will examine a range of materials and situations, from the use of religion in and beyond the U.S. as an ally against “godless Communism,” to the world-wide flaying up of religious politics as the horror is being ended, to our immediate geopolitical contexts.
CCOL-UH 1049
State of the Nation
Typically offered: fall
Prerequisite: Must be an NYUAD student
This colloquium examines the increasingly urgent global challenge posed by radical forms of nationalism, considering how the consolidation of nation-states, and national and transnational projects of identity and geopolitical order, find expression in current political and social movements. It engages with the role of art in responding to these events, exploring the implications of women’s and men’s unequal access to power, and the role of gender in shaping citizenship and state identities. The course will focus on a wide range of topics, from the role of nationalism in shaping modern states and the contemporary representation of nationalism in literature, film, and activist movements, to the role of nationalism in shaping global governance and the effectiveness of multilateral agreements.

CCOL-UH 1052
Art of Revolution
Typically offered: fall
Prerequisite: Must be an NYUAD student
Can aesthetic forms promote and not just respond to revolutionary social and political change? This Core Colloquium confronts global challenges of peace, justice, and equality by examining the role of music and other art forms in advancing social movements, using the recent history of the Middle East as a principal case study. Placing these events in a longer historical context, course materials will explore the role of the arts have played in social movements, including 20th-century revolutions in Europe and Latin America, the Iranian Revolution of 1979, the Palestinian Intifadas, and the Arab Uprisings. Students will ask how artistic practices not only reflect social changes in these case studies, but also influence them. Drawing on theoretical readings on aesthetics, social movements, and revolution from disciplines including anthropology, musicology, and Middle East Studies, students will develop a critical understanding of the role of art in social change, an analytical grasp of theories of social mobilization, and deeper knowledge of current historical moments in the Middle East and North Africa region.

CCOL-UH 1053
Calamity and Creation
Typically offered: fall
Prerequisite: Must be an NYUAD student
While natural disasters—floods, earthquakes, and outbreaks of infectious diseases—have devastated human societies since the dawn of civilization, the arts have also often led to significant advances in the arts. From some of our earliest mythologies to the contemporary struggle with global climate change, the expressive and performing arts have helped us to understand the magnitude of catastrophes, both natural and man-made, as well as to shape our responses to them. How can we better understand this intimate relationship among catastrophe and creative expression? How have artists responded historically to catastrophic events? What aesthetic strategies do artists develop to make large-scale catastrophes tangible on a human level? What role do the arts and expressive culture play in debates—scientific, governmental, economic—on natural and man-made disasters? What can such expression tell us about ourselves as humans? Students will read primary historical texts and engage with artistic responses to catastrophe, ranging from literature and painting to music, drama, and cinema.

CCOL-UH 1054
Between Faith and Unbelief
Typically offered: fall
Prerequisite: Must be an NYUAD student
Is religion a good thing? How is it found, inherited, lost, or questioned? If one questions faith, does that amount to unbelief? Or are faith and unbelief two sides of the same coin? These questions have appeared in the writing and living of scholars, saints, politicians, and laypeople in various traditions and contexts. While religious institutions and political authorities have sought to cultivate, monitor, compel, or prohibit expressions of religious faith and unbelief in different ways. Thus questions about faith and unbelief have inspired works of art as well as political crises that prompt national and even global concern about peace, justice, and equality. This colloquium explores the study of religious faith by listening to those who find faith alongside those who lose or reject it. We bring some classic texts in the study of religion together with film, poetry, biography, ethnography, and history to explore the lives of Muslims, Christians, Hindus and Jews in India, Ethiopia, Britain, Turkey, and Iran. What are the consequences for the problem of peace, justice, and equality in the twenty-first century when the lines between faith and unbelief are drawn or blurred?

CCOL-UH 1055
Oil
Typically offered: spring
Prerequisite: Must be an NYUAD student
Oil is obviously a matter of huge importance in Abu Dhabi and globally. But what is oil? Is it a mineral formed by long-decayed microorganisms or a volcanic activity? Is it a source of power (the fuel derived by cracking it into gasoline)—or a source of geopolitical power? Does oil bring wealth as some researchers argue, a “resource curse”? What is its impact on the planet? And what happens if or when it runs out? This Core Colloquium addresses these and many related issues from multiple perspectives, drawing on materials and concepts from geology, history, political economy, film, and literature.

CCOL-UH 1056E
Fairness
Typically offered: spring
Prerequisite: Must be an NYUAD student
What is fairness? What is unfair? Is fairness universal? Are equality and fairness synonyms? How can we build a fairer world? Anyone can recall a situation when someone exclaimed, “That’s not fair!” Whether arguing with your roommate about the upkeep of common areas, viewing the daily news, or analyzing fiscal policies, people often disagree on what constitutes a fair or unfair situation. Moreover, the plurality of fairness ideals may lead to a breakdown in negotiations, social conflict, or other undesirable outcomes. Social stability is at risk when systems are perceived as unfair. Potential business partners may fail to collaborate if they cannot agree on a compensation system that properly rewards efforts and employees may withhold labor or even sabotage production if they feel treated unfairly.
What roles might translation and adaptation play in this process? Such questions suggest that journeys provide much more than the discovery of destinations and may, in fact, facilitate self-discovery in unexpected ways.

**CCOL-UH 1058**

**Typically offered: fall**

**Prerequisite: Must be an NYUAD student**

This colloquium takes as its touchstone the idea that movement towards change and imagination has historically generated knowledge and sharpened our ethical sensibilities. Drawing on literature, film, and theory across disciplines, historical periods, and geographical perspectives, we explore how journeys— and associated experiences such as pilgrimage, nomadism, adventure, slavery, imperialism, migration, exile, commerce, tourism, and climate change—provide narrative frames for human inquiry. What is the difference between travel and journeys? What difference does it make, then, when journeys are chosen versus forced? How might depictions of journeys enact representational and even physical power and inequality over those they survey? How do journeys transform individual and group senses of self, others, home, and the world? How do encounters with unknown places and others prompt questions about comparison, difference, commensurability, and co-existence? What roles might translation and adaptation play in this process? Such questions suggest that journeys provide much more than the discovery of destinations and may, in fact, facilitate self-discovery in unexpected ways.

**CCOL-UH 1059Q**

**Quantified Self**

**Typically offered: fall**

**Prerequisite: Must be an NYUAD student**

Self-tracking. Biohacking. Personal informatics. How do data and digital metrics of our daily lives influence our perceptions of ourselves? What are the ethics of self-quantification and to the future forms of self-quantification and to the future?

**CCOL-UH 1061**

**Water for Life**

**Typically offered: fall**

**Prerequisite: Must be an NYUAD student**

Water is fundamental to life and to fundamental human rights. In the 21st century, water remains a precious resource to which billions of people have little or no access. This colloquium takes a multi-disciplinary approach to the connections between water and society, including scientific, social, and economic perspectives. How does the availability of safe drinking water relate to health and sanitation? How do water, food, and land use shape civilizations; its place in our contemporary lives bear on global societal issues such as health, food security, gender, and economic policy. Despite making up most of the Earth’s surface, water remains an urgent and complex issue. What are the potential impacts on contemporary political and social stability? How do we define and measure water availability and quality? How can we ensure that all people have access to clean water and sanitation?

**CCOL-UH 1062**

**Conviction and Doubt**

**Typically offered: spring**

This colloquium is designed for students who have not completed the Colloquium Requirement. What can we be certain of? This course explores the role of doubt, epochal, and epistemological throughout history and in various cultures, including doubt’s capacity to endow human experience and knowledge with complexity and dimension. While belief can provide the structural foundation of faith, 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 in scientific, cultural, and personal development. The course also focuses on the role of conviction and doubt in storytelling, examining how for example, the ways in which depictions of journeys enact representational and even physical power and inequality over those they survey? How do journeys transform individual and group senses of self, others, home, and the world? How do encounters with unknown places and others prompt questions about comparison, difference, commensurability, and co-existence? What roles might translation and adaptation play in this process? Such questions suggest that journeys provide much more than the discovery of destinations and may, in fact, facilitate self-discovery in unexpected ways.

**CCOL-UH 1063**

**Ethics and Activism**

**Typically offered: fall**

Reserved seating for students who have not completed the Colloquium Requirement. What is the role of doubt and conviction in their practical workings as well as their theoretical undertakings, as a means to determine their local and global value—in the past, today, and for the future.

**CCOL-UH 1064**

**Can Cultural Traditions Endure?**

**Typically offered: fall**

Across the globe, political conflict is increasingly defined by the notion of resentment—defined by the Oxford English Dictionary as a “sense of grievance; an indignant sense of injury or insult received or perceived; (a feeling of) ill will, bitterness, or anger against a person or thing.” In this course, we will examine the role of doubt and conviction in their practical workings as well as their theoretical undertakings, as a means to determine their local and global value—in the past, today, and for the future. How do data and digital metrics of our daily lives influence our perceptions of ourselves? What are the ethics of self-quantification and to the future?
all contribute to it on a daily basis. Why do we do this? There is no waste in nature, so why do we create it? Is waste inherently a design flaw? Is it simply rational to maintain waste in an economic system that excludes significant production, usage, and disposal costs from the market value of commodities? If something is going to clean up the mess, how and why would it happen? This Core Colloquium examines these and other problems the burgeoning geography of waste creates, by bringing together perspectives across arts, humanities, and social sciences. Throughout we will be guided by the straightforward but surprisingly difficult conceptual question: What is waste, anyway? This question will lead us to examine others: Is waste necessarily harmful? Is waste essentially an aesthetic problem? Will anything be wasted in the long run?

CCOL-UH 1067 Immortality
Typically offered: spring

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

CCOL-UH 1069 Global Language: Communication and Conflict
Typically offered: spring

As we globalize age, a handful of languages—English, French, Spanish, and in some regions Russian, Arabic, and Mandarin—are becoming “world languages,” used internationally and widely acquired as second languages. Since human communities always develop some common medium of communication, this reflects the emergence of transnational or global communities. But it also poses new challenges for definitions of power, privileges nations and native speakers of the world languages and disadvantaged non-speakers. Has globalization of language, like globalization in other domains, produced disruption, contention, and conflict? What about the other six thousand or so, fundamental societal questions are confronted—birth, growth, aging, sickness, and death—as the course explores immortality and the human desire to live forever.

CCOL-UH 1070 Hindsight
Typically offered: spring

When weerring our lives through cultural, religious, and political lenses, to what extent are we guided by stories others tell us about or that we retell about ourselves? This multidisciplinary colloquium asks how, with the “benefit of hindsight,” such stories shape and perhaps even define our sense of self. Are autobiographical memories structured less by weighing evidence than by rules of employment and the need to create, justify, or even revise a coherent identity? Beginning with how philosophers and contemporary psychologists have approached autobiographical narrative and identity, the course turns to the study, by sociologists and historians, of the relationship between the master or canonical narratives of a person’s socio-cultural world and his or her narrative identity. Do canonical narratives not only favor specific ways to lead a “good” life but also present to the “successful” any person’s life that should possess? Whose interests do such stories serve? Finally, the course considers the tensions globalization creates between collective narratives of belonging, science/religion, and the person-centered autobiographies that are open to the world—celebrating exceptionality, individual achievement, and cosmopolitan exchange.

CCOL-UH 1071 Price of Luxury
Typically offered: spring

What distinguishes a luxury from a necessity? How do we know luxury when we see it? Luxury goods range from art, jewelry, and handbags to automobiles, fine wines, rare wines, exotic animals, and many others. Whether desired or desired, such goods have played important roles in the history of civilizations, triggering wars and financing colonialization. In our globalized economy, the ways we live and work? What challenges and opportunities does automation pose for the future? This multidisciplinary colloquium sketches out the evolution of science/religion and the construction of such categories or contradictions in our globalized economy. Students will examine the promise of technology-driven transformations occurring on a global scale, including artificial intelligence, the Internet of Things, and virtual reality. They will consider the future of luxury goods and the role of technology to critique theories of technological change and construct their own narratives of change in industrial case study assignment analysis.

CCOL-UH 1072 Tolerance
Typically offered: spring

Many of us agree that we should be tolerant of the beliefs and practices of others. Often the call for tolerance is grounded in some form of relativism—that is, the thought that there simply isn’t an absolute or objective fact of the matter. After all, on what basis could we insist that others share our beliefs if those beliefs are subjective in some way, a function of belonging (community/religion/nation) and identity? Beginning with how philosophers and contemporary psychologists have approached autobiographical narrative and identity, the course turns to the study, by sociologists and historians, of the relationship between the master or canonical narratives of a person’s socio-cultural world and his or her narrative identity. Do canonical narratives not only favor specific ways to lead a “good” life but also present to the “successful” any person’s life that should possess? Whose interests do such stories serve? Finally, the course considers the tensions globalization creates between collective narratives of belonging, science/religion, and the person-centered autobiographies that are open to the world—celebrating exceptionality, individual achievement, and cosmopolitan exchange.

CCOL-UH 1073 Foodways: Culture, Ethics, Sustainability
Typically offered: spring

Prerequisite: Must be an NYUAD student

We’ve all heard the truism: “You are what you eat.” But are we also how we eat and how we procure what we eat? In an era of industrial food production and global climate change, we may need to ask whether we should eat the way our ancestors did or the way that is most sustainable. In this colloquium, we look at how food and agriculture drive social and environmental change, while also asking how the ethics of individual food choice relates to the world’s food systems. From the global Slow Food movement to novel approaches to food security and sovereignty here in the Gulf, what role do you think food should play in our daily lives? Is responsible eating a privilege or a human right? How do patterns in the production, distribution, and consumption of food promote such subjectivities as race, class, gender, and nation? How can we face today, and how to address them. Major topics will include the problem of embodiment and the limits of our bodies; the role the body plays in the definition of racial and gender identities; bodily disciplines; and the human quest for truth.

CCOL-UH 1074 Industrial Revolutions and the Future of Work
Prerequisite: Must be an NYUAD student

How has the industrial economy changed the ways we live and work? What challenges and opportunities does automation pose for the future? This multidisciplinary colloquium sketches out the evolution of science/religion and the construction of such categories or contradictions in our globalized economy. Students will examine the promise of technology-driven transformations occurring on a global scale, including artificial intelligence, the Internet of Things, and virtual reality. They will consider the future of luxury goods and the role of technology to critique theories of technological change and construct their own narratives of change in industrial case study assignment analysis.

CCOL-UH 1075 Body Politics
Typically offered: spring

Prerequisite: Must be an NYUAD student

How do our bodies and the way we move and interact with others not only shape our interactions but also allow us to critique theories of technological change and construct our own narratives of change in industrial case study assignment analysis.

CCOL-UH 1077 Food and Human Population
Typically offered: spring

Prerequisite: Must be an NYUAD student

We’ve all heard the truism: “You are what you eat.” But are we also how we eat and how we procure what we eat? In an era of industrial food production and global climate change, we may need to ask whether we should eat the way our ancestors did or the way that is most sustainable. In this colloquium, we look at how food and agriculture drive social and environmental change, while also asking how the ethics of individual food choice relates to the world’s food systems. From the global Slow Food movement to novel approaches to food security and sovereignty here in the Gulf, what role do you think food should play in our daily lives? Is responsible eating a privilege or a human right? How do patterns in the production, distribution, and consumption of food promote such subjectivities as race, class, gender, and nation? How can we face today, and how to address them. Major topics will include the problem of embodiment and the limits of our bodies; the role the body plays in the definition of racial and gender identities; bodily disciplines; and the human quest for truth.

Food and Human Population

How do our bodies and the way we move and interact with others not only shape our interactions but also allow us to critique theories of technological change and construct our own narratives of change in industrial case study assignment analysis.

CCOL-UH 1078 Core Curriculum 2020–21
Typically offered: spring
Prerequisite: Must be an NYU student

Who Owns Global Culture? Music, Networks, Law
Prerequisite: Must be an NYUAD student

Who Owns Global Culture? Music, Networks, Law
Typically offered: fall
Prerequisite: Must be an NYUAD student

Who owns global culture? Under what regimes can this tell us about the logic of global cultural stability and full disclosure of the past? Taking experiences of justice, reconciliation, and transition? How does political imagination relate to representations of justice in postconflict files, documentaries, fiction, and testimonial literature?

CCOL-UH 1080 Learning Languages in a Global Society
Typically offered: fall
Prerequisite: Must be an NYU student

Acquisition (SLA) concepts, students will consider a basic understanding of Second Language Acquisition (SLA) concepts. Students will consider multilingualism from perspectives including educational and social psychology, diplomacy, business, and public policy. Along the way additional topics such as: in what settings does multilingualism thrive? What makes a language easy or difficult to learn? Why do some people succeed at learning new languages while others struggle?

CCOL-UH 1081 Migration and Belonging
Typically offered: fall
Prerequisite: Must be an NYU student

How does the ceaseless movement of people—a key feature of our globalized world—impact our sense of the self, of social identity, and indeed of political rights, all of which are anchored in the presumption of “belonging” that is secured by primordial ties of blood and soil. “Migrant,” “Alien,” “Refugee,” and “Indigenous” are among the most fraught terms in a time when the “Citizen” has been elevated to being the singular legitimacy. Formal citizenship, defined by primordial ties is no longer the singular legitimacy. Formal citizenship, defined by primordial ties is no longer the key feature of our globalized world—impact our sense of the self, of social identity, and indeed of political rights, all of which are anchored in

CORE COMPETENCIES

ARTS, DESIGN, AND TECHNOLOGY
Arts, Design, and Technology courses teach students to think critically and work creatively toward innovations in arts practice, design and engineering, creative writing, data visualization, programming, and performance. Numerous Arts, Design, and Technology courses are offered every semester. The course offerings are periodically, typically each year in the semester indicated.

CADT-UH 1000 Multidisciplinary Artistic Collaborations
Typically offered: spring
Crosslisted with Film and New Media; Interactive Media; Music
This course poses questions about the advantages/disadvantages/challenges of multidisciplinary collaboration in the production of new knowledge. Focusing on interdisciplinary and transdisciplinary collaborations in the 20th and 21st centuries, students will analyze the impact of digital technologies in promoting an intricate crossover between different domains. Additional readings considered ways in which these approaches were the key to solving certain
complex problems, such as the development of computational technologies like GUI-based operating systems. Students will also develop collaborative projects involving sound, movement, digital video, lighting, interaction technologies, robotics, and telematics, which will be presented publicly at the end of the semester.

CADT-UH 1001
Manus et Machina
Typically offered: fall
Crosslisted with Previous Core: Art, Technology and Invention; Design; Heritage Studies; Interactive Media
This course explores how technology and machines have influenced human life across the ages. It further explores how technology has influenced the fields of arts and design and investigates this inspirational source for new technological developments. Lecture and discussion will be the breeding ground for concept development of new machines: Every student will realize a prototype of a machine executing a certain task. This hands-on project will be complemented by case studies, reading assignments, workshops, excursions, and one-on-one meetings with the professor. The course design allows for independent exploration of topics ranging from basic mathematics and physics concepts to more advanced simulations of complex systems. Subjects covered include forces, trigonometry, fractals, cellular automata, self-organization, and genetic algorithms. No computer programming experience is required; the course starts with the basics of code using the Processing environment.

CADT-UH 1004Q
Rhythm
Typically offered: fall
Crosslisted with Previous Core: Art, Technology and Invention; Music
Rhythm consists of patterns of events in time and space and is a prominent feature of life. This interdisciplinary course examines what rhythm is and how it manifests itself in a variety of domains that range from music and the visual arts (across cultures, historical periods, and contexts) to mathematics, computer science, music theory, music technology, biology, psychology, linguistics, social organization, and human migrations. The course is designed to be a practical and conceptual exploration of rhythm. Students will learn how to analyze words, images, and musical patterns and will be offered practical exercises in composing rhythms using applied techniques in music and computer programming.

Typically offered: January
Crosslisted with Previous Core: Art, Technology and Invention; Design
It is easy to have an idea of the effects of significant loss of vision or hearing by closing our eyes or by wearing earplugs. What about a significant loss of the sense of touch? The answer might not come readily due to the subtle, effortless function of this sense. Far from being just an immediate skin sensation, touching is intimately blended into the physical and psychological experiences that are affectionate, expressive, personal, and interpersonal. The haptic modality is our fundamental mode of access to the physical world. This course provides a multidisciplinary, cross-cultural introduction to the dynamics and salience of the human sense of touch and traces a continuous thread through a number of fundamental questions and critical approaches related to human haptics. A variety of interpretations, disciplines, and experiences exploring the symbolic, cultural, ethical, social, and technical aspects of touch will be discussed. Topics include the development of haptic perception and its role in the social and emotional development, memory, learning, digital design, tactile therapies, human-computer interaction, multimodal interaction and sensory substitution, and privacy and security.

CADT-UH 1001
From Vision to Visual
Typically offered: spring
Crosslisted with Previous Core: Science, Society and History
How does one “visualize” vision? Today, scientists are required to be well versed in visualizing their data due to the increasing demand to encapsulate research data in imagery or short videos. This course examines the scientific tools developed to study the visual system and highlights the visualization methods that are now integral in communicating scientific research. Students learn about the visual techniques used to paint cellular life. They address questions about visual perception: How do retinal cells detect and respond to signals in the external environment? What cues activate the photo transduction cascade? And what sensory properties make up any light that connects the retina to the brain? In a final project, students are asked to “record” data and present it as a visual narrative.

CADT-UH 1004
Words
Typically offered: fall
Crosslisted with Previous Core: Science, Society and History
Words, words, words. Words are the basic units of language, but how do they help us communicate our thoughts? How are they internally constructed? And how do they come together to form complex meanings? How can words from different languages suggest, imply, or reflect or shape our thought? Do they expand or constrain our imagination? This interdisciplinary course explores what words are and how they think of them. The course brings together insights and ideas from a number of fields: linguistics, philosophy, psychology, sociology, computer science, history, literature, religion, and visual arts to help answer these questions. Students will read materials from a variety of books and articles and discuss them in class, and they will engage in solving and creating language puzzles as they learn about the mechanics and symbolic function, and meaning in context. Term projects can range from collection and analysis of linguistic data to multidisciplinary artistic creations.
require heuristics—problem solving techniques that often work well but give imperfect guarantees. This course teaches heuristics as they apply to the design of scientific experiments, the resolution of economic or political negotiations, and in the construction of engineering devices in hostile environments. Students will work in small teams that will solve puzzles, conduct cross-cultural experiments, and build protocols for a competitive auction game. Students will use and learn communal tools, but the course has no programming prerequisite. The intent is to make you better able to face complex problems in any field you choose.

**NOTE:** This course is open only to NYU Abu Dhabi students.

**CADT-UH 1015J Exploratory Stories**

Typically offered: January_Crosslisted with Previous Core: Art, Technology and Invention; Interactive Media

The fundamental building blocks of good storytelling have remained consistent throughout history. What constantly changes though are the technologies—including tools, mediums, and platforms—through which stories are communicated. This class uses today’s dominant mode of communication, the World Wide Web, to create and share stories that are engaging, interactive, and “explorable.” Combining traditional writing skills with modern web Javascript libraries and other multi-media tools, students will learn how to write, design, and code their own 21st-century digital stories. These may take a variety of forms, including creative fiction, journalistic non-fiction, educational lessons, or personalized accounts. The final project will be for students iteratively to produce their own compelling, explorable pieces that live on the web and can be shared universally. Some web development or coding experience is preferable but not required.

**CADT-UH 1016 Utilitas, Venustas, Firmitas**

Typically offered: January_Crosslisted with Previous Core: Art, Technology and Invention; Design

Design seems to be omnipresent, but what is it? This course (whose title is Latin for usage, beauty, and stability) explores how design influences our life and investigates the fundamentals of “good design.” It takes a look at the status quo of the use of design in graphic design, product design, and architecture and observes its influence on art and technology from past to present. Design tools and processes will be highlighted. Based on the fusion of readings, studio, discussion, and experiences, over the course of the semester students will develop an understanding of how mutually reinforcing and beneficial a mix of Arts, Design, and Technology can be. Lecture and discussion will help develop the design of a bricolage. Every student will realize a product prototype to be displayed in an exhibition and a personal philosophy of about Arts, Design, and Technology.

**CADT-UH 1017J Respect & Reason: Death**

Typically offered: January_Crosslisted with Previous Core: Art, Technology and Invention

This course investigates death’s circumstances and aftermath by way of “re-performance”: ritualized explorations of myth, poetry, imagery, and emotion that lead to a rich understanding and celebration of being alive. Spanning millennia, continents, and cultures, the course considers science, imagination, instinct, fear, love, and faith as driving forces in understanding death. From ancient texts like The Tibetan Book of The Dead, The Gospel of Matthew, and The Egyptian Book of the Dead the course will turn to a range of modern poetics, including literature, music, film, visual art, and performance from Norman Mailer, Sarah Kane, Laurie Anderson, Diamonda Galas, David Bowie, The Smiths, Arca, Joy Division, Jodorowsky, David Lynch, Akira Kurosawa, Matthew Barney, Kiki Smith, Wu Weiwei, Bill Viola, Ron Athey, Marina Abramovic, and Yoko Ono. Traveling to Japan, the course brings these artists into conversation with Japanese re-performances of death in Shinto Ritual, Novel and Screen, Nikkatsu, as well as Butoh, anime, and video gaming as students produce creative writing, visual arts, performance, and photography.

**CADT-UH 1018 Digital Curation**

Typically offered: fall_Crosslisted with Previous Core: Art, Technology and Invention; Heritage Studies

This course asks what it means to be a curator of content online: Who is an author? a collection? In what ways are collections made before the digital age? Who is our audience? Examining popular forms of curation, from historical examples to social media (Snapchat, Tumblr, playlists), students examine trends in digitization and open cultural data as they explore what makes a digital object and what constitutes a web-based collection. Surveying a variety of open-content management systems used in the museum and academic sector, students will use, and critique, a common technology for academic curation—omeka.org and neatline.org—and will reflect on digital citizenship through their own social media accounts. Students are encouraged to be creative, co-creating new content, remixing, and building upon the “vast and growing digital creative commons.” The course is useful for any student interested in digital humanities, intellectual property, and the digital world, and investigates the biggest lies and liars throughout history, from mythological gods in ancient Greece through fake alchemists in the Islamic Golden Age to contemporary schemers. Students will examine lying in texts, films, biographies, cartography, visual arts, the internet, social networking, mass media, and advertisements and learn from guest liars and lying experts.

**CADT-UH 1020 Wayfinding: Graphic Design in the Built Environment**

Typically offered: fall_Crosslisted with Art and Art History; Previous Core: Art, Technology and Invention; Design; Interactive Media

In November 2014, Volvo Race’s boat Vesta did not find her way to Abu Dhabi port and got stranded on a reef off the coast of Oman. Her Crew. What went wrong? Is it still possible to get lost today, in the age of ubiquitous and democratized GPS? What does it mean to find one’s way? How do different environments create unique problems, as well as provide solutions? How do we find those solutions ourselves, and how can we intervene in the design of our working and living environments, in the design of our navigational practices, in order to avoid getting lost? What tools do we have? How do they work? What can we learn from navigation before GPS? Informed by new technologies, the demand for sustainability, and the inputs from cognitive studies, “wayfinding” has grown to become a field of research in its own right, related to both architecture and design. It studies the way people orient themselves via the organization of sensory cues from the external environment. The course explores visual design components and theoretical ramifications and will include workshops on campus signage systems, with a focus on accessible design.
Typically offered: fall
Crosslisted with Previous Core: Art, Technology and Invention; Literature and Creative Writing
Are art and science really in conflict with each other, as is sometimes dispensed with in the public mind? Taking advantage of the multicultural nature of NYU Abu Dhabi, students will explore the cultural and universal languages at play when we listen to and understand music. A lab portion of the class guides students through basic musical elements such as notation systems, scales, and simple compositional techniques.

CADT-UH 1025
Re-Design
Typically offered: January
Crosslisted with Previous Core: Art, Technology and Invention; Design
Giorgio Vasari defined Mannerism in terms still used today in Art History: in the wake of the Renaissance masters, copying became the standard way to learn. But what do we really learn by copying? Would a contemporary mannerism fit in today’s world, dominated by visual information? How then does creativity work? How does change happen?
Why did we wait half a century before having personal computers in colors other than beige? Why do we seem oblivious to the manufactured filters mediating our observation of nature itself?
What are the trade-offs when we delegate creative choices to Google’s algorithms? What separates the artists of the past and the brand consultants of today? This course addresses the role and limits of copying as students explore many facets of graphic design, visual communication, and artistic value. The visit of the cultural-in-the-making of Abu Dhabi and the UAE provide an ideal background for such explorations. Students will elaborate on the tension (real or perceived) among today’s artists, designers, and scientists, while discussing why a multidisciplinary mind is fundamental for contemporary attempts to re-design the world around us.

CADT-UH 1026
Human Value
Typically offered: summer
Crosslisted with Previous Core: Art, Technology and Invention; New Core: Cultural Exploration and Analysis
What is the value of human life? How is human value socially constructed in particular political, economic, and cultural contexts? When one society honors athletes and movie stars more than factory laborers, do we mean that people with fanatical hobbies and beauty are inherently more valuable? How do individuals create value and meaning in their lives in different contexts? This class will deconstruct the historical definition of human value across a variety of cultures, from foragers to contemporary global capitalist society. We will examine human value in terms of such themes as worth, utility, beauty, status, wealth, and fulfillment, via close engagement with texts, visual arts, mass media, and advertising. A practical component of the class will challenge students to explore concepts such as value through a variety of artistic media, from sketching to sound recording and photography. No previous background or training is required.

CADT-UH 1027
Questioning and Writing the Self: Memoir and Anti-memoir
Typically offered: spring
Crosslisted with Previous Core: Art, Technology and Invention; New Core: Cultural Exploration and Analysis; Previous Core: Human Value
This course explores, examines, and activates the capacity for analogical reasoning has enabled the transfer of properties, mechanisms, and ideas from biology to design principles such as shape, surface, structure, making, information-processing, and elusive and subjective motor for creative work. It begins with material that has directly impacted the professor’s life and work as a theater artist. Later students are igniting materials from their own experiences. The aim: to incite the imagination, cultivating in an original work. Where do ideas come from? How do you foster your fears in pursuit of your goals? How do you approach your script to make progress? Debate points include artists, writers, filmmakers, thinkers, and theater makers such as Judi Dench and Giorgio Vasari, Art Spiegelman, Francis Bacon, Edmund White, Anne Carson, David Markson, Italo Calvino, Pedro Almodovar, Jean Genet, Andy Goldsworthy, Banksy, C.G. Jung, and Frank Frazetta. The course tracks the dialectic relationships among documents and identities through time and across cultures. We will study the history behind the creation and development of documents such as letters, contracts, legal wills, and social commentary and weigh in on contemporary debates around racial profiling and immigration bans. At the same time, we will also study historic attempts at documenting identity in print and visual media. For the final project each student will produce both an artistic project and a reflective essay to engage the intersections of documents and identity.

CADT-UH 1032J
Bioinspiration
Typically offered: fall
In the 3.8 billion years since life began on Earth, nature has evolved. Inspired by this process, humans have replicated key design features to develop novel materials, devices, and structures in fields such as the arts, design, engineering, and the social sciences by replicating key design principles and patterns. This class will explore inspired human design and thinking across different cultures and fields. Students will examine various examples in engineering, art, architecture, and the natural and social sciences to discuss how human capacity for analogical reasoning has enabled the transfer of properties, mechanisms, and ideas from biology to design principles such as shape, surface, structure, making, information-processing, and 45
Typically offered: January
Crosslisted with Creative Writing Electives

What will the world of work look like in 20 years? Is it a world devoid of human interaction, dominated by unmanned autonomous objects, operated by algorithms, or is it one in which the relative strengths of human and machine coalesce? In this course, students will draw from the adjacent disciplines of art, engineering, design and business to develop a creative product that helps to answer this question. How do we feel about robots? With technological developments in capability, performance, autonomy, ease of use, and cost-effectiveness, robots have arrived in everyday life. This course considers the history and ethics of human-robot interaction and explores unsolved hurdles we face as robots assume a ubiquitous presence in our lives. How are robots currently integrating into human-centric environments such as education, heath, and smart cities? What roles might robots play in the future of these industries? What are the economic and labor implications associated with robotic programmers? How will consumers respond to the increased use of robots in daily life? How have popular media representations over the last century influenced the way we experience these changes? Topics will also include the miniaturization of robots and their use in situations such as focused drug delivery within the human body, save-and-rescue missions, or military conflicts. Students will assemble and program several Lego Mindstorm robots capable of carrying prefabricated objects and will also assemble a small house.

Typically offered: April
This course employs art practice and theory to understand the need for non-renewable energy? Students to develop a creative product that helps to answer this question. How do we feel about robots? With technological developments in capability, performance, autonomy, ease of use, and cost-effectiveness, robots have arrived in everyday life. This course considers the history and ethics of human-robot interaction and explores unsolved hurdles we face as robots assume a ubiquitous presence in our lives. How are robots currently integrating into human-centric environments such as education, heath, and smart cities? What roles might robots play in the future of these industries? What are the economic and labor implications associated with robotic programmers? How will consumers respond to the increased use of robots in daily life? How have popular media representations over the last century influenced the way we experience these changes? Topics will also include the miniaturization of robots and their use in situations such as focused drug delivery within the human body, save-and-rescue missions, or military conflicts. Students will assemble and program several Lego Mindstorm robots capable of carrying prefabricated objects and will also assemble a small house.
Crosslisted with Arab Crossroads Studies; Heritage Studies; Social Research and Public Policy

When societies enact their past through art and religion, they often make profound statements about their future; thus our studies of heritage can also track social change. Such research into expressive culture invites experiments in multisensory data collection (e.g. video, sound, recipes), collaboration (e.g. with interlocutors, between disciplines), and presentation (e.g. image, text, performance). This work can make visible otherwise imperceptible processes, from neglected histories to environmental destruction. Students conduct fieldwork in Kerala, India, where communities that have long synthesized global influences are now threatened by chronic flooding and rising sea levels. We engage: 1) material heritage linked to the UAE and beyond such as Kozhikode’s mosques; 2) spectacular rituals such as Theyyam; and 3) confrontations with climate change such as sustainability projects in Kochi’s arts scene. Before and after, we balance technical training with the ethics of ethnographic representation while building our own exhibition. Whether as prospective artists, social scientists, policymakers, or caders, students devise novel forms for sharing their research.

NOTE: This course is open only to NYU Abu Dhabi students.

CAD-T-UH 1045J
Plastic Fantastic
Typically offered: January
Crosslisted with Design

What would a world without plastic look like? How does the world look because of it? Plastic Fantastic looks critically at plastic’s role in global consumer cultures. Students will consider plastic’s predecessors and contemporary alternatives and engage with a range of topics, from the environmental impact of plastic debris in oceans, to the ethics and values of plastic surgery, to the proliferation of cheap plastic toys and fashion trends. Based on these discussions, and inspired by the original meaning of the Greek term plastikos (to grow, to form), the class will develop and create a product using recycled plastic waste in NYUAD’s Plastic Recycling Research Lab. In addition to the completed project, to be displayed in an exhibition at the January Term’s end, students will leave with a personal philosophy of Art, Design, and Technology as well as a sense of how mutually reinforcing and beneficiary a mix of these fields can be for future problem solving.

NOTE: This course is open only to NYU Abu Dhabi students.

CAD-T-UH 1046J
Make Art Here
Typically offered: January
This course investigates and creates location-driven art using sites in the UAE and Oman as departure points. How does location provoke aesthetic? What about content? If a town is known for its leisurely pace, will the work made there reflect that? Regardless of where we are, do we carry previously experienced locations with us? How might the sounds of the environment impact your writing? How might the nature of the landscape impact your staging of a performance? Students will create multiple works of art provoked by a variety of locations, including Suwaidi Pearlwork and Qalat Dhaya Date Farm and Rest House in Ras Al Khaima, UAE; the harbor and surrounding locations in Muscat, Oman, and the Al Ain Palace Museum in Al Ain, UAE. Students are expected to be active participants in both their own projects and the work of their peers. Students will archive their process, drawing on the archive to create their works, essays and final showings.

NOTE: This course is open only to NYU Abu Dhabi students.

CAD-T-UH 1048
Reinventing the Wheel
Typically offered: spring
The wheel’s origins remain a mystery. Did it evolve in the Mesopotamian city of Uruk, humanity’s first urban society, around 3500-3375 BCE? Or did a Boleraz copper miner in the Carpathian Mountains, around 4000 BCE, invent a pair of wheels connected by an axle in order to move a heavy ore basket? Why, despite having the potter’s wheel and trade with Mesopotamia, did the Nile valley not use wheels until the pharaohs adopted war chariots around 1600 BCE? Why did the wheel, which came into use in 3 BCE, disappear in the Middle East a few centuries later, even though the arid climate kept roads clean for most of the year? Why was wheeled transport absent in pre-Columbian America, considering that ancient Mexicans had invented wheeled toys on axes? Did the wheel spread across regions as an idea transferred from one culture to another, or was its historical evolution teach us about innovation and durability, about why some technologies adapt and others fail or are lost? Students will tackle such questions as they explore how the wheel’s applications were shaped by religion, war, social hierarchies, gender bias, economic efficiency, and the local terrain - all while developing projects of their own.

CAD-T-UH 1049
The Material World
Typically offered: fall
How has our relationship with building materials shaped human civilization, and in return, how does our use of materials actively reshape the planet we live on? Materials have played a major role throughout human history, from providing basic clothing and shelter in prehistoric times, to fueling the industrial revolution, and enabling today’s global consumer culture. In the process, material usage, and the discovery have given rise to course branches of science and commerce, resulting in even greater demand for more material. The consequences on society and the environment haven’t always been positive. This course explores our relationship with material as engineers, scientists, consumers, and traders. Basic laboratory sessions on material change, tempering will explore material processing technologies from simple resin casting to advanced 3D printing. Students will work in groups to build physical models utilizing material processing capabilities available on campus.

CCEA-UH 1008
Artistic Writing
Crosslisted with Art and Art History; Previous Core: Art, Technology and Invention; New Core: Cultural Exploration and Analysis

CCEA-UH 1028
Maps
Crosslisted with Previous Core: Art, Technology and Invention; New Core: Cultural Exploration and Analysis

CCEA-UH 1085
Cinematic Imagination: Music, Media, and Modernity
Crosslisted with New Core: Cultural Exploration and Analysis; Previous Core: Media, Culture and Communication; Film and New Media (Media Studies); Media, Culture and Communication; Music

CDAD-UH 1015J
Music and the Mind
Crosslisted with Previous Core: Art, Technology and Invention; New Core: Data and Discovery

CDAD-UH 1037
Cyberwarfare
Crosslisted with New Core: Data and Discovery

IM-UH 1012
Communication and Technology
Crosslisted with Previous Core: Art, Technology and Invention; New Core: Interactive Media; Media, Culture and Communication

LICTW-UH 1505J
Is It Only Personal? The Role of “The Column” in Public Discourse
Crosslisted with Literary and Creative Writing; Media, Culture and Communication

VISAR-UH 1116J
Inside Out: When Art Reflects the Self
Crosslisted with Art and Art History; Previous Core: Art, Technology and Invention

CULTURAL EXPLORATION AND ANALYSIS
Cultural Exploration and Analysis courses pursue understanding and appreciation of diverse cultural forms and perspectives, and the ability to navigate differences to establish cross-cultural understanding. J-Term courses in Cultural Exploration and Analysis may focus on a deep engagement with the multiple cultures in a single global site. Numerous Cultural Exploration and Analysis courses are offered every semester. The courses specified below are offered periodically, typically each year in the semester indicated.

CCEA-UH 1000J
Idea of the Portrait
Typically offered: January
Crosslisted with Previous Core: Art, Technology and Invention

This course explores the ways in which the portrait has been used as a vehicle for artistic expression, for the construction of social identity,
**CCEA-UH 1001**

**Art, Technology and Invention**

Typically offered: spring

Crosslisted with Previous Core: Art, Technology and Invention

Understanding performances of all kinds—theatre, dance, music, the performances of everyday life, sports, and popular entertainments—are ritual and play. These must be understood from multiple perspectives. In the course, we investigate roots of human ritual and play in animal behavior; human religious and social rituals; and children and adults at play. Examples include the Taziyeh of Shi’a Islam, as well as Olympic Games, Noh Drama of Japan, American baseball, “deep” and “dark” play.

**CCEA-UH 1002**

**Narrative, Media, and Technology**

Typically offered: January

Crosslisted with Previous Core: Art, Technology and Invention; Interactive Media

Telling stories is a fundamental human activity, but the ways these stories are told depends upon the means in which they are created and transmitted. This course examines the role of technologies ranging from print, cave painting, comics, animation, and film, to hypertext, social media, and digital technologies. The second section concerns physical objects and their uses and related technologies. Reading texts from artists such as Lygia Clark, Yoshihara Jiro, and Agnes Martin, we imagine new horizons for reflection on their works and on cultural differences in the UAE and select centers for traditional arts in the UAE.

**CCEA-UH 1008**

**Artists’ Writing**

Typically offered: spring

Crosslisted with Art and Art History; Previous Core: Art, Technology and Invention; Core: Arts, Design and Technology

This seminar explores artists’ writings across different cultures, with a primary emphasis on texts written since 1945. Whatever form an artist chooses for her/his writing (e.g. diary, essay, lecture, statement), we will approach the written text in relation to her/his art practice. Artists not only make art objects but also write because they feel they have something to say which nobody else (art critic or academic) would be able to express. This provokes key questions: Do artists have a special way of thinking? Can we? Is a text a representation of an artist’s experience? Do texts shape what is seen and unseen within the city? Do texts written since 1945 change the way we think about the social complexity of urban life and the difficult task of finding points of connection within and between different cultures? How does an artist’s approach to writing relate to their fields of study?

**CCEA-UH 1009**

**A Thousand and One Nights**

Typically offered: fall

Crosslisted with Previous Core: Pathways of World Literature; Legal Studies; Literature and Creative Writing

Pre-Modern

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 large fear of superstitious demons recurs in the tales in the form of an accusation made against perceived outsiders. The reception of the Nights tales in Europe animated the new sciences of anthropology and psychology, suggesting alternative modes of modernity more strictly beholden to Enlightenment reason. Cultural difference piqued the interest of the translators who brought the Nights to Europe and to Germanic and other Western travelogues and ethnographies of the Levant, Egypt, and Arabia. Their writings serve as points of departure for seminal works on the engagement objects and their representations, Appiah’s Cosmopolitanism and Said’s Orientalism.

**CCEA-UH 1010**

**Imagined Cities**

Typically offered: fall

Crosslisted with Previous Core: Pathways of World Literature

Reading texts written since 1945. Whatever form an artist chooses for her/his writing (e.g. diary, essay, lecture, statement), we will approach the written text in relation to her/his art practice. Artists not only make art objects but also write because they feel they have something to say which nobody else (art critic or academic) would be able to express. This provokes key questions: Do artists have a special way of thinking? Can we? Is a text a representation of an artist’s experience? Do texts shape what is seen and unseen within the city? Do texts written since 1945 change the way we think about the social complexity of urban life and the difficult task of finding points of connection within and between different cultures? How does an artist’s approach to writing relate to their fields of study?

**CCEA-UH 1011**

**Law and the Imagination**

Typically offered: spring

Crosslisted with Previous Core: Pathways of World Literature; Legal Studies; Literature and Creative Writing

There is no life without law. Nature has its laws. Religions have theirs, societies theirs, families theirs. Nature subordinates the individual to its laws, and in return all receive the protection of its laws. There is no life without law.
Typically offered: spring
Crosslisted with Previous Core: Pathways of World Literature, Literature and Creative Writing

This course examines a variety of cultural conceptions of money and wealth, and the ethical questions that money raises. Students will approach these questions through the lens of a novel, to the novel or through the lens of a society. How do people understand the laws that are as much a part of our daily life as breathing or sleeping? How do novels provide a framework for understanding these laws and their social and political implications today? It focuses on how writers look backwards from inside the present or peer into the future through different genres from epic to poetry to prophetic utterances. Texts include selections from the Qur'an, William Blake, W. H. Auden, Paul Celan, Jean-Paul Sartre, and Simone Weil. The course will examine a host of related ideas: the rhetorical concept of “energeia,” camouflage, iconoclasm, “animism” in prehistoric rock art, Western and Asian landscape imagery, medieval relics and miracle imagery, anthropomorphism and witchcraft in the early modern period, and the idea of “living presence” in abstract expressionism.

CCEA-UH 1012J

Jazz in New York
Typically offered: January
Crosslisted with Previous Core: Art, Technology and Invention, Music

Over the course of the past hundred years, jazz has had a profound and lasting impact on the world. Jazz has been the young art form that began as entertainment, but over time has developed into a symbol of modernity, the sound of the Black avant-garde, “America’s classical music,” a part of our common global cultural heritage, a decadent type of bourgeois entertainment, a virtuoso art form, a revolting noise, and a radical performance of democracy and freedom. Jazz is, in other words, complicated—it’s densely textured, socially heterogeneous, and world is entwined with a complex social history. This course immerses students in the world of jazz through an exploration of New York City, the undisputed epicenter of the genre. During our regular class sessions and a number of evening excursions, students will meet musicians, attend concerts and jam sessions, tour venues, work in archives, listen to recordings, compare notes on the music, and read a broad array of the best jazz scholarship and journalism. They will dig deep into the history of jazz in the city, and also explore the strange and delightful new shapes jazz is taking in the 21st century.

CCEA-UH 1018

Imagination, Inspiration, and Prophecy
Typically offered: fall
Crosslisted with Previous Core: Pathways of World Literature

Do you have to be inspired to write? Does the effective writer rely on a divine messenger or do writers always drawing their ideas literally from “out of this world”? This course explores notions of inspiration and imagination in the prophetic figure of Muhammad (PBUH), the figure of the prophet remains a symbol of authority, a chosen bearer of the Word as Truth. This course explores the writer/prophet figure from the Odyssey to the Qur’an to modern philosophy and contemporary literature and film. It challenges us to examine what we expect of writers, the role they have played as transmitters, diviners, and revealers of “truth,” and their role as social and political critics today. It focuses on how writers look backwards from inside the present or peer into the future through different genres from epic to poetry to prophetic utterances. Texts include selections from the Qur’an, William Blake, W. H. Auden, Paul Celan, Jean-Paul Sartre, and Simone Weil. The course will examine a host of related ideas: the rhetorical concept of “energeia,” camouflage, iconoclasm, “animism” in prehistoric rock art, Western and Asian landscape imagery, medieval relics and miracle imagery, anthropomorphism and witchcraft in the early modern period, and the idea of “living presence” in abstract expressionism.
CCEA-UH 1022J
Fascism, Antifascism, and Culture
Typically offered: January
Crosslisted with Previous Core: Art, Technology and Invention, Previous Core: Structures of Thought and Society
This course asks what dis/Ability is and considers the experience of contend and/or disability. It focuses on Braille and the history of deaf culture, particular in and around the Spanish Civil War. Because of the course’s location in Berlin, we will take advantage of local histories, the example of Nazi terrorists inevitably palpable here. Yet, as much as possible, we will attempt to develop a more broad theory and history of fascist ideology and its rapport with culture. May we speak of a general fascist theory of culture and representation? How did fascist governments use aesthetics to respond to modernity, or to help create a modernism of their own? The concept of an avant-garde imitable to fascist culture, or useful to it? To what extent was there a movement of international anti-fascist resistance? What role did art and literature play in it?

CCEA-UH 1023
Dis/Abilities in Musical Contexts
Typically offered: spring
Crosslisted with Previous Core: Art, Technology and Invention, Music
This course asks what dis/Ability is and considers how this concept plays out within a variety of musical contexts. Our focus is not just on musicians with disabilities, but also on a wide spectrum of human music. From a research perspective, the idea of art is the concept of a musical experience. In other words, we bring a unique set of physical, sensory, cognitive, and affective capabilities into cosmopolitan theory and the history of London. The reading includes: Daniel Defoe, Robinson Crusoe; Mark Twain, The Innocents Abroad; David F. Dorr, A Colored Man Round the World; Jules Verne, Around the World in Eighty Days; and The Letters of Gertrude Bell.

CCEA-UH 1034
Death: Myths, Histories, Metamorphoses
Typically offered: spring
Crosslisted with Previous Core: Art, Technology and Invention
Death is a universal fact of human life, powerful defining the exigencies of our experience. From ancient times until the present, artistic works have registered changing attitudes towards death in the stories they tell. In this seminar, we examine artistic responses to mortality across a wide range of historical and cultural contexts—including in ancient myths and literature, the Epic of Gilgamesh, and the text of the Ramayana; the poetry of Darwsh, Neruda, and Rilke; stories by Tolstoy, Mishima, and Benjamin; and music of DeBlassio, Hirsch, and Adams. Selected films and plays, including the Noh Drama of Japan, are also considered. Students develop a collaborative or individual artistic project and related critical paper demonstrating their engagement with the topic.

CCEA-UH 1026J
Shakespeare and Cosmopolitanism
Typically offered: January
This course uses the London setting to investigate the extent to which “Shakespeare” can serve as the focal point for a cultural heritage that belongs to the entire globe. The course offers a comparative, interdisciplinary approach to Shakespeare’s plays, considering him both as an exemplar of Western literature and also as a world author whose influence can be felt throughout many cultures. The course introduces students to contemporary theories of cosmopolitanism, with particular attention on how the idea of cultural difference can shed light on the dynamics both of a vibrant urban setting like London and a corpus of “great” works like Shakespeare’s. In addition to reading Shakespeare’s work and key texts in both cosmopolitan theory and the history of London.

CCEA-UH 1028
Maps
Typically offered: spring
Crosslisted with Previous Core: Art, Technology and Invention
This course explores ways of listening, and of being present in contradistinction to nationalism, cosmopolitanism can be understood as a perspective that regards human difference as an opportunity to be embraced rather than a problem to be solved. Does this perspective lie behind all “great” literature, which asks its readers to experience otherness by opening themselves up to another person’s words and thoughts? This course uses novels, poems, plays, and films to explore the cosmopolitan impulses behind the literary imagination.

CCEA-UH 1043
Technophila and its Discontents
Typically offered: summer
Crosslisted with Previous Core: Pathways of World Literature
Why must Luke Skywalker turn off his computer at the climax? The moment of George Lucas’s iconic film Star Wars (1977)? The film started a revolution in cinematic special-effects, but underlying its 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, humans have told stories about how dangerous tools can be. This course

CCEA-UH 1037
Listening
Typically offered: spring
Crosslisted with Previous Core: Art, Technology and Invention, Music
This course explores ways of listening, and of being present. Does this perspective lie behind all “great” literature, which asks its readers to experience otherness by opening themselves up to another person’s words and thoughts? This course uses novels, poems, plays, and films to explore the cosmopolitan impulses behind the literary imagination.

CCEA-UH 1025J
Experience of Art
Typically offered: winter
Crosslisted with Previous Core: Art, Technology and Invention
What is distinctive about the experiences works of art offer us? Is there a common element in our enjoyment of films, literary works, works of visual art, and musical works? Is there a specific “Western” tradition of art that produces particular kinds of listening? Can we make a distinction between “high” and “popular” art in discussing these works? This course will explore such questions through the lens of the answers suggested by philosophers and critics and by testing those answers against our responses to a range of works of art. In doing so, we will take advantage of rich artistic resources available in Abu Dhabi and the UAE. Active discussion of our own experiences as we watch films, listen to music, look at works of visual art, and read poems and short fictions will form an important dimension of the class.

CCEA-UH 1030
Idea of the Exotic
Typically offered: offered: spring
Crosslisted with Previous Core: Art, Technology and Invention
Desert Odysseys, Dark Continents, Virgin Lands, Harem Fantasies: this interdisciplinary course explores the role of visual culture in shaping our outlook of “other” geographies and cultures as “exotic.” We analyze the role of the diverse technologies in mediating between distant geographies, and making the unknown known. Mapping various texts, arts, enjoys, and institutions—museums, maps, photographs, films, TV programs, and digital spaces—the course revolves around how we imagine and envision ourselves is intertwined with the ways that we imagine other places. The reading includes: Daniel Defoe, Robinson Crusoe; Mark Twain, The Innocents Abroad; David F. Dorr, A Colored Man Round the World; Jules Verne, Around the World in Eighty Days; and The Letters of Gertrude Bell.
investigates philosophical writing, novels, plays, and films from a variety of world cultures to explore the vexed relationship between humans and the technologies through which they are constituted: the human beings, perhaps more than ever at the start of the 21st century, so enamed with technological progress? Why do we make up new technologies, so often accompanied by its opposite, technophobia, the fear of technology? What do the attitudes represented in the texts and films we examine tell us about human agency and about the relationship between science and religion?

**CCEA-UH 1044**

**Myth, Magic, and Representations of Childhood**

Typically offered: fall

Crosslisted with Previous Core: Pathways of World Literature; Literature and Creative Writing

We all dream about living in the perfect world, but what happens when definitions of “perfect” conflict with another? Drawing on written and cinematic texts from around the world, we explore ways in which 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 explorations, we will consider how these texts explore the increasingly fraught relationship between humanity and technology, and between the community and the individual. Is any attempt to control, given the human proclivity for violence and xenophobia? Why, in recent years, have dystopian worlds become the mainstay of pop culture, from novels to video games and movies? The course may include contemporary work by Hiroy Miyazaki, Chan Koonchung, and Vladimir Sorokin, as well as such classics as Thomas More’s Utopia, Charlotte Perkins Gilman’s Herland, and Frantz Lang’s Metropolis.

**CCEA-UH 1049**

**Knowledge and Doubt**

Typically offered: fall

Crosslisted with Previous Core: Pathways of World Literature

This course explores the relation of knowledge and doubt and includes work by many different authors, from the ancient Greeks to the modern day. We will examine questions concerning the nature of knowledge and the role that knowledge plays in our lives. What is the role of knowledge in our lives? How do our expectations of knowledge shift over time? What is the relationship between knowledge and power? How do we use knowledge to make decisions about our lives? The course will focus on the interplay between knowledge and power, and the ways in which power can be used to control knowledge. We will explore questions such as: What does it mean to have knowledge? How do we use knowledge to make decisions about our lives? How do we use knowledge to make decisions about our values? How do we use knowledge to make decisions about our actions?

**CCEA-UH 1046**

**Rogue Fictions: Tales of Tricksters, Outlaws, and Outsiders**

Typically offered: spring

Crosslisted with Previous Core: Pathways of World Literature

From mythological figures such as Coyote in North America, Hermes of Greek myth, and Eshu in West Africa, to modern icons of global pop culture like Charlie Chaplin, Bugs Bunny, and Bart Simpson, humans have long been fascinated with trickster characters who transgress boundaries, break rules, and unsettle fixed truths. Seemingly heedless of cultural norms, these characters in their ever-renewing guises point to the important role of play and disruption in the making of culture. In this course, students consider rogues, outlaws, and outsiders of various types from around the world, ranging in time from the ancient to the contemporary, in a variety of media forms, including plays, films, 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.

**CCEA-UH 1047**

**Utopias and Dystopias**

Typically offered: fall

Crosslisted with Previous Core: Pathways of World Literature; Interactive Media; Literature and Creative Writing

We all dream about living in the perfect world, but what happens when definitions of “perfect” conflict with another? Drawing on written and cinematic texts from around the world, we explore ways in which 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 explorations, we will consider how these texts explore the increasingly fraught relationship between humanity and technology, and between the community and the individual. Is any attempt to control, given the human proclivity for violence and xenophobia? Why, in recent years, have dystopian worlds become the mainstay of pop culture, from novels to video games and movies? The course may include contemporary work by Hiroy Miyazaki, Chan Koonchung, and Vladimir Sorokin, as well as such classics as Thomas More’s Utopia, Charlotte Perkins Gilman’s Herland, and Frantz Lang’s Metropolis.

**CCEA-UH 1051**

**Cultural Memory and Resistance**

Typically offered: fall even years

Crosslisted with Previous Core: Pathways of World Literature

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, pidgin—that connected with scarce-remembered commonalities and ways of being to allow for resistance to systems of oppression? And how was the traditional music of African peoples reconstructed with new instruments and inflections that allowed survival through the centuries? We will examine the text of songs ranging from Plato, the Book of Exodus, Ibn Battuta, The Tale of Sundiata, ancient African slave narratives; the music of the Fisk Jubilee Singers, Bessie Smith, Billie Holiday, Nina Simone; works by Amiri Baraka, Aimé Césaire, Edourd Gissant, Wole Soyinka, Mos Def, Common, Nubian Sisters; Saul Williams, Talib Kweli, Delano Shukur; and films such as Sugar Cane Alley, La Haine, I'llmatic, and Belle to understand better some key components of cultural memory and resistance.

**CCEA-UH 1052**

**Confession**

Typically offered: spring

Crosslisted with Previous Core: Pathways of World Literature

Confession is a cultural practice that—though now removed from religious practice that—though now removed from religious intercourse—has been an integral component of postmodern literature, cinema, and film. We will investigate how the ideals of heroism and types of heroes and heroines, 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, Confession is a cultural practice that—though now removed from religious practice that—though now removed from religious intercourse—has been an integral component of postmodern literature, cinema, and film. We will investigate how the ideals of heroism and types of heroes and heroines, 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, Sophocles’ Antigone, Shakespeare’s Hamlet, Chinga Achebe’s Things Fall Apart, Pynchon’s Crying of Lot 49, graphic novels, selections from the Bible, the Qur’an, and the One Thousand and One Nights, and films such as Birdman, Lord of the Rings, and 300.

**CCEA-UH 1055**

**Global Shakespeare**

Typically offered: fall

Crosslisted with Previous Core: Pathways of World Literature; Literature and Creative Writing; Theater Pre-Modern

To what extent can “Shakespeare” serve as the focal point for a cultural heritage that belongs to the entire globe? This course offers a comparative, interdisciplinary approach to Shakespeare’s plays, considering them both as exemplary of Western literature and also as world literature, influential in shaping the cultural heritage of the world. We will examine a representative selection of Shakespeare’s plays (see below) and consider how the production of these plays varies from one cultural context to another. The course will consider how these plays have been produced in different cultures and how they have been received by different audiences. We will also consider how these plays have been adapted for film and television, and how they have been translated into other languages and cultures.

56 2020-21 Core Curriculum

57 2020-21 Core Curriculum
Typically offered: fall
Tragic dramas from different cultures and periods have framed in memorable, though often contradictory, ways some basic questions about how human beings face suffering, violence, and death. Drawing on these broad traditions, students will explore the dramatic forms, social contexts, and rhetorical and political goals of tragedies in an attempt to understand how drama can turn catastrophe into art—and why. By what means does tragedy take horrific and often degrading experiences and transform them into artistic experiences that are (sometimes) intelligible, pleasurable, or beautiful? Should witnessing the misery of others ever be pleasurable or beautiful? Can we presume to make sense of another’s suffering? How can drama help us to come to terms with the violence and brutality of the human condition—or does it sometimes hinder this attempt?

Tragedy
Crosslisted with Previous Core: Pathways of World Literature; Literature and Creative Writing

Typically offered: spring
What is the relationship of technology to cultural production? Does detournement, refunctioning, intertextuality, pastiche, burlesque, adaptation, dialogism, collage, detournement, refunctification, intertextuality, intermediality, transtextuality, and the carnivalesque ask new questions when we make something new from something old, this course explores artistic and interpretive remix practices that are both very ancient and extremely contemporary. While “remix” is a recent term that evolved to describe how we understand its roots obliges us to go back to long-standing traditions in arts and culture generally. Although the course is focused on the extent to which remix and the practices of adaptation of literary works, it should be of interest to students curious about music, film, and artistic adaptation in general, but also works of literature that are framed in social environment that thrives on sampling, mash-ups, memes, and adaptation.

Typically offered: fall
Crosslisted with Literature and Creative Writing
This course explores the craft of the memoir and the ways in which the forms of memoir, autobiography, or life writing are used as tools for literary translation. Why do some translators aim for familiarity and others for estrangement? What is lost, and perhaps even gained, in a text’s cultural relocation? What can be accessed in translation and what are the limits of translation? Translation, and translation projects such as NYUAD’s Library of Arabic Literature, play a pivotal role in shaping intellectual exchange and globalizing markets and canons. The course familiarizes students with practices and theories of translation from different literary traditions. Case studies include Arabic poetry, translation projects such as NYUAD’s Library of Arabic Literature, and the Café Bravo from the American artist Dan Graham. Exploring the connection between the planning and use of space, the course also asks what happens if a space gets used for a purpose other than the one for which it was designed.

Typically offered: January
Crosslisted with Previous Core: Art, Technology and Invention
Berlin is a city in transformation. This seminar focuses on relationships between art and architecture in public places that make such transformations visible. Students will explore how relationships of art and architecture are shaped by larger political, social, and cultural contexts. How is historical time inscribed in public places, and how do we relate today to these sites? These questions will be taken up in various places in Berlin, old and new and in the former east and west. Sites encompass “historical” ones like the New National Gallery from Mies van der Rohe, which opens this semester, and the Hansaviertel, a post-War dwelling district, but also more recent ones like the Elliptical Pavilion and the Cafe Bravo from the American artist Dan Graham. Exploring the connection between the planning and use of space, the course also asks what happens if a space gets used for a purpose other than the one for which it was planned.

Cultural Appropriation
Typically offered: spring
Crosslisted with Heritage Studies; New Core: Structures of Thought and Society; Previous Core:

Typically offered: fall
Crosslisted with Previous Core: Pathways of World Literature
How is creativity shaped by place and how can it turn crisis into something else? A number of catalytic events have affected the Arab world in recent years, yet filmmakers have persisted in their desire to tell their stories, against the odds, in creative acts that are both to their imagination, courage and resilience. While news reporting tends to present crisis in abstract, humanitarian or Orientalist terms, we will explore various creative strategies for depicting crisis in contemporary cinema. Although our main reference point will be films from and about the Arab world, specifically, Lebanon, Iraq, Palestine, UAE, Saudi Arabia, and Egypt, we will also build comparisons with films from Iran, Brazil, Mexico, Russia, Denmark, UK, USA, Spain, India and elsewhere.

Typically offered: fall
This course explores photography’s relationship to language and narrative by examining photography’s rich interactions with literature and film. We will consider modernist experimental space, challenge, or exceed language in narrative works? Can images create alternative forms of narrative? How do narratives of photographs generate in fiction? What is the relationship of photography and memory in works of autobiography or of photography and witnessing in social documentation? In what forms do such dialogues present in films? Students will examine a variety of works from around the world which are entirely or almost entirely visual; works in which image and text are combined in creative partnership; and works which are about photographs but in which no images are actually reproduced.

Typically offered: spring
What is the relationship of technology to cultural production? Does detournement, refunctioning, intertextuality, pastiche, burlesque, adaptation, dialogism, collage, detournement, refunctification, intertextuality, intermediality, transtextuality, and the carnivalesque ask new questions when we make something new from something old, this course explores artistic and interpretive remix practices that are both very ancient and extremely contemporary. While “remix” is a recent term that evolved to describe how we understand its roots obliges us to go back to long-standing traditions in arts and culture generally. Although the course is focused on the extent to which remix and the practices of adaptation of literary works, it should be of interest to students curious about music, film, and artistic adaptation in general, but also works of literature that are framed in social environment that thrives on sampling, mash-ups, memes, and adaptation.

Typically offered: fall
Crosslisted with Literature and Creative Writing
This course explores how human beings face suffering, violence, and death. Drawing on these broad traditions, students will explore the dramatic forms, social contexts, and rhetorical and political goals of tragedies in an attempt to understand how drama can turn catastrophe into art—and why. By what means does tragedy take horrific and often degrading experiences and transform them into artistic experiences that are (sometimes) intelligible, pleasurable, or beautiful? Should witnessing the misery of others ever be pleasurable or beautiful? Can we presume to make sense of another’s suffering? How can drama help us to come to terms with the violence and brutality of the human condition—or does it sometimes hinder this attempt?

Typically offered: fall
Crosslisted with Art and Art History; Previous Core: Art, Technology and Invention; Literature and Creative Writing
This course explores photography’s relationship to language and narrative by examining photography’s rich interactions with literature and film. We will consider modernist experimental space, challenge, or exceed language in narrative works? Can images create alternative forms of narrative? How do narratives of photographs generate in fiction? What is the relationship of photography and memory in works of autobiography or of photography and witnessing in social documentation? In what forms do such dialogues present in films? Students will examine a variety of works from around the world which are entirely or almost entirely visual; works in which image and text are combined in creative partnership; and works which are about photographs but in which no images are actually reproduced.
imagining the renaissance city

typically offered: january
crosslisted with art and art history; urbanization northern and central italy's bustling towns inspired many of today's modern cities. this course examines three such cases. florence was a powerhouse of culture and industry, siena the wall street of europe (with skyline to match), and pisa, king of the mediterranean before being overtaken by the席卷 of europe, in the 18th century. students will get to know what made these cities tick, how they hosted for power in tuscany, and why their innovations have been so enduring. our access to these Renaissance cities is largely through art: their buildings, their paintings, and the words in which they were represented, reconfigured, condemned. thus the seminar explores the way that both contemporaries and moderns imagined those cities, in words, images, and sounds. what kinds of stories did urban Renaissance men and women tell about their communities, the threats they faced from within and without, their hopes and aspirations, their fears as to what life would be like should their cities cease to exist? dante, st. catherine of siena, the painter ambrogio Lorenzetti, italo calvino and others will guide students' explorations of some of the most mysterious and fascinating cities in the world.

Discovery and Recognition in Narrative, Film, and Drama

typically offered: spring
crosslisted with arab crossroads studies; previous

CCEA-UH 1074 Intercultural Literature

Typically offered: spring
crosslisted with previous core: pathways of world literature; literature electives

This course examines a wide variety of literary texts on black-white couples, interracial families, and biracial identity, from classical antiquity to the present. works studied include romances, novellas, plays, novels, short stories, poems, and non-fiction, as well as some films and examples from the visual arts. topics for discussion range from interracial genealogies to racial "passing," from representations of racial difference to alternative plot resolutions, and from religious and political to legal and scientific contexts for the changing understanding of "race." focus is on the european and american traditions, and students are encouraged to supplement course discussions by introducing other literatures as appropriate.

CCEA-UH 1075 Life Underground

Typically offered: summer
crosslisted with previous core: pathways of world literature; literature elective

From the slavery-era United States to literature of the Soviet Union to the contemporary art and film scenes around the world, the idea of "underground" has been a site of resistance, exploration, and innovation. This course explores the powerful metaphor of "underground" to consider how, or if, it is possible for what happens underground to be transformed into literature. topics will include the relationship between the avant-garde and the mainstream, the power of language to shape cultural identity, and the allure of forbidden worlds we cannot see. course materials will include literature, movies, and visual art.

CCEA-UH 1076 Gender and the Future of Normal

Typically offered: fall
crosslisted with literature and creative writing: theater

We come from a range of different cultural experiences, live in a world that performs normativity as we relate to our bodies and to gender expressions within shifting, social realities? When we enter public squares, do our bodies contribute to or disrupt cultural expectations of normalcy? What are these expectations? How rooted are they in cultural ideologies and practices? What registers as non-normative and to what extent? This course examines readings, historical and contemporary, about gender expression in lived experience as well as in texts intended for live performance. these latter "textual performances" capture how artists have imagined and inscribed tensions between gender normativity and variation. how does the aliveness of gender performance (normative or disruptive) negotiate the dynamic among lived experience, textual performances, and live performance? finally, how do our own gender expressions perform their aliveness in today's world? works from the Soviet Union to the contemporary art and film scenes around the world, the idea of "underground" has been a site of resistance, from religious and political to legal and scientific contexts for the changing understanding of "race." focus is on the european and american traditions, and students are encouraged to supplement course discussions by introducing other literatures as appropriate.

CCEA-UH 1077X Islamism, Islamophobia, and Muslim Popular Culture

Typically offered: spring
crosslisted with arab crossroads studies

As state apparatuses everywhere attempt to control their citizenry either directly (through force) or hegemonically (via consent of the governed), popular youth cultures become the ideological terrain on which battles for freedom of expression are fought. in the case of Muslim cultures, the contest is sometimes framed in terms of secular liberalism of thought and behavior, at others, in support of stricter religious orthodoxy even as the language and forms deployed are those of pop culture viz. "Islamic" fashion, music of Muslim artists, comic books, film, theater, etc. this course will explore such tensions and the ethical challenges they pose in an increasingly global society through a variety of pop culture forms and subcultures from around the Muslim world. the challenge the course presents—one that requires students to synthesize materials from many disciplines—is to think through the theoretical and practical implications of these forms.

NOTE: This course is open only to NYU Abu Dhabi students.

CCEA-UH 1078X Representing the Middle East: Issues in the Politics of Culture

Typically offered: fall
crosslisted with arab crossroads studies; film and new media

most representations of the Middle East have transnational ramifications on political discourse and cultural identification around the globe. this seminar explores the cultural politics of such representations, both in history and in the representation itself is a contested site. students will examine film, visual culture, and literature to ask how the real is mediated for various audiences. genre is not the nemesis of the Orientalist, such as the clash between theological taboos and notions of freedom of expression in recent controversies about Danish cartoons and Charlie hebdo; can readings of texts, films, and digital spaces see beyond familiar negativestereotypes or positive public images? The seminar will be organized around significant themes, questions, and connections, including the exotic and the imperial imaginary; travel and the Holy land; gender and national allegiance; the representation of the real; religious taboo and visual representation; antiquity texts and the post/colonial gaze; and dislocation and diaspora in the transnational reception of Middle Eastern cinema, art, and culture.

CCEA-UH 1079J Art, Education and Barbarism in Berlin

Typically offered: january
crosslisted with art and art history; education

On May 10, 1933, students from the university of Berlin piled books from the State library onto carts, dumped them next to the Opera House, and set them alight. as Heinrich Heine had presciently observed, "Where books are burned, people will follow." How did a nation that had seen itself as the land of "freedom and Denker"—here to art—to turn a blind eye and set them alight. We come from a range of different cultural experiences, live in a world that performs normativity as we relate to our bodies and to gender expressions within shifting, social realities? When we enter public squares, do our bodies contribute to or disrupt cultural expectations of normalcy? What are these expectations? How rooted are they in cultural ideologies and practices? What registers as non-normative and to what extent? This course examines readings, historical and contemporary, about gender expression in lived experience as well as in texts intended for live performance. these latter "textual performances" capture how artists have imagined and inscribed tensions between gender normativity and variation. how does the aliveness of gender performance (normative or disruptive) negotiate the dynamic among lived experience, textual performances, and live performance? finally, how do our own gender expressions perform their aliveness in today's world? works from the Soviet Union to the contemporary art and film scenes around the world, the idea of "underground" has been a site of resistance, from religious and political to legal and scientific contexts for the changing understanding of "race." focus is on the european and american traditions, and students are encouraged to supplement course discussions by introducing other literatures as appropriate.

NOTE: This course is open only to NYU Abu Dhabi students.
“You are what you eat.” We have all heard this truism in one form or another. A more productive approach follows the French gastronome Brillat-Savarin’s famous statement, “Tell me what you eat, and I will tell you who you are.” We are how we eat, how we think about what we eat, and how we procure the foods that we eat. Food relates intimately to who we are as individuals and members of families and broader communities, and at a personal and cultural level. What do food education and change mean to us about the construction of meaning, order, and values in our lives? How do patterns in the production, distribution, and consumption of food promote social categorizations such as gender, ethnicity, religion, education, race, status, and class? How do scholars research local foodways in the context of global changes in systems of food production? What is the future of food in a world marked by increasing socio-economic inequalities and the threat of climate change?

How we approach the question of what to eat therefore serves as a vehicle for understanding the construction of meaning and the contradictions of our adaptations to changing natural and social environments.

**CCEA-UH 1081 Sense and Senses**

**Typically offered: fall**

Crosslisted with Anthropology; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

*What does it mean to study the senses? One way to approach this is to recognize, as anthropologists do, that sensory perception, which is experienced by the individual as a physical and biological capacity to engage with the world around us, is also always a cultural act. This class explores how gender, sexuality, ethnicity and class are embodied in sensory perceptions and everyday social interactions. Students will learn how to think about the senses in the context of debates on the anthropology of the senses, human geography, cultural history, film studies, disability studies, literature, and art. The class will focus in particular on how corporeal practices involving food, art, music and movement are perceived, mediated and expressed through the senses.*

**CCEA-UH 1082 Literature of Migration**

**Typically offered: spring**

Crosslisted with Literature and Creative Writing

This course traces the theme of migration from the sixth century B.C.E. to the present and examines foundational, modern, and contemporary versions of migration experiences. Readings include scripture, epic and lyric poetry, epigrams and aphorisms, autobiography, reportage, documentary photography and film, and examples of creative work in photography, film, and the visual arts. How has the process of migration been imagined and how have migrants and migration been represented in literature and visual arts, whether produced by migrants themselves or by others? What are the commonplaces (topoi) associated with migration, from fearing to yearning to be elsewhere and from nostalgia for the home (nóstos) to making a home elsewhere? How has the emergence of migration literature (at times located between countries and languages) affected both national literary histories and notions of world literature? Works and even words (including the term “migration”) have also migrated, and so the course will pay some attention to “wanderwords” and to how the garden is an intrinsic part of the cultural history of migration.

**CCEA-UH 1083 Falconry: Cultural Inheritance and Social Imaginary**

**Typically offered: fall**

Crosslisted with Heritage Studies

The history of falconry is not a hunting story. It’s a story of human imagination of self, society, and the natural world. Approaching falconry as a “social fact” and as an example of what specialists refer to as “intangible heritage,” this course asks what human engagements with these birds of prey, across time and culture, reveal about relationships between humans and nature—relationships of ethics and respect, but also of desire and domination. How might a close examination of falconry help explain the emergence and transformation of social categories such as nobility and poverty, male and female, believer and pagan, citizen and foreigner? How might it require us to confront human fragility—our bodily, intellectual, and spiritual limits, our experiences of joy, love, youth, death, faith, science, and more? Engaging with texts, images, and films, students will look at how humans use non-human species to understand and differentiate themselves, our civilizations, and our aspirations across a range of ethnic, religious, historical, and geographical differences.

**CCEA-UH 1085 Cinematic Imagination: Music, Media, and Modernity**

**Typically offered: spring**

Crosslisted with Core: Cultural Exploration and Analysis; Core: Arts, Design and Technology; Film and New Media (Media Studies); Music

Do new media change the way we think and perceive the world around us? What does it mean to live in an era after film has reshaped our capacity for photographic and filmic representation? In order to explore such fundamental questions, this course focuses on artistic developments during the Weimar period (1918-1933), when Berlin became a vibrant cultural center after World War I. As the emergence of German film provided new aesthetic principles of artistic production and reception, traditional art forms such as literature, theatre, painting, photography, and music were reframed by a new “cinematic imagination.” Engaging with the work of cultural theorists who first witnessed the impact of film, photography, radio, and gramophone, the course also explores recent interdisciplinary scholarship in media studies to understand how new technologies shape social and political concerns. A hands-on film project allows students to explore Abu Dhabi’s urban landscapes to create a remake of Walter Ruttmann’s 1927 film Berlin: Symphony of a City. How can this reflection on modernity and modernization in 1920s Berlin help us understand the cinematic imagination’s mediation of urban spaces today?

**CCEA-UH 1087J Confessional Culture from Augustine to Oprah**

**Typically offered: January**

Crosslisted with New Core: Structures of Thought and Society

Michel Foucault famously argued that the West has become a “singularly confessing society” and western subjects have become “confessing animals.” While does this mean? Is the urge and incentive to confess restricted to the West, as Foucault would have it? The word “become” implies that confession has not always occupied such a central role. This course will take an overview of the confession - in the West but not only there - asking into the different uses and forms confession has historically taken. Particular emphasis will be set on considering: the “secularization” of Christian confessional practices; the role of confession as a way of generating experiences of “interiority” or “depth” self; the mutual influence between religious and secular modernism; the relationship between confession and sexuality. What does it mean to confess “truly”? Can confessions be false? Is confession a “talking cure”? What is the confession supposed to cure? And whom?

**NOTE:** This course is open only to NYU Abu Dhabi students.

**CCEA-UH 1088J Selves and Non-Selves in Arts and Literatures**

**Typically offered: January**

Students in this course study representations of selves - their own, others’, collectives, and non-selves – in literature, art, and music. Examples come from around the world: mostly contemporary and modern but we won’t ignore ancient and pre-Modern. A keyword-question guides our investigations: can selves/not-selves be known in photographic and filmic representation? Auto-biography, self-portraiture, and self-referential music and films will be primary texts, classified into four different voices: confession, acculation, exclusion, and nomothetic. Expect to read works by Whitman, Kincaid, Woolf, Gandhi, Borges, Xun, and Stein. Examples of portrait artists to be studied include Rembrandt, Leyster, van Gogh, Kahlo, and Warhol. Picture and filmic representation will include Derr, Anger, Riggs, and Varda. Music by Beyoncé, Ono/Lennon, Ali-Khan, and Marvi will be studied.

**CCEA-UH 1089 Gardens of Eden**

**Offered occasionally**

Crosslisted with Art and Art History

*Why is the garden one of the oldest and most pervasive 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 gives us access to thought about gardens in the ancient Middle East. As a foundational idea in Judaism, Christian, and Islamic theology, the Garden of Eden spawned a history of interpretation that helped differentiate these religions. The representation of Eden in painting and sculpture is closely entwined with the history of garden design, and this seminar examines both. The course introduces fundamental methodology of art history, as students examine gardens in ancient Mesopotamia, early Christian monasteries, Syrian and Andalusian courtyards, Renaissance altarpieces, Persian court paintings, Mughal tomb complexes, and early American towns.*

**CCEA-UH 1090J Un/Making History**

**Typically offered: spring**

Crosslisted with Art and Art History; Core Structure of Thought and Society; Film and New Media (Media Studies); Core: Culture Elective; History: Global Thematic; Theater: History, Theory, Critical Elective

“There is that great proverb,” the Nigerian writer Chinua Achebe once said, “that until the lions have their own historians, the history of the hunt will always glorify the hunter.” Is history inevitably written by the winners? Who decides which stories are told and heard, or how they shape collective memory? Can artists effectively act as historians,
with the agency to shape counter-narratives? This course explores contemporary art that draws on the themes about global migration in diverse contexts, having been told across media forms, platforms and genres. Depending on the registers used and the location from where narrated, migration is increasingly perceived as a national or global crisis, a human rights or an emergency, or as an economic opportunity. Questions of mediation profoundly shape the circulation and the contours of the narrative. The course will: 1) review some key themes about global migration in diverse contexts, 2) examine the role of media and mediation in constructing the migrant experience; 3) engage students in producing their own digital media narratives of migration. The course will culminate in a media project where students produce their own digital media narratives of migration.

ANTH-UH 2113
Narrative Migration: Early and Contemporary Practice
Typically offered: fall
Crosslisted with Core: Structure of Thought and Society; Film and New Media Studies Elective; Pre-Professional Media, Culture and Communication

DATA AND DISCOVERY
Data and discovery courses develop the ability to use experimental and quantitative methods to understand and explain the world. Numerous Data and Discovery courses are offered every semester. The courses specified below are offered periodically, typically each year in the semester indicated.

CDAD-UH 1001Q
Data
Typically offered: spring
Crosslisted with Previous Core: Experimental Discovery in the Natural World

CDAD-UH 1002Q
Space
Typically offered: fall
Crosslisted with Previous Core: Experimental Discovery in the Natural World

What happens in your brain while you think? Or even while you read this? Methods to gather data from intact, thinking human brains have flowered in the 21st century to the point where they can be used to inform treatment decisions for individuals and even to craft social policy. While these techniques have clarified the location of various computations, there has not been much progress in understanding the nature of the computations or how the network of neurons performs cognition. In this class, students will examine the relationship between the brain and the hypotheses about how we think. Seminar members will measure both human behavior and human brain activity using the state-of-the-art Magnetoencephalographic (MEG) facility at NYUAD. Students will also discuss the implications of brain scans in court cases and the use of brain science in educational reform. By the end of the course, students will have the expertise to conduct their own MEG research.

CDAD-UH 1004EJ
Microbes
Typically offered: summer
Crosslisted with Previous Core: Experimental Discovery in the Natural World

Microbes are the most abundant organisms on Earth. They practically exist in every environment on our planet and play major roles in defining our ecosystem composition, sustaining the life of the roots that feed us and significantly influencing our health. Yet, microbes are diverse; they vary in size from 0.2 micrometers (1/300th diameter of a human hair) to femtometers. Some microbes are loners while others live in communities that talk to each other and coordinate their behavior. The class will introduce students to microbes by examining their importance, ecology and diversity. The class will take students on a journey of how early microbiologists classified microbes, isolated and cultured them and how today DNA sequencing has revolutionized the way scientists classify microbes. Throughout the course, students will isolate samples to image and culture microbes and isolate their DNA from around the NYU Abu Dhabi campus and the emirate of Abu Dhabi. DNA samples will be sequenced using portable DNA sequencing technology (MinION technology), which generates data rapidly. Students will finally use simple, streamlined computer language scripts to analyze sequencing data, classify microbes in their samples and present their findings to the rest of the class.

CDAD-UH 1005EJQ
Forensic Science (Guilty or Not Guilty?)
Typically offered: January
Crosslisted with Previous Core: Experimental Discovery in the Natural World

“Every contact leaves a trace.” This phrase, coined by the pioneer of forensic science Edmond Locard,
is the starting point of all forensic investigations. Scientific measurements are used to discover traces left at the crime scene and connect them to a person, object, or place. But is it about science that allows us to make these connections? And how are facts determined by scientific measurement? This question 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 impossible to see.

Typically offered: January
Crosslisted with Previous Core: Experimental Discovery in the Natural World
In the year of 1657 I discovered very small living creatures in the drop of water, for example, whiskers gave way to advances in microscopy that have allowed scientists to observe detailed structures of plants, viruses invading cells, intricate crystal lattices, and the seemingly chaotic motion of small particles. In this course, microscopy is explored, first by examining the fundamental optical systems used to magnify objects, and eventually by using sophisticated microscopes to make observations.

Typically offered: spring
Crosslisted with Previous Core: Experimental Discovery in the Natural World
Observation is always the first step in the scientific process, usually followed by hypotheses and experimental tests. In astronomy, observation is nearly the only way to get data and test theories. For most of human history, astronomical observations were done using the human eye aided by simple instruments. The early telescopes were also aids to the human eye. It wasn’t until photography was invented in the late 19th century that astronomy began to become independent of an individual observer’s eyes.

Discovering the Universe
Typically offered: fall
Crosslisted with Previous Core: Experimental Discovery in the Natural World
In the year of 1657 I discovered very small living creatures in the drop of water, for example, whiskers gave way to advances in microscopy that have allowed scientists to observe detailed structures of plants, viruses invading cells, intricate crystal lattices, and the seemingly chaotic motion of small particles. In this course, microscopy is explored, first by examining the fundamental optical systems used to magnify objects, and eventually by using sophisticated microscopes to make observations.

Crosslisted with Previous Core: Experimental Discovery in the Natural World
Observation is always the first step in the scientific process, usually followed by hypotheses and experimental tests. In astronomy, observation is nearly the only way to get data and test theories. For most of human history, astronomical observations were done using the human eye aided by simple instruments. The early telescopes were also aids to the human eye. It wasn’t until photography was invented in the late 19th century that astronomy began to become independent of an individual observer’s eyes.
from emotion to spirituality to healing to the cohesion of communities. Music listening and discovery applications from Pandora to Spotify enable users to explore and understand attributes of music by analyzing and organizing large collections of music audio. This course will explore current research on the psychological, emotional, and therapeutic effects of music and what factors in the human body and brain are involved in producing them. Relevant research perspectives will include music theory and musicology, perception and cognition, neuroscience; and computational modeling. In particular, we will explore how commonalities and differences of musicianship across cultures could surface through their aspects of musical understanding, that are innate and which are culturally conditioned. Students will learn basic audio analysis and processing techniques to design and conduct experiments on aspects of perception and cognition of music across cultures, leading to the automated production of playlists with specified qualities from their own or publicly available music collections.

CDAD-UH 1016EQ Where the City Meets the Sea: Studies in Coastal Urban Environments
Typically offered: spring
Crosslisted with Previous Core: Experimental Discovery in the Natural World
Over half of the human population lives within 100 km of a coast and coastlines contain more than two-thirds of the world’s largest cities. As a result, the world’s natural coastal environments have been substantially modified to suit human needs. This course uses the built and natural environments of coastal cities as laboratories to examine the environmental, social, political, and economic implications of urban development in coastal areas. Using data from multiple coastal cities, student teams use field-based studies and Geographic Information System (GIS) techniques to examine and understand the human and natural processes operating in coastal cities. This course uses the local terrestrial, marine, and built environments as a laboratory to address these issues, and team projects that form a core component of the learning experience. As part of the NYU global network 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.

CDAD-UH 1017EQ Symmetry
Typically offered: spring
Symmetries are ubiquitous in nature and permeate the arts. In mathematics, both intuitive definitions and more formal mathematical descriptions, the course will explore the symmetries in the subatomic constituents of matter and their interactions, larger-scale chemical and biological compounds, and the macroscopic natural world. Students will explore ways in which the human psyche is primed to find symmetry beautiful and examine the role of symmetrical patterns in modern culture. After a thorough study of symmetry, the course will end with a discussion of asymmetries and broken symmetries in nature and aesthetics.

CDAD-UH 1018Q Writing with Numbers (And How to Read Them)
Typically offered: spring
Crosslisted with Previous Core: Experimental Discovery in the Natural World
Arguments containing numerical or statistical claims are omnipresent in daily life. How should we critically examine these? When do claims rely on just “fake news”? How are statistics constructed, and what do they mean? Importantly, how should we use such claims to make an argument? What constitutes “lying with statistics”? This course critically examines the creation, manipulation, analysis, and interpretation of numerical data. Students will learn to interpret and critique written and visual textual arguments of data analyses. They will learn how to write with numbers, as well as become familiar with the tools necessary to build datasets and analyze them. Readings and datasets will draw from a variety of historical periods and cultural contexts.

CDAD-UH 1019Q Heat and the Universe
Typically offered: January
Crosslisted with Previous Core: Science, Society and History
The study of temperature and of heat, as formulated in the laws of thermodynamics, will be used as a unifying guide to examine a variety of phenomena (e.g., blackbody radiation). In the physical world, course topics will encompass the cooling of the Universe in its early minutes as well as the dramatic expansion in the first seconds after the Big Bang. The course projects that form a core component of the learning experience. As part of the NYU global network 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.

CDAD-UH 1020QJ Sustainable Development
Typically offered: January
Crosslisted with Environmental Studies
Sustainable development is the most significant global challenge of our time. In fact, humanity’s survival depends on finding ways to balance societal progress while living healthily within the carrying capacity of the Earth. This course introduces students to the concepts, literature, sciences, methods, data, and practices of sustainable development both globally and locally. We start with history and global observations, and gradually work our way to regional and local issues involving the environment, companies, and governments. Topics include the use of energy, water, and other resources, emissions, climate change, and human and ecological health impacts. We review the economic implications of pathways to a sustainable future. In all our discussions, societal impacts such as equity and justice are examined in conjunction with data needs and analysis are explored. After taking this course, students will understand the current state of sustainable development and become equipped with knowledge frameworks, methods, tools, and data analysis skills in order to ask as well as answer important questions in their professional careers and everyday life.

CDAD-UH 1024Q Reading Like a Computer
Typically offered: spring
Crosslisted with Interactive Media
How do computers “read” text, and how can computer-assisted analysis of texts give us new access to information about ourselves and the cultures we have inherited? This course explores quantitative methods for discovering and analyzing diverse texts of the human record. It also offers a glimpse into possible futures of reading. Students will both discuss and put into practice, forms of computer-assisted textual analysis that have revolutionized research in humanities and social science fields in recent years. They will also consider the ethical and stylistic dimensions of the “ubiquitous virtuality” of everyday life. By engaging with the idea of the data in the humanities, the course encourages us to reconsider our common-place assumptions about how reading works. Course materials, discussions, and classroom exercises will push students to examine how we process ideas about a text, what constitutes a subject, setting, character or even style might look different when a non-human is involved in the interpretation. The course assumes no prior computer science knowledge, but a willingness to explore new technologies is essential for success.

CDAD-UH 1025Q Numeracy
Typically offered: summer
A lack of facility with words suggests illiteracy. A lack of facility with numbers suggests innumeracy. Daily life brings constant encounters with arguments made using words and numbers. This course examines the construction and use of numerical arguments. How are statistics constructed? How are they used to tell the truth? What relationships might exist between data, analysis, and societal inequalities? The course concludes with the notion that just like words, numbers and statistics without...
a clearly specified structure may be dangerous when used to advance social, political, and economic arguments. How might numeracy better equip us to navigate such a world?

CDAD-UH 1026EJ

Water, Food, and Nexus

Typically offered: January

Crosslisted with Previous Core: Science, Society and History; Environmental Studies

1.9 million pages just in European languages) to one or both of the others? How will population growth, economic development, and climate change affect our ability to address poverty? Additionally, what roles might renewable energy technologies play in providing access to cost effective, secure, and sustainable energy supplies? Students will approach these questions through multidisciplinary lenses and cultivate the skills required to address the social, economic, and environmental challenges posed by the water-energy-food nexus.

CDAD-UH 1027E

5000 Years of Notable Lives: Measuring Influence Across Cultures

Typically offered: fall

Crosslisted with Previous Core: Experimental Discovery in the Natural World; Previous Core: Science, Society and History

“Better living through chemistry” is a riff on an advertising slogan that DuPont used from the 1930s to the early 1980s that has been used to promote the use of science to better our everyday lives and as a critical criticism of the use of chemicals. Viewed either way, it unequivocally highlights the fact that chemistry plays an enormous role in life on earth, and knowledge of chemistry is integral to addressing many societal issues, such as climate change, clean water, air pollution, healthcare, food production and safety, recycling, energy generation and storage, and sustainability. This course explores the connections between chemistry and society, weaving the science together with major global societal issues and data, evidence-based thinking, and the scientific method to be used to address the world’s most pressing problems.

CDAD-UH 1032E

Stability

Typically offered: spring

Crosslisted with Previous Core: Experimental Discovery in the Natural World; Previous Core: Science, Society and History

What makes a system stable or unstable? How does a lack of stability translate into chaos or turbulence? Every new device, experiment, or idea, requires a check for system stability. Important in science, engineering, politics, economics, and daily life, understanding stability enables predictability and control. In the late nineteenth century, philosophers, physicists, and mechanical engineers laid the foundations of hydrodynamic stability theory, which analyses the stability and onset of instability of fluid flows. How have these breakthroughs helped us to determine whether a given flow is stable or unstable, or to describe how possible instabilities can cause turbulence? How might insights drawn from such fields offer insight into other areas of our lives, from monetary or political systems to bridges to interpersonal relationships?

CDAD-UH 1033EJ

Human Prehistory: A Unified Approach

Typically offered: January

Crosslisted with Anthropology

The hallmark of a successful scientific theory is its ability to predict the outcome of experiments. Yet the last century’s most shocking scientific development is the mathematical theory of chaos. By this theory, slight changes in the initial conditions can have no practical importance (as in many engineering problems). Sometimes they shape an entire branch of science (as in meteorology). This course provides a challenging, but accessible, way to understand predictability’s limits, while still appreciating the bedazzling richness of phenomena that can emerge from simple laws. Students will participate in the discovery of mathematical theory, the research inspired by population biology) under the form of iterated maps, and interact with simple computer simulations of those models to illustrate key concepts of non-linear dynamics, stability, limit cycles, attractors, and predictability.

CDAD-UH 1035E

Data and Human Space

Typically offered: fall

Crosslisted with Heritage Studies

Societies have traditionally used maps to represent, even construct, the spaces in which we live as well as the territories of our understanding of how our species evolved and spread around the world. This course will start at the beginning, with the very earliest evidence of our species in the fossil record in Africa and Asia. We will quickly move into the great migrations that led to the settlement of the world over the past 100,000 years. Finally, we will learn about how ancient DNA are leading to revolutionary new understanding of events in the past 10,000 years, including the ethnogenesis of most modern human groups.

CDAD-UH 1036EJQ

Community-Driven Development (CDD)

Typically offered: January

Crosslisted with Social Research and Public Policy

Community-Driven Development (CDD) aims to empower local communities to work together to design and implement their own development needs. In contrast to top-down efforts that have long dominated the international development landscape, donors and governments are now investing heavily in bottom-up initiatives to improve livelihoods and governance. Centered on a field study of Philippines, where the professor has been part of a five-year evaluation of a large-scale CDD initiative, this course examines (1) the theory and goals behind CDD, (2) the practice of CDD in Philippines and around the world, and (3) the data that help us determine if and how these approaches work, or don’t. Alongside reading of academic and policy documents, students will participate in in-person and virtual visits with CDD donors and practitioners and visit with communities that have participated in CDD. By working with primary quantitative and qualitative data, students will have the first-hand opportunity to delve into a data driven research process and contribute to understanding and improving the practice of international development.

NOTE: This course is open only to NYU Abu Dhabi students.

CDAD-UH 1037E

Cyberwarfare

Typically offered: spring

Crosslisted with Arts, Design and Technology

“Better living through chemistry” is a riff on an advertising slogan that DuPont used from the 1930s to the early 1980s that has been used to promote the use of science to better our everyday lives and as a critical criticism of the use of chemicals. Viewed either way, it unequivocally highlights the fact that chemistry plays an enormous role in life on earth, and knowledge of chemistry is integral to addressing many societal issues, such as climate change, clean water, air pollution, healthcare, food production and safety, recycling, energy generation and storage, and sustainability. This course explores the connections between chemistry and society, weaving the science together with major global societal issues and data, evidence-based thinking, and the scientific method to be used to address the world’s most pressing problems.

CDAD-UH 1038E

Numbers, Models, and Chaos

Typically offered: spring

Crosslisted with Previous Core: Experimental Discovery in the Natural World; Previous Core: Science, Society and History

The hallmark of a successful scientific theory is its ability to predict the outcome of experiments. Yet the last century’s most shocking scientific development is the mathematical theory of chaos. By this theory, slight changes in the initial conditions can have no practical importance (as in many engineering problems). Sometimes they shape an entire branch of science (as in meteorology). This course provides a challenging, but accessible, way to understand predictability’s limits, while still appreciating the bedazzling richness of phenomena that can emerge from simple laws. Students will participate in the discovery of mathematical theory, the research inspired by population biology) under the form of iterated maps, and interact with simple computer simulations of those models to illustrate key concepts of non-linear dynamics, stability, limit cycles, attractors, and predictability.
the course establishes the technical foundations needed for understanding cyberspace; the second half approaches the problem from different angles, attempting to cover discussions of technological, legislative, and political changes.

**CDAD-UH 1038J**

**Evolution of Human Genomic Variation**

Typically offered: January

Crosslisted with Previous Core: Experimental Discovery in the Natural World

Typically offered: spring

Crosslisted with New Core: Structures of Thought

Typically offered: January

Genetic and genomic data (and increasingly epigenetic and epigenomic data) are providing important insights into human evolutionary history. Human evolutionary genetics can illuminate how one human genome differs from another, the evolutionary past that gave rise to it, and its current effects, including its genomic, epigenetic, and pathological consequences. Differences between genomes have historical, physiological, anthropological, forensic, medical, and ethical implications and applications. This intensive mini-course emphasizes genetic and genomic diversity in peoples of African descent as an understudied but highly relevant segment of humanity. We will explore an array of topics from human biology and bioinformatics. Weekly laboratory and discussion-intensive sessions, and video assessments are designed to provide students with hands-on exposure to diverse research environments. Students will have an opportunity to investigate their personal sequenced genomic data to test various hypotheses about genomic variation using tools of bioinformatics.

**CDAD-UH 1039Q**

**Search**

Typically offered: spring

Crosslisted with New Core: Structures of Thought and Society

How do we find what we're looking for? How do we know when we've found it? If we can't tell the future, how do we make choices that impact the rest of our lives, such as finding a life partner, a fulfilling career, or even a good Core course? For a deeper understanding of the topic, students will consider the potential use of ADMs in the legal domain, where currently only human beings make decisions, but where changes might loom in the near future.

**CDAD-UH 1040E**

**Artificial Intelligence and Human Decisions**

Typically offered: spring

Crosslisted with Previous Core: Science, Society and History

How do we make decisions? How fully do we trust our capacity to weigh evidence and decide correctly, whether as individuals or as members of juries or other collective bodies? Does Artificial Intelligence have an objective decision-making or threaten to reproduce human biases? This course approaches such questions by examining artificial decision-making systems (ADMS), which are now used in a range of settings, from predicting consumer behavior or diagnosing diseases to managing self-driving cars. Students will explore the psychological and neural bases of decision-making as well as the ethics and social and political consequences of our turn to AI as an alternative. The most advanced ADMS employ complex machine-learning to deduce decision rules from vast data sets. They improve themselves by learning from their past decisions (correct or incorrect). However, the data sets used to train ADMS are human generated and hence may reproduce the biases and problems. For a deeper understanding of the topic, students will consider the potential of ADMS in the legal domain, where currently only human beings make decisions, but where changes might loom in the near future.

**CDAD-UH 1041EQ**

**Decisions and the Brain**

Typically offered: spring

Crosslisted with Previous Core: Art, Technology and Invention; Core: Arts, Design and Technology; Previous Core: Experimental Discovery in the Natural World

Where do errors come from? How can we make better decisions? Should intuition be trusted? Can we nudge others to make better decisions, and should we? This course examines neural bases for human decisions and cognitive biases. Drawing from economics, psychology, and neuroscience, it examines these topics from an interdisciplinary perspective on topics including decision-making under risk (how humans deal with probabilities), intertemporal decisions (saving for the future), and social decisions (interpersonal allocations and fairness). Students will explore different notions of rational behavior, how data on human behavior and brain activity is collected, and how we can use these data to improve decisions. Hands-on experience will include lab visits (both behavioral and brain imaging) and data collection through online platforms as students gain familiarity with different models of decision-making (including expected utility theory vs. prospect theory for decisions under risk, exponential vs. hyperbolic discounting for intertemporal decisions, and selfish vs. social preferences for interpersonal decisions) and examine how these models reflect available neural evidence.

**CDAD-UH 1042E**

**Beyond Seeing**

Typically offered: spring

Crosslisted with Previous Core: Science, Society and History

Beyond the line's original context - "it is only with the heart that one can see rightly, what is essential is invisible to the eye" - the course will restrict its focus to chemical structures and physical matter. How are observable features of substances and materials linked, often directly, to their chemical and physical properties? And how do such links eventually shape our understanding of physical developments that are not immediately perceivable? Students will engage with some visual translation codes applied in particular to biomolecules (proteins and nucleic acids) and other macromolecules. Other excursions beyond seeing, hinting at links with other cultural areas such as music and the arts, will not be neglected. Lectures, guest seminars, class discussions, laboratory visits, and specific sessions dedicated to basic tools for literature searches and written reports will help facilitate a better understanding of the invisible world within our own.

**CADT-UH 1013EQ**

**Language of Computers**

Crosslisted with Previous Core: Art, Technology and Invention; Core: Arts, Design and Technology; Previous Core: Experimental Discovery in the Natural World

Typically offered: fall

Crosslisted with Previous Core: Science, Society and History

At the beginning of the 20th century, a scientific revolution started that was destined to change 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. After the same, a new quantum theory was developed to describe the behavior of atoms and nuclei. It led to great technological advances, with much modern technology crucially exploiting quantum effects and phenomena. But the revolutionary advances in quantum and quantum mechanics came with significant consequences: Physics became detached from the public’s everyday experiences and intuition.

Challenging that notion of inaccessibility, this course analyzes some of the basic concepts of relativity and quantum theory.

**CSTS-UH 1002J**

**State and Fate of Earth**

Typically offered: January

Crosslisted with New Core: Data and Discovery; Previous Core: Science, Society and History; Environmental Studies

At the beginning of the 20th century, a scientific revolution started that was destined to change 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. After the same, a new quantum theory was developed to describe the behavior of atoms and nuclei. It led to great technological advances, with much modern technology crucially exploiting quantum effects and phenomena. But the revolutionary advances in quantum and quantum mechanics came with significant consequences: Physics became detached from the public’s everyday experiences and intuition.

Challenging that notion of inaccessibility, this course analyzes some of the basic concepts of relativity and quantum theory.

**CSTS-UH 1002J**

**State and Fate of Earth**

Typically offered: January

Crosslisted with New Core: Structures of Thought and Society; Previous Core: Science, Society and History

At the beginning of the 20th century, a scientific revolution started that was destined to change 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. After the same, a new quantum theory was developed to describe the behavior of atoms and nuclei. It led to great technological advances, with much modern technology crucially exploiting quantum effects and phenomena. But the revolutionary advances in quantum and quantum mechanics came with significant consequences: Physics became detached from the public’s everyday experiences and intuition.

Challenging that notion of inaccessibility, this course analyzes some of the basic concepts of relativity and quantum theory.

**CSTS-UH 1002J**

**State and Fate of Earth**

Typically offered: January

Crosslisted with Previous Core: Data and Discovery; Previous Core: Science, Society and History; Environmental Studies

What is the current state of the Earth in terms of its own well-being and the future of the Earth's natural systems? Issues such as energy consumption, CO2 emissions, climate change, food production, water, and material fluxes are intricately tied together as a global system. The economic trend of this system can be used to project a world in 2050 in which the world's lifestyle will be approximately equal to that of many developed nations today. Will this projected state of the world be possible, given the environmental issues above? Investigating this topic in Sydney gives us perspective from a developed nation with unique climate, resources, and world-famous biodiversity. Substantial portions of this inquiry-based seminar require students to compare environmental issues in Australia to those in their home nations, other developed regions, and the world, in order to look at how conditions and solutions in Australia might be generally applicable to shared challenges.
Turing, Mandelbrot and others have thought about how and why mathematics is a subversive and beautiful formulae to approach it; continued fractions, the sum of two-squares theorem; the Golden Ratio with its surprising mathematical properties, and messy and beautiful formulæ to approach it; continued fractions, the sum of two-squares theorem; the five (or three) Platonic solids from prehistory to modern times; some amazing paradoxes raised organized as a journey in the history of ideas. We will investigate key concepts (including independence, expectation, confidence intervals, or tests), consider their applications to specific fields of science, and illustrate them by computer experiments. Readings include excerpts from Lukas, Pascal, Hume, Laplace, Peirce, and Hacking.

Astronomy & Cosmology: From Big Bang to Multiverse

Typically offered: fall
Crosslisted with Previous Core: Science, Society and History

Typically offered: fall
Crosslisted with Previous Core: Science, Society and History; Previous Core: Structures of Thought and Society

This course provides a global viewpoint on the most theoretical foundations of science, within and across traditional fields, and mathematics. It addresses the concept of the infinite in math but also the (sought after) theory of grand unification in physics. While these subjects are quite daunting, the course will pursue a conceptual approach that is accessible to students. Topical and empirical perspectives. This seemingly simple question is one of the deepest in math. The current answers solve many problems but also lead to non-intuitive consequences. Second, is there a unifying theme in mathematics or a set of principles underlying all its branches? If so, would this set be consistent? Third, seeking a theory of everything in physics would unify all the forces of nature (electromagnetism, weak and strong nuclear forces, and gravity) via combining Einstein’s theory of general relativity. Is this a reasonable or attainable quest? What would its consequences be? Fourth, are the above questions related? Are unifying themes in one aspect of nature (e.g. physics) expected to reflect similar themes in another (e.g. math)?

CS1004J

Science in Flux: The Galilean Revolution

Typically offered: January
Crosslisted With Previous Core: Science, Society and History

How does science develop and change? What sorts of considerations are used to assess and evaluate scientific theories, particularly when those theories upend our entire picture of the physical world and our place in it? Are there factors that go beyond our everyday experience? Is the inductive method, such as how mathematics is a subversive

Typically offered: spring
Crosslisted with Previous Core: Science, Society and History

Thinking

Typically offered: spring
Crosslisted with Previous Core: Science, Society and History; Previous Core: Structures of Thought and Society

Thinking is what we do when we solve problems, compare alternatives, and plan for the future. But what is thinking, and how do thoughts form? 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 computers and computer revolution. The class will discuss the underpinnings of the main fields of Psychology (e.g. Behaviorism, Freudian, Cognitive), as well as to how conflicts in which Galileo became embroiled - scientific, religious, and personal - and study the historical developments that eventually led to widespread acceptance of the Galilean worldview. Our aim will be to understand the complicated way in which Galileo’s physics emerged, was resisted, and eventually triumphed, and to situate that evolution within a broader narrative about the nature of scientific development and change.

CS1007

Chance

Offered occasionally
Crosslisted with Previous Core: Science, Society and History

Chance is 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 gambling strategies, the theory now applies to the core of almost all scientific and technical fields, including statistical and quantum mechanics, chaotic dynamics, phylogenetics, sociology, economics, management, and global control. We will provide a broad introduction, organized as a journey in the history of ideas.

CS1008

Birth of Science

Typically offered: fall
Crosslisted with Previous Core: Science, Society and History; Previous Core: Structures of Thought and Society

First, what does infinity really mean? This seemingly simple question is one of the deepest in math. The current answers solve many problems but also lead to non-intuitive consequences. Second, is there a unifying theme in mathematics or a set of principles underlying all its branches? If so, would this set be consistent? Third, seeking a theory of everything in physics would unify all the forces of nature (electromagnetism, weak and strong nuclear forces, and gravity) via combining Einstein’s theory of general relativity. Is this a reasonable or attainable quest? What would its consequences be? Fourth, are the above questions related? Are unifying themes in one aspect of nature (e.g. physics) expected to reflect similar themes in another (e.g. math)?

CS1009

Theory of Everything

Typically offered: spring
Crosslisted with Previous Core: Science, Society and History; Previous Core: Structures of Thought and Society

This course provides a global viewpoint on the most theoretical foundations of science, within and across traditional fields, and mathematics. It addresses the concept of the infinite in math but also the (sought after) theory of grand unification in physics. While these subjects are quite daunting, the course will pursue a conceptual approach that is accessible to students. Topic and perspectives will include: First, what does infinity really mean? This seemingly simple question is one of the Deepest in math. The current answers solve many problems but also lead to non-intuitive consequences. Second, is there a unified theme in mathematics or a set of principles underlying all its branches? If so, would this set be consistent? Third, seeking a theory of everything in physics would unify all the forces of nature (electromagnetism, weak and strong nuclear forces, and gravity) via combining Einstein’s theory of general relativity. Is this a reasonable or attainable quest? What would its consequences be? Fourth, are the above questions related? Are unifying themes in one aspect of nature (e.g. physics) expected to reflect similar themes in another (e.g. math)?
CSTS-UH 1014 Gender and Globalization
Typically offered: Fall
Crosslisted with Previous Core: Structures of Thought and Society
What does gender as a category of analysis indicate? How does gender intersect with other axes of identity such as class, nation, and ethnicity in a globalized world? The course introduces students to select women’s issues (e.g. employment, political participation, reproductive rights and healthcare, feminism vs. multiculturalism, gender-based violence, and peace building) that have emerged in the global context and the international construction of the world. In addition, the course looks at the relevance of women’s representation to address barriers to gender equality in the “democratic process” as well as the shortcomings of democratic mechanisms to achieve women’s rights and some proposed solutions to these limitations.

CSTS-UH 1015 Legitimacy
Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society
What are the foundations of political legitimacy and to what extent do governments abide by them? This course will explore these questions using primary sources of political and contemporary accounts. The first half will focus on political systems in Ancient Greece, Rome, Medieval Europe, and Early Modern Europe through the lens of great thinkers, including Aristotle, Augustine, Machiavelli, Hobbes, Locke, Rousseau, Montesquieu, Burke, Weber, and Marx, as well as a series of primary source documents. We will then proceed to the “post-1789” world and discuss legitimacy in the context of democratic government. Topics covered include the role of legislators, issue representation, descriptive vs. substantive governance, and the ongoing debate between advocates of majoritarianism and those of proportionalism.

CSTS-UH 1016 Ideas of the Sacred
Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society
The question of God(s) pertains to the existence, manifestations, meaning, and attributes of the sacred. Although conceptions about the sacred are inevitably shaped by the world’s major religious traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoism. What similarities do these great traditions share, and how do 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 scientific and technological worldview impact on belief in God(s)? Readings for the course are drawn from a variety of disciplines with a focus on primary sources and seminal works.

CSTS-UH 1017 Revolutions and Social Change
Typically offered: Spring
Crosslisted with Previous Core: Structures of Thought and Society; Social Research and Public Policy
Revolutions, i.e., the rapid, massive and often violent change in the political and economic arrangements of society, mark the modern epoch, starting with England in the 1640s, America in 1776, and France in 1789. Revolutions obviously continue today. But what are revolution’s causes, typical course, and consequences? Why such passion and energy? A systematic comparison of various revolutions informed by both the classical and contemporary theories of revolution might offer a few startling insights.

CSTS-UH 1018 Corruption
Typically offered: Spring
Crosslisted with Previous Core: Structures of Thought and Society
Political corruption exists everywhere, but which countries are most corrupt? Do highly corrupt countries have common characteristics? How much corruption benefit the poor? The social costs of political corruption, from stealing public funds to paying bribes to avoid basic safety and health 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.

CSTS-UH 1019J Aristocrats
Typically offered: January
Crosslisted with Previous Core: Prehistory: Structures of Thought and Society
When modern democracies were established, the aristocracies they replaced faced varying fortunes. Some were wiped out. Others lost political power but retained social status and economic power. Some maintained political power through institutions set aside for them. And others remain by ruling class, reinforced with 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 the world’s major religious traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoism. What similarities do these great traditions share, and how do 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 scientific and technological worldview impact on belief in God(s)? Readings for the course are drawn from a variety of disciplines with a focus on primary sources and seminal works.

CSTS-UH 1020J Sovereignty
Typically offered: Fall
Crosslisted with Previous Core: Structures of Thought and Society
Sovereignty is a way of looking at the world that seeks both to describe and prescribe the degree and nature of interconnectedness among states and peoples. Since the 18th century, a variety of thinkers have used the language of internationalism to promote different visions about the future development of trade, governance, and culture across borders. This course will analyze how these diverse intellectual traditions have contributed to internationalist thinking. Five major questions will structure the discussion:
1. What is the relationship of internationalism to national and imperial imaginations?
2. Should internationalism be utopian, revolutionary, or reformist?
3. How should equality and justice inform the construction of nations?
4. What is the place of gender, race, and religion in the development of communities beyond nation-states?
5. Can intercultural projects accommodate differences in cultures, affects, and aesthetics?
Readings will include texts by Immanuel Kant, José Martí, W.E.B. DuBois, Okakura Kakuzo, Woodrow Wilson, Rabindranath Tagore, George Orwell, Kwame Nkrumah, Nancy Fraser, and Chimamanda Ngozi Adichie.

CSTS-UH 1023J Democracy and Its Critics
Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society
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 substantive economic and political inequalities from arising - inequalities that seem to call into question the very democratic character of self-described democratic states. We begin by examining some of the most radical and influential democracies, ancient Athens. After reading Thucydides’ complex account of democratic Athens at war, we will turn to ancient doctrines about democracy found in the works of philosophers like Aristophanes, Isocrates, Xenophon, Plato, and Aristotle. We will then compare these arguments to subsequent ones by Madison, Mill, Marx, Rawls, Dworkin, Przeworski, and Sen. The course concludes with a final week in Greece where we will recreate the intellectual dynamics of direct democracy in Athens using the Reacting to the Past strategy.

CSTS-UH 1024J Conquest
Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society
From Ancient Mesopotamia to modern times, the idea of sovereignty—beginning with kingly power
and leading to modern popular democracy 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 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. NOTE: This course is open only to NYU Abu Dhabi students.

CSTS-UH 1025J

The Ghetto
Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society
On March 29, 1516, the city council of Venice forced Jews “who live in a ghetto” 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. For if we are to understand 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 ghetto, how is 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 ghetto, how is the history of the ghetto to be depicted? What are the university's necessary components and what its desirable accolishments? 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 known to live in a ghetto? Is the university's idea universally translatable, or may the university be transformed as it goes global? This course takes a longitudinal survey of the debates and controversies surrounding the university and its place in society. It will canvas ancient Athens and Alexandria; medieval Islamic colleges and European cathedral schools; Paris, Oxford, Bologna, and study is a little-known chapter in early universities; early modern scientific societies and confessional universities; nationalistic and cosmopolitan agendas in the modern era. Students will furthermore examine how the university compares with classical Indian and Chinese educational schemes. The course concludes with a critical look at competing visions for the 21st-century university.

CSTS-UH 1026J

Children and Childhood: Medical, Historical, and Cultural Perspectives
Typically offered: January
Crosslisted with New Core: Cultural Exploration and Analysis; Previous Core: Structures of Thought and Society
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 and youth? Is there a prepackaged set of emotions, intellectual 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 anecdotes, Song dynasty poetry, Ming ceramic paintings, the European Renaissance, Persian and Mughal miniatures, Montaigne’s essays, John Locke’s philosophy, Rousseau’s educational ideals, English romantic poetry, German Romantic Lieder, Freud on the dynamics of childhood, parenting advice from Dr. Spock and children’s literature from Dr. Seuss.

CSTS-UH 1029J

Idea of the University
Typically offered: January
Crosslisted with Previous Core: Cultural Exploration and Analysis; Previous Core: Structures of Thought and Society
What makes a university? What is it for? Who is it for? How can we think about power and its history? What are a university’s necessary components and what its desirable accomplings? 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 known to live in a ghetto? Is the university’s idea universally translatable, or may the university be transformed as it goes global? This course takes a longitudinal survey of the debates and controversies surrounding the university and its place in society. It will canvas ancient Athens and Alexandria; medieval Islamic colleges and European cathedral schools; Paris, Oxford, Bologna, and study is a little-known chapter in early universities; early modern scientific societies and confessional universities; nationalistic and cosmopolitan agendas in the modern era. Students will furthermore examine how the university compares with classical Indian and Chinese educational schemes. The course concludes with a critical look at competing visions for the 21st-century university.

CSTS-UH 1030J

Global Perspectives on Inequality
Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society
This course seeks to address a central question: although societies drastically differ from one another, why is inequality such a common and persistent characteristic? We will approach this question from both theoretical and empirical perspectives, and understand inequality by gender, race/ethnicity, immigration/migration status, nationality, sexuality, and the intersection of these lenses. A particular focus will be placed on Shanghai and the urban-rural and migration divides that organize much of Chinese society. Students will learn to critically analyze different forms of inequality and inequities. Readings from this course will cover ideas such as those proposed in early texts by Karl Marx and more contemporary arguments made by Black feminists such as Patricia Hill Collins. NOTE: This course is open only to NYU Abu Dhabi students.

CSTS-UH 1031

Why Is It So Hard to Do Good?
Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society
Why is it so difficult to eliminate some of the greatest causes of human suffering - war, state failure, poverty, and tyranny? This course examines moral and practical controversies over how we ought to respond to these problems. We will focus in particular on whether, and if so how, the international community is justified in intervening in poor and violent parts of the world. By the end of the course, you will be better at analyzing and discerning the plausibility of policy proposals and ideas.

CSTS-UH 1032J

City in Crisis: Refuge and Resilience
Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society; Urbanization
By 2030, 60 percent of the world’s population will live in cities. This mass urbanization presents unprecedented challenges for planners, policy makers, businesses, and citizens. Refugees, migrants, refugees, and the environment. This course explores the multifaceted challenges the world’s cities face. It asks how crisis and revitalization complement each other, especially in light of current population movements fueled by climate change and wars. A case study of a vibrant historical capital faced with unprecedented economic crisis, high unemployment, and large number of refugees from Syria, Iraq, Afghanistan, and places far beyond. Readings from social science, social history, public policy, and literature, along with selected clinics, will help students explore possibilities for refuge and resilience in this urban crisis. While visiting refugee camps, the Municipality of Athens, etc., students will meet different social roles and be paired with local business leaders, urban planners, policy makers, and members of refugee and migrant communities in order to deepen their practical experience of these complex issues.

CSTS-UH 1033J

Culture and Context in Psychology
Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society
The aim of this class is to explore and analyze classical and contemporary culture and context in the field of psychology, with a specific emphasis on understanding how these processes shape human development. We will also examine research that explores cultural and contextual variability among youth and families from different parts of the world. Students will interview and be interviewed by students from the Ethiopian Foundation program in Addis Ababa. NOTE: This course is open only to NYU Abu Dhabi students.

CSTS-UH 1034

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

CSTS-UH 1035

Trust, Risk and Deception in Cyberspace
Typically offered: spring
Crosslisted with Previous Core: Science, Society and History
Cyberspace plays an increasing role in our lives as society rapidly becomes structured around the 24/7 availability and trustworthiness of information. We need to trust cyberspace with our privacy, national security, physical safety, and digital identities. Maintaining an orderly, peaceful, and productive society will increasingly depend on maintaining trust in information systems. However, trust cannot be realized by technology alone. This course adopts the viewpoint that interdependence on information systems that rely on important technical components. The course begins with a discussion of trust, risk, and deception as developed in the social sciences and typically offered: spring

CSTS-UH 1036

Progress in Science
Typically offered: fall
Crosslisted with Previous Core: Science, Society and History
Science is a social enterprise, although one traditionally thought to be grounded in facts and reason. Scientists collaborate with each other, undermine each other, and compete for funding of research. Whether a scientific idea ever sees the light of day may depend on these distinctly social factors. So how much do we call “scientific progress” the result of social negotiation, and how much is rational deliberation? That is the big question this course investigates - the question of the competing roles of rationality and rhetoric in the development of science. Do theoretical pictures change on account of reasoned argument, or rhetorical persuasion? The course examines the question through case studies of several important scientific revolutions, particularly the quantum one.

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

CSTS-UH 1037
Gift and Exchange
Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society

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 another gift. Gift giving is therefore part of a complex structure of economic and social exchange. This course considers gift giving from the perspectives of anthropology, history, and the arts; it explores gift exchange through ethnographies as well as texts on market economies and art; gender, death, altruism, risk, and social death. It explores the complex dominance of traditional exchange societies. Readings will include seminal works on gift exchange by Marcel Mauss, Bronislaw Malinowski, Franz Boas, and others.

CSTS-UH 1038
Peace
Typically offered: fall
Crosslisted with Peace Studies; Previous Core: Structures of Thought and Society

This course traces the development of philosophical, religious, and secular theories of peace from antiquity to the contemporary era. 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 the concept of peace activism and the ideology of pacifism. To that end, students analyze literary, visual, and organizational representations of peace across national and cultural boundaries and the emergence of peace and conflict studies as an academic discipline. Readings include works by Laotse, Thucydides, St. Francis of Assisi, Immanuel Kant, Henry David Thoreau, Edna St. Vincent Millay, Martin Luther King Jr., A. J. Muste, Johan Galtung, Alma Myrdal, and Petra Kelly, among others.

CSTS-UH 1039
Property
Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society

The institution of property describes one of the fundamental relationships between people and the things they own. This seminar explores how understandings of property have been influenced by cultural and ethical norms in different civilizations; how property rights have evolved with technological advances; the role of government in the development of property; how property affects and influences the sphere of individual freedom, the relation between the individual and the state, and the organization of productive activity. As examples, students will look at property in the ancient civilizations of Egypt, Greece, and Rome; consider views on property expressed in Christianity and Islam; and discuss the role that changing views on property played in the Declaration of Independence, the French Revolution, and the Russian Revolution. Insights from these different traditions will allow students to understand contemporary issues in property rights, including intellectual property, rights to genetic material, inheritance, airwaves, financial regulation, the rights of Indigenous peoples, claims on the Arctic, or the trade-off between rights to privacy and freedom of the press.

CSTS-UH 1040
Slavery and Freedom in Comparative Perspective
Typically offered: spring
Crosslisted with Previous Core: Structures of Thought and Society

This course examines slavery in historical and comparative perspective by focusing on Greek and Roman slavery, the slavery of Africans, namely, and slavery in the American South, Brazil, and the Caribbean. We examine the difference between societies in which slavery existed and those which can be thought of as “slave societies,” asking how enslavement occurred, who was enslaved, and in what ways did they differ from non-slaves. What “rights” or “standing” in the law if any did slaves possess? What is the role of the master’s power over slaves? What were the social, economic, and political functions of slavery? But the study of slavery also inevitably brings us to the fundamental issue external to the study of free people: freedom, personhood, social inclusion, and belonging. As Orlando Patterson put it in 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 there is nothing in the least abstract about the fact that an Aristotlean or a Jeffersonian owned slaves.”

CSTS-UH 1041
Ideology
Typically offered: spring, summer
Crosslisted with Previous Core: Structures of Thought and Society

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? This course explores these fundamental questions about beliefs in societies across the globe. It begins by defining ideologies and looking at examples from key intellectuals (e.g., Charles Darwin, Sigmund Freud, Martin Luther King Jr., A. J. Muste, Johan Galtung, Alma Myrdal, and Petra Kelly, among others).

CSTS-UH 1048
Maundy
Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society

This course considers goods and services within and across time is a requirement for the basic functioning of any society. When barter systems do not satisfy, the ability to engage in such trades requires a peculiar sort of good, namely, money. The course begins with the theory of money and asks why one uses either barter, commodity, or fiat monies, and the functions money serves. It then traces the history of the development of money and credit across societies to the present day and explores the centrality of money to various cultures and its representation in the arts. Students will discuss how money is learn to handle uncertainty. It is a scientist is learning that uncertainty, statistical uncertainty, systematic uncertainty, the range of validity of models, approximations, data outliers, comparing interpretations: scientists spend much of their time at the boundary of uncertainty. Unfortunately, in popular culture, science is often presented as a series of proven facts. Uncertainty, if acknowledged, is often represented as an argument between experts with opposing views. While science has resulted in some well-established facts, more commonly scientists have varying degrees of confidence in models and disagree about their significance. This class takes up the language of probability and statistics, explores how it became central to the scientific process, and examines how it is represented to the public. Students will also explore how scientific uncertainty is often misrepresented to support particular political agendas or personal beliefs. Finally, they will discuss the limits of scientific knowledge, and how even when exact solutions to problems are not theoretically possible, many scientists can still put limits on our uncertainty.

CSTS-UH 1052X
History and the Environment: The Middle East
Typically offered: fall
Crosslisted with Arab; Crossroads Studies; Environmental Studies; History; Previous Core; Structures of Thought and Society

What is “the environment” and how can we conceptualize its history? Many historians are
concerned with questions of voice, agency and power. How do we deal with these questions when writing about non-human actors like donkeys, cotton and coral reefs? What role do non-human actors play in shaping outcomes and norms? We will address these and other questions using the Middle East region as a case study, paying particular attention to how historians have approached these challenges in conversation with ecologists and other natural scientists. Students will also have the opportunity to write short environmental histories based on interviews and sojourns into the digital humanities in the final part of the course.

CSTS-UH 1053 Understanding Urbanization
Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society; Social Research and Public Policy; Urbanization
Why do humans continue to build and flock to cities? What makes a city work? How do we measure qualities of urban life? This course sheds light on the complex process of urbanization. It begins with debates around recent trajectories of urbanization in light of economic and political dynamics. Why have some trajectories been more successful than others? What factors have shaped an urban trajectory? What lessons can we learn from them? The focus will then shift to a myriad of contemporary cases from around the globe. The aim is to deconstruct common conceptions of urbanization/development/underdevelopment, wealth/poverty, formality/ informality, and centrality/marginality. The course material is structured around themes that highlight the main challenges that urban dwellers and policy makers face in the following areas: the economy, income inequality, marginalization, service provision, housing, infrastructure, immigration, safety, and the environment. These themes will allow students to engage with various forms of contestations and to consider the role of urban social movements.

CSTS-UH 1054J Green Mobility and Cities
Typically offered: fall
Crosslisted with Economics; Engineering; Urbanization
Transportation systems connect people, goods, places, and ideas, and play a central role in shaping how cities and regions evolve. However, their environmental footprints are immense and expanding. Most contemporary problems facing cities and regions - congestion, pollution, energy dependence, climate change, social equality, employment opportunities, and even the obesity epidemic - are in some way tied to how we design, operate, manage, and price urban transportation systems. This course probes the potential role of green mobility and urban planning in advancing sustainable transportation. We will explore a range of global contexts. What transportation investments, technologies, operational enhancements, urban designs, institutional reforms, and pricing mechanisms best attract new users in cities? How might cities achieve a more sustainable urban growth and mobility policy in coming decades? How might urban planning combine with emerging technologies to promote green mobility and sustainable living? The course will address a range of international experiences and best practices, this course challenges students to draw upon social-scientific knowledge to take on these and similar questions.

CSTS-UH 1055J Is Liberalism Dead?
Typically offered: January
Crosslisted with Political Science; Previous Core: Structures of Thought and Society
When the Berlin Wall fell, in 1989, it seemed that the greatest day had come for those who believed the 20th century had come to a decisive end, with liberal democracy emerging the winner. We can now see that this triumphalism was a delusion. The election of Donald Trump shocked a long-repudiated trajectory of liberal values. But those precepts have been rejected not just in Europe, and in emerging democracies like Turkey and India. Hostility towards elites, and towards immigrants, outsiders and political minorities has fueled virulent forms of populism. Our world is much darker today than it was only a decade ago. This class will examine the origins of liberalism in the works of thinkers like John Stuart Mill, and the later development of liberal thinking in the twentieth century. Material is structured around questions of liberalism in eastern Europe after 1989 then turn to exploring the way globalization, free trade, immigration and the refugee crisis have dissolved this apparent consensus. Additional readings, whether from the Middle East as a case study, it addresses a number of questions about the religious and political movements.

CSTS-UH 1056J Protecting the World’s Health: Triumphs and Challenges
Typically offered: January
Crosslisted with Previous Core: Science, Society and History; Environmental Studies; Social Research and Public Policy
This course exposes students to the key principles and practices of public health using four epidemics as learning tools: the eradication of smallpox, the AIDS epidemic, HPV, and the global epidemic of tobacco use. These four examples offer excellent learning templates for exploring public health because of their diversity: one has ended (smallpox); one has an underutilized vaccine (HPV); one has a new virulent disease for which a vaccine exists (AIDS); and one is a fully preventable human-manufactured epidemic (tobacco). The course includes a mix of lectures, class exercises, CSI-like investigation approaches, and site visits and field work in Abu Dhabi and Tanzania. Students become familiar with how an epidemic emerges, what steps can be taken to measure an epidemic’s scope and distribution, how epidemiologists (the detectives of public health) go about determining the source of an epidemic, the role research plays in answering questions with respect to source and cure, how public health leaders work to arrest an epidemic, and the interplay between science, culture, politics, and health.
This course aims to accomplish two things. The first is to introduce three broad traditions of normative thinking about social issues from around the world that have informed our contemporary thinking about human rights. Students will explore these ethical controversies against the background of the three broad traditions. The aim of the course will be to understand some of the different approaches of each that shape the global conversation about these issues.

CS-TS-UH 1062 Urbanization and Development

Crosslisted with Social Research and Public Policy: Urbanization

What do cities come from? How do they develop? This course reviews the history of cities from prehistoric times to the middle ages and then on to contemporary urbanization in both the advanced and less developed worlds. The role of medieval cities as cradles of capitalism and state-building will receive particular attention. This will be followed by a summary review of the successive cycles of urban development under Spanish, Dutch, British, and then American hegemony. How cities evolved during each of these cycles and how they harbored and nurtured insurmountable economic and political changes that ushered the modern world will be examined. The final part of the course will be dedicated to contemporary urbanization in the post-industrial cities of the United States and the major capitals of the less developed world. The character and significance of “global cities” will be discussed, comparing established ones such as New York and London with particular Dubai and Miami. Topics include the rapidly growing economic and social inequalities in cities, both of the advanced and developing worlds, and to the role of the informal economy in both.

CS-TS-UH 1065 Empires and Imperialism

Typically offered: fall

Crosslisted with Previous Core: Structures of Thought and Society; Social Research and Public Policy

Today, we live in a world of nation states, a world in which each nation has—or aspires to have—its “own” state. Yet this global dominance of the idea of the nation state is of relatively recent provenance. For most of human history, political power has been organized in forms more complex than the simple formula “one nation/one state.” In this course, students will discover how the contemporary manifestation of this complex organization of political power. Empire, imperialism, colonialism and post colonialism are concepts frequently evoked in public debates but are largely absent from university curricula. Mainly to refer to the period of European overseas expansion from the thirteenth to the nineteenth century, one of this aim of the course is to place this European imperialism and its political and economic consequences in a larger comparative context. This goal will be achieved by considering the historical preconditions of modern European imperialism in Antiquity and in the Middle Ages, as well as “contemporary” empires in other parts of the world. With this foundation, in the second half of the course students will discuss and evaluate a range of works from inside the rich literature on modern imperialism and colonialism.

CS-TS-UH 1066 Feminist Theory in a Globalizing Context

Typically offered: spring

What is feminist theory and what is its relevance to our world today? What implications do space activities have for life on Earth and for sustainable development? Linking the space sector to the United Nations Sustainable Development Goals is an opportunity to examine how gender intersects with race, class, nationalism, science and technology. Students will consider how gender creates social meaning, feminist theory has evolved to address the political impacts of gender’s intersection with race, class, nationalism, science and technology. Students will also be able to engage with the interdisciplinary allows for broad applicability and has secured ongoing relevance for global civic engagement. The course begins with a look at “first wave” or “liberal” feminism’s battles for women’s economic, political, and domestic parity with men before examining how post-structural feminist and radical feminism have shaped the lives of gender difference as social construct. How have rights-based approaches to equality provoked socialist and Marxist, postcolonial, or Islamist critiques? Can theorists confront the political imperative for global citizens to improve conditions for everyone regardless of sex, gender, race, class, or creed?

CS-TS-UH 1067 Moving Target

Typically offered: spring

Crosslisted with Previous Core: Structures of Thought and Society; Urbanization

Cities are constantly on the move. Half the world’s population lives in urban areas, with numbers steadily rising. How have cities depended on and been shaped by, such mobility? What will future systems of movement look like? Can emerging technologies and information networks increase sustainability in urban transport? Can we develop prosperous, safe, and connected cities while also managing impacts on climate and public health? Brining global and critical perspectives to bear on these questions, the course will address: how mobility shapes cities, how physical mobility relates to “upward” social mobility, and how planners and citizens might better address the mobility needs and wellbeing of diverse groups. Students will engage in ongoing debates and will explore different media (e.g. animation, posters, video, photography, essays) to address such questions.

CS-TS-UH 1068J Space Diplomacy

Typically offered: January

How have the world’s major space programs developed in international cooperation, making space a “tool for peace”? What implications do space activities have for life on Earth and for sustainable development? Linking the space sector to the United Nations Sustainable Development Goals is an opportunity to examine how gender intersects with race, class, nationalism, science and technology. Students will consider how gender creates social meaning, feminist theory has evolved to address the political impacts of gender’s intersection with race, class, nationalism, science and technology. Students will also be able to engage with the interdisciplinary allows for broad applicability and has secured ongoing relevance for global civic engagement. The course begins with a look at “first wave” or “liberal” feminism’s battles for women’s economic, political, and domestic parity with men before examining how post-structural feminist and radical feminism have shaped the lives of gender difference as social construct. How have rights-based approaches to equality provoked socialist and Marxist, postcolonial, or Islamist critiques? Can theorists confront the political imperative for global citizens to improve conditions for everyone regardless of sex, gender, race, class, or creed?

CS-TS-UH 1069Q Biology of Politics

Typically offered: fall

Crosslisted with Previous Core: Science, Society and History; Political Science

Aristotle famously referred to humans as “political animals,” meaning we develop and live in social contexts. But might political instincts and behavior and even the biological origins? Are some people more politically active than others? Do conservatives and liberals have different physiologies? Social scientists have traditionally focused on demography, economics, mass mobilization, electoral institutions, political socialization, and social norms to understand political attitudes and behavior. New research, however, explores the possibility that biological differences may help to explain variations in political beliefs and participation. This course explores the relationship between biology and politics. With an emphasis on cognitive capacities linked to emotion, attention, and empathy, we will examine how people develop different political dispositions and how they might better address the mobility needs and wellbeing of diverse groups. Students will engage in ongoing debates and will explore different media (e.g., animations, posters, video, photography, essays) to address such questions.
Many class sessions will be organized as debates, with students presenting different sides of an issue in light of our readings.

CSTS-UH 1074

Biotechnology and Society

Typically offered: spring
CROSSTRADELED

Crosslisted with Previous Core: Science, Society and History; Previous Core: Structures of Thought and Society; Social Research and Public Policy

Can science and social planning work together to address major issues in the developing world, such as hunger and unequal access to health care? Molecular biology, paving the way for biotechnology and the establishment of genetically modified organisms (GMOs), has enabled major breakthroughs towards crop improvement and in treating diseases such as diabetes. Such developments have clear benefits for society but they have also raised global issues concerning equality and the environment. This course approaches the link between biotechnology and the ethical issues that arise from this fast-developing area of research.

CSTS-UH 1075

Language and Society

Typically offered: spring
CROSSTRADELED

Crosslisted with New Core: Cultural Exploration and Surveillance; Social Research and Public Policy; Urbanization

What happens when these conflictual gazes on one another intersect? Can language create and perform identity? How do language and culture relate to one another? This course will explore research methods to study dynamics of language change in different cultures, how language shapes culture, and how cultural expectations affect language. The course will also examine the role of language in social and political processes, and investigate the impact of globalization on language and identity.

CSTS-UH 1076

What is Property? (And What Is It For?)

Typically offered: fall
CROSSTRADELED

Crosslisted with Legal Studies

Why is property key to so many societies and social institutions? How do various understandings of its ownership and protection influence the ways in which we make decisions about the environment, fairness and equality, and the public and private and the common good. In this course, we will explore how property rights are both contested and taken for granted, focusing on the legal and social implications of these questions. We will examine the history of property law and its development in response to new social and economic challenges. We will explore how property law is used to address issues such as access to land, housing, and natural resources, and how it impacts communities and individuals. Finally, we will consider how property law is evolving in response to contemporary challenges, such as climate change and technological advancements, and its implications for future generations.
global environmental justice (EJ) movement, led by residents of underserved urban communities who felt excluded by mainstream environmentalism, and explore how political and technocratic visions for achieving sustainability mitigate or worsen inequality. The readings span the social sciences and history. We will explore case studies of environmental inequality and EJ initiatives from around the globe, with special attention to the UAE. Of particular interest is Masdar City, the UAE’s attempt to construct the world’s first carbon-neutral city. Based on a site visit, analyses of plans, and a critical reading of the literature regarding Masdar City, we will ask what Masdar can teach us about achieving EJ in the 21st century.

CSTS-UH 1084J
Typically offered: January
After spending our early lives with our parents, how do our parents affected what we learn, how we act, and how we manage our health and mental health? Just as you have wondered about these questions, so have scientists and professionals. We study parenting styles in detail to identify qualities that foster healthy child development. The course reviews research on the importance of parenting practices within a family context. We will discuss how parents and parenting practices have been presented in popular culture and the arts to determine if those depictions are accurate and fair. The presentations in varied cultures around the world and within countries will be reviewed. Students also learn how to interact effectively with parents, how to mobilize parents, and what efforts have been successful in changing detrimental parenting actions. This course is for the curious and those interested in careers in education, health, and mental health.

NOTE: This course is open only to NYU Abu Dhabi students.

ANTH-UH 2116
Displacement and Dispossession in the Modern Middle East
Crosslisted with Anthropology; Arab Crossroads Studies; History; Peace Studies; Social Research and Public Policy

CADT-UH 1019
Lies and Truths
Crosslisted with Previous Core: Art, Technology and Invention; Core: Arts, Design and Technology

CCEA-UH 1069
Cultural Appropriation
Crosslisted with New Core: Cultural Exploration and Analysis; Heritage Studies; Previous Core: Structures of Thought and Society

CCEA-UH 1081
Sense and Senses
Crosslisted with Anthropology; New Core: Cultural Exploration and Analysis; Previous Core: Structures of Thought and Society

CCEA-UH 1087J
Confessional Culture from Augustine to Oprah
Crosslisted with New Core: Cultural Exploration and Analysis

CDAD-UH 1012
Randomness
Crosslisted with New Core: Data and Discovery; Previous Core: Structures of Thought and Society

CDAD-UH 1020JQ
Challenges in Global Health
Crosslisted with New Core: Data and Discovery; Social Research and Public Policy

CDAD-UH 1039Q
Search
Crosslisted with New Core: Data and Discovery

HIST-UH 2010
History and Globalization
Crosslisted with Economics; History; Political Science; Previous Core: Structures of Thought and Society; Social Research and Public Policy

HIST-UH 2110
Global Cold War
Crosslisted with History

HIST-UH 3112
Asian Borderlands
Crosslisted with History

HIST-UH 3320
Port Cities of the Atlantic World
Crosslisted with History; Urbanization

LAW-UH 2125X
Islamic Law and Secular Politics
Crosslisted with Arab Crossroads Studies; Legal Studies; Political Science; Social Research and Public Policy

PEACE-UH 1113
Peacebuilding
Crosslisted with Peace Studies; Political Science; Previous Core: Structures of Thought and Society

PEACE-UH 1116JX
Convivencia: A Model for Living Together
Crosslisted with Peace Studies; Previous Core: Structures of Thought and Society

PHIL-UH 1110
The Meaning of Life
Crosslisted with Philosophy; Previous Core: Structures of Thought and Society

POLSC-UH 2317
Identity and Culture in Politics
Crosslisted with Political Science; Previous Core: Structures of Thought and Society

POLSC-UH 2323J
Suffering and Politics
Crosslisted with Political Science

SRPP-UH 1811
Discipline
Crosslisted with Previous Core: Structures of Thought and Society; Social Research and Public Policy

SRPP-UH 1815J
“Diversity”, “Inclusion” and “Tolerance”?: Contemplations on 21st Century Identity Formation
Crosslisted with Social Research and Public Policy

SRPP-UH 2410Q
Gender and Society
Recommended Prerequisite: SOCSC-UH 1210Q
Crosslisted with New Core: Data and Discovery; Previous Core: Structures of Thought and Society; Social Research and Public Policy

SRPP-UH 2618
Welfare States in Comparative Perspective
Crosslisted with New Core: Structures of Thought and Society; Social Research and Public Policy

SRPP-UH 2620
Education and Society
Crosslisted with Education; Social Research and Public Policy

SRPP-UH 2623J
Cultures of Addiction: A Bio-Social View
Crosslisted with Anthropology; Social Research and Public Policy
The development of strong writing skills throughout a student’s academic career is an important objective of an NYUAD education. The Writing Program has designed a curriculum to meet the needs of individual students through a blend of writing courses and one-on-one consultations in the Writing Center.

All students must complete a semester-long writing seminar in their first year. The First-Year Writing Seminar (FYWS) introduces students to the reading, writing, oral expression, and critical thinking skills essential to a liberal arts education.

The First-Year Writing Seminar lays a foundation for continued practice in university-level thinking and writing. In addition to taking the First-Year Writing Seminar, all NYUAD students will receive extensive writing and communication practice in Core courses and will come to learn that each discipline has its own conventions for advanced writing in specific fields.

Students complete writing proficiency assessments during Candidate Weekend that guide initial placement in the program’s courses. These assessments help us advise students about how to maximize the impact of the FYWS on their learning. For instance, students who may need more time to practice college-level writing are strongly advised to take the Writing Seminar in the fall of their first year. Students identified as being more prepared often wait to take their FYWS in the spring.

The First-Year Writing Seminar
Each FYWS is designed around a topic that serves as a vehicle for academic inquiry. The seminar uses thematically organized content to foster student inquiry and intellectual engagement, and to model excellence in thinking and writing. Students engage with a variety of texts, learn how to analyze ideas and express complex arguments, and complete assignments that range from shorter reviews and editorials to longer persuasive analytical essays. Each written essay is the result of a progression of structured exercises with an emphasis on drafting and revision strategies. Students work collaboratively, learning to offer appropriate and constructive feedback through class discussion, peer workshops, tutorials, and one-on-one writing conferences with faculty.

To ensure a unified and consistent experience for students, all sections of the First-Year Writing Seminar share a set of common goals. Students will be introduced to rhetorical knowledge; critical thinking, reading, and composing skills; a range of composing and communication processes; and an awareness of disciplinary conventions. In the First-Year Writing Seminar students learn to:

- Read and analyze a range of complex written, visual, empirical or performative texts.
- Conceptualize and express complex claims based in evidence.
- Document sources according to scholarly conventions.
- Write for a scholarly audience.
- Attend to style, grammar, and proper usage in academic English.

All First-Year Writing Seminars ask students to write three essays of increasing complexity (in draft and final form) over the course of the term, culminating in an inquiry-driven research paper and oral presentation. Courses typically begin by working on the art of close analysis of texts and ideas related to the course themes. In the second paper students use a variety of sources to make evidence-driven arguments. In the last portion of the class, students conduct library research on a topic that interests them and then write a research paper that makes an argument supported by evidence drawn from the sources they have gathered and analyzed. Finally, all students will make oral presentations about their work at various stages of their research and writing process.
There’s no accounting for taste,” the old saying goes. We like our favorite shoes, cars, and paintings for reasons that simply cannot be explained. This FYWS challenges that assumption. Taking contemporary popular culture as a point of departure, the course delves into debates from history, sociology, and literary studies in order to understand the social construction of taste, giving special attention to the complex role that “good taste” or “bad taste” can play in perpetuating social hierarchies. Students will develop reading, writing, listening, and speaking skills while examining how ideas about “taste” are constructed, interrelated, and how we can inform, limit, or inspire the way we see ourselves in our social worlds.

FYWS: Imagined Geographies
Typically offered: fall, spring
Prerequisite: Reserved for students who need a FYWS
We think of locales as something physical, something experienced. We know where we are (and where we are not) partly because we have physical experiences of those places: a grandmother’s kitchen, a smell of the city, the memory, history, technology, and the relationship between art and life.

FYWS: Understanding Shari’a
Offered occasionally
Prerequisite: Reserved for students who need a FYWS
The universality of Shari’a is a topic of intense debate in the contemporary world. Some assume the universality of Shari’a as the way to “reform” or “modernize” the Islamic tradition. Other writers regard its universal aspirations as a “threat” to “Western” values. Still others remain skeptical that the Shari’a was ever meant to be universal. Without answering the question of whether it is, was, or should be “universal,” this writing course investigates the debates that the question has inspired. How do different writers perceive the universality of Shari’a? What are the political, ethical, or other stakes of arguments about Shari’a’s universality? Readings connect theoretical approaches to individual case studies in milieus as diverse as shari’a courts in Ottoman Turkey, fatwa councils in contemporary Egypt, and divorce proceedings in Iran. Through creative and critical writing assignments, students explore the contexts, forms, and methods of evidence brought to bear by authors who contribute to ongoing debates about the ways we understand Shari’a today.

FYWS: Street Food
Typically offered: spring
Prerequisite: Reserved for students who need a FYWS
What is the relationship between food and food habits, between what is eaten in cities and what is eaten, what ingredients are most sought after, and what’s in one day, out the next? This is a class about history and politics, the bond between immigrants and street/cheap food, and the significance of Abu Dhabi’s many cafeterias. Students will tackle essays about lobster, food and adoption, and comment and write about what’s being eaten, what ingredients are most sought after, what’s good, and what’s not.

FYWS: Questions of Fatherhood
Typically offered: fall
Prerequisite: Reserved for students who need a FYWS
What forms of knowledge, political conditions or social relations become visible when the figure of the father is put into question? This First Year Writing Seminar will focus on the ways in which people have interrogated the figure of the father in a range of diverse social contexts in the contemporary world. Readings draw on a range of texts including political theory, history, ethnography, film, and memoir that weave across Europe, the Gulf, and the United States. Students will take the following three questions as guides for each text: How do we know the father? What threats, anxieties, hopes and promises take shape through the figure of the father? How is the figure of the father related to broader patterns of political authority (e.g., race, class, sexual orientation)?

FYWS: Power and Ethics in Photography
Typically offered: fall, spring
Prerequisite: Reserved for students who need a FYWS
Since its invention in 1839, photography has come to dominate our lives in ways that would have been
unthinkable to the medium’s pioneers—so much so that it’s almost impossible to imagine what a world without photographs might look like. The recent rise of virtual reality and social media networks raises old and new questions about how photography alters the way we see and know the world, including important ethical questions about the medium’s intrusive and seductive nature.

Drawing on the writings of Sontag, Sischy, Said and others, this FYWS analyzes photography’s power in shaping consciousness, but also the limitations on capturing reality. Beginning with a fundamental division between “art” and “documentary” photography, students will delve into the ethics and aesthetics of portraying pain, tragedy, and death. They will explore how cameras can create illusions and how photographic representations of “otherness” can help reinforce existing power structures and dominant narratives about “us” and “them.” In addition to drafting and writing three argumentative essays, students will create and present a photo-essay of 8 to 10 images.

WRIT-UH 1115 FYWS: The Art and Aesthetics of International Aid
Typically offered: fall, spring
Prerequisite: Reserved for students who need a FYWS

The central locus of inquiry for this seminar is WRIT-UH 1114 FYWS: Contextualizing Travel Narratives
Typically offered: fall
Prerequisite: Reserved for students who need a FYWS

The central locus of inquiry for this seminar is the question of travel narratives’ completeness, trustworthiness, and impact as visual and textual representations of other cultures. How do travel narratives help us know what we think we know about other cultures? Travel narratives, which have historically provided crucial information about faraway places, have also been populated, often in mask-struck conversations, with stereotypes about the cultures depicted. In order to understand the origins and influence of such stereotypes and how we will, the students will ask how we perceive and shape the ways in which cultural encounters are depicted and interpreted.

WRIT-UH 1115 FYWS: The Art and Aesthetics of International Aid
Typically offered: fall, spring
Prerequisite: Reserved for students who need a FYWS

In the final research project and oral presentations, students will choose a method of inquiry and point to the world in which we journey the city as pedestrians. Writing assignments will focus on the following questions: How is the city represented and shaped in different cities? How do we know what we know about childhood? How do we know what we know about childhood? How do our own definitions of this concept. By critically engaging with a corpus of primary and secondary sources, students will think about permanence and change across time and geographical areas and in doing so redefine ideas we often take for granted. Often intertwining in social, historical, political, and psychological, anthropology, and the history of science. A look at perfumeries, gardens, art exhibitions, restaurants, and campus laboratories allow for analysis of digital data. Students will learn to compare, synthesize, and write effectively about methods and sources as they ask how disparate forms of evidence help us better understand biological attraction, constructions of beauty, feelings of doubt, and why we entangle odors with ideas about gender, race, and ethnicity.

WRIT-UH 1123 FYWS: Scientific Knowledge
Typically offered: fall
Prerequisite: Reserved for students who need a FYWS

The physical, natural, experimental sciences are advancing at an ever-accelerating rate to furnish our world with increasingly advanced technology. What are the origins of modern scientific research, how do we make sense of the world, and where will that path eventually lead us? This course seeks to explore these questions by reading and writing about readings from the history and philosophy of science, as well as contemporary scientific controversies. The first essay will be based on a close reading of Kuhn’s The Structure of Scientific Revolutions and Galileo’s Dialogue

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Concerning the Two Chief World Systems, which provide a philosophical and historical grounding for the course. The second essay will construct an analytical framework centered on writings by Orwell and Sagan that debate the proper way for societies to manage and interact with the ever-expanding body of scientific fact-based knowledge. Finally, in the third essay, students will choose a contemporary controversy in science or technology to explore in depth: they will imagine a near future and explain it in terms of the themes of the course.

WRIT-UH 1124
FYWS: Slavery After Slavery
Typically offered: fall
Prerequisite: Reserved for students who need a FYWS
In the nineteenth century, most states in Africa and the Atlantic world outlawed slavery. Abolition was a revolutionary act that put an end to the legal sale and ownership of human beings. However, official abolition often coexisted with new or old forms of systemic labor exploitation, political domination, and violence. This FYWS invites students to explore this paradox of change and permanence across cultures in Africa and the Atlantic world. How did different economic structures and geopolitical dynamics determine the lived experiences of servitude and liberation? To what extent did religion influence slavery systems and emancipation processes? How did enslaved and freed people in the colonies shape the theory and practice of European abolitionism? Perceptions of freedom and slavery in the nineteenth century were different from ours, and so the course will seek to understand how these fluid ideas shaped people’s lives in real ways. Students will reconsider concepts often taken for granted as they engage with academic texts, photographs, newspaper articles, autobiographies, and films.

WRIT-UH 1125
FYWS: Graphic Violence
Typically offered: fall
Prerequisite: Reserved for students who need a FYWS
Our lives seem ever more beset by acts of violence, from widespread war and autocratic politics to intimate abuse and harassment; meanwhile, our entertainment seems ever more saturated with representations of violence, from news and viral videos to the fantastical carnage of superhero films and the carnal fantasy of Game of Thrones. Yet debates about how such representations relate to real-world brutality often overlook how definitions of violence hinge on concepts as disparate as nature, culture, force, injury, deprivation, and desire. Such mutations of meaning are not mere semantics; how we represent violence defines our response to it. Playing on the term “graphic,” this FYWS explores the ways we write about and with violence. In their first essay, students engage with debates on violence’s entanglements with representation. Next, students synthesize theoretical perspectives on violence (e.g. postcolonial, feminist, Marxist). Finally, they tackle a research topic of their own choosing while comparing case studies from disciplines and domains including cinema, art exhibitions, and video games. Throughout, the course aims for awareness of diverse experiences and sensitivities.

WRIT-UH 1126
FYWS: Understanding Postcolonial Feminisms
Typically offered: fall
“I’m a feminist but…” How many times have we heard that? Or its twin: “I’m not a feminist but...”? What is it about this label (the “F word”) that seems to complicate one’s personal identification with gender equality? Do such statements betray a fear of group identification? A fear of universalist thinking? This FYWS explores a range of texts and media in which postcolonial writers, artists, and intellectuals negotiate issues of gender, class, identity, and culture in understanding the impact of feminism in decolonization. Students will explore cultural developments and political narratives in a range of genres and learn to analyze techniques and contexts of feminist and postcolonial thought and expression. Two interrelated concerns motivate the writing assignments: 1) What is the relationship between women’s voices and their agency in the postcolonial context? 2) How do these writers mobilize the category of gender to negotiate understandings of individual and community in these regions? Consideration of various cultural, racial, class, and national perspectives will initiate a deeper understanding of postcolonial feminism and its contribution to ongoing political developments.

WRIT-UH 1127
FYWS: Real and Imagined: Women’s Writing Across Worlds
Typically offered: spring
Prerequisite: Reserved for students who need a FYWS
How do women writers across the world negotiate social and political questions about their place in society? How do they interpret expectations of the maternal ideal, of the primary caregiver, of the silenced and the marginalized? And how are these identities complicated by the privilege of class, race, citizenship, heterosexuality, and various definitions of “femininity”? Looking at contemporary creative nonfiction, memoir, and confessional writing by women from different parts of the world, this FYWS explores how women writers contest structures of power and articulate identities through self-representation. Drawing upon various genres of life-writing, the course falls into three parts: Between Cultures; Maternal Matrix; and Private Lives. Publicly. Materials reflect on women’s experience of migration, of subverting traditional gendered norms, and of crossing boundaries of self-censorship and voicing experiences publicly, while also considering critically the ethics of representing “true” material from life history or observation, and the responsibility writers have towards others.
Studying the Arts and Humanities at NYU Abu Dhabi provides a unique opportunity to experience and understand our world through a multiplicity of cultural perspectives. In Arts and Humanities, you will learn to reflect as well as to rehearse, to comprehend as well as to create. In Arts and Humanities, you will learn to find your voice through the process of learning to listen ever more carefully to others.

Against a backdrop of ever-accelerating change, it is more important than ever for us, as informed citizens, to understand our positioning in the incredibly complex web of cultural exchanges that has brought about the world in which we live. Who do we think we are, as individuals and as communities? What are the stories we tell ourselves and each other, about what brought us here and what our purpose is? Whence did those stories emanate? Why do certain stories prove so powerful? And what principles ultimately should guide the way we treat one another?

In academia, these questions are the domain both of the humanities and of the arts. At NYU Abu Dhabi you will get to study both together. We recognize the need to rethink the ways in which students learn and create. In a world in which emergent technologies radically influence yet never fully determine the range of human expression, we need tomorrow’s thinkers to reflect like artists, just as tomorrow’s artists need to become ever more thoughtful about the tools that they use and the cultural context in which they operate.

Arts and Humanities at NYU Abu Dhabi is a site of experiment and innovation. Whether studying history or literature, you will be encouraged to challenge established patterns of thinking and dominant narratives, even as you will be spurred to go beyond mere critique and to experience for yourself the challenges involved in creating something new, different, better, and more inclusive. Whether conceiving a film or a website, or pondering the underpinnings of the law or the pivotal role played by Arab Crossroads in global culture, at NYU Abu Dhabi you will be at the center of a rethinking of what it means to engage a globally diverse environment.

We think of creative and critical activities not as distinct but as part of the new imaginative dynamic that is transforming art and knowledge today. In every program, from Art and Art History to Theater to Philosophy, at NYU Abu Dhabi you will be part of the discovery and creation of a new understanding of what such knowledge and practices involve in the twenty-first century.

Human creativity has always responded to new developments in technology, and never more so than today. In recognition of this, Arts and Humanities celebrates multidisciplinarity and multimodality. You will get to sculpt sound using a computer and a cello; delve into cultural studies through the lens of Digital Humanities; or explore a haptic interface and robot-making in pursuit of Interactive Media.
The world, and most professions today, will become unrecognizable in our lifetimes. The adaptability, intellectual flexibility, and creativity that you will learn at NYU Abu Dhabi will empower you to think critically and creatively, and will provide you with a powerful and successful passport to the future.

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, and architecture as well as ornament, design, printmaking 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 & 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 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: Visual Arts 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, painting, sculpture, photography, printmaking, graphic design, video, and digital media, while at the same time letting them hone their skills in a chosen medium. These courses 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.

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 in 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 Curatorial Studies, and takes advantage of museums in the region such as the Louvre Abu Dhabi and the other museums currently under development on Abu Dhabi’s Saadiyat Island. Whenever possible, the major also draws upon the community of practicing artists and scholars resident in, or passing through the Gulf.

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 on the Visual Arts track must complete two of the four practice-based foundation courses as well as two Art History or Art Studies courses, and six Visual Arts electives. Students are encouraged to take the Foundations courses early in their program. Students following the Art History track take Foundations of Art History I and II, Thinking Art, and one of the four Visual Arts 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. 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 elective 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 focuses on Berlin and New York as the primary study away sites for the program but students can also elect to take courses at other NYU study 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.

Please note: Art & Art History majors may not count more than two courses from other programs that are crosslisted with Art & Art History towards their major requirements.

Learning Outcomes
Upon completion of the NYU Abu Dhabi Art & Art History (Art History Track) degree, all graduates are expected to have developed:
1. Visual literacy, conceived as knowledge of the visual arts from a range of world cultures and forms, according to generally accepted categories of style, iconography, periodization, region, and type of material object, exemplified in a variety of individual works of art.
2. The ability to examine and analyze central questions and topics in Art and Art History, including different forms of art history, art theory, art practice and aesthetics.
3. The ability to synthesize practice and reflection in both academic scholarship and artistic production.
4. The ability to recognize and articulate a question or problem related to art that can be explicated, explored, and at least tentatively answered in an essay or paper that meets academic standards of organization, presentation of evidence, clarity of expression and independent thought.
5. Specialization in one area of art history sufficient for a Capstone project.

REQUIREMENTS FOR THE MAJOR IN ART AND ART HISTORY:
VISUAL ARTS TRACK
12 courses, distributed as follows:
2 Foundational courses from the following:
VISAR-UH 1010 Foundations of Photography
VISAR-UH 1011 Foundations of 2D
VISAR-UH 1012 Foundations of 3D
VISAR-UH 1013 Foundations of 4D
8 Electives across Visual Arts and Art History:
4 Visual Arts electives
2 Visual Arts Projects level electives
2 Art History (ARTH-UH) or Art Studies electives
2 VISAR-UH 4000 & 4001 Capstone Seminary and Project
Learning Outcomes
Upon completion of the NYU Abu Dhabi Art & Art History (Visual Arts Track) degree, all graduates are expected to have developed:
1. Visual literacy, conceived as knowledge of the visual arts from a range of world cultures and forms, according to generally accepted categories of style, iconography, periodization, region, and type of material object, exemplified in a variety of individual works of art.
2. The ability to examine and analyze central questions and topics in Art and Art History, including different forms of art history, art theory, art practice and aesthetics.
3. Basic to intermediate skills in a range of artistic media.
4. The ability to synthesize practice and reflection in both academic scholarship and artistic production.
5. A specialization in one particular area of visual arts practice sufficient for the production of a Capstone project.

Requirements for the Major in Art and Art History:
Art History Track
12 courses, distributed as follows:

3 Required courses:
   ARTH-UH 1010 Foundations of Art History I
   ARTH-UH 1011 Foundations of Art History II
   ARTH-UH 3010 Thinking Art

1 Visual Arts Foundational course from the following:
   VISAR-UH 1010 Foundations of Photography
   VISAR-UH 1011 Foundations of 2D
   VISAR-UH 1012 Foundations of 3D
   VISAR-UH 1013 Foundations of 4D

6 Electives: including at least two pre-1800 electives, one European and North American and one Islamic. At most two may be taken from Arts Practice Electives

2 ARTH-UH 4000 & 4001 Capstone Seminar and Project

Minors in Art & Art History: The minors 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. Minoring 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.
# ART AND ART HISTORY

## VISUAL ARTS TRACK

### SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

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ART AND ART HISTORY COURSES

REQUIRED COURSES

ARTH-UH 1012
Foundations of 3D
Typically offered: fall, spring
This course explores the medium of sculpture and other 3D forms through the principles of three-dimensional design and the concepts that drive developments in contemporary art. Projects may include mold making, ceramics, and the use of wood working tools, as well as the use of sculpture as costume, performance, environment, or kinetic form. Students use a variety of materials from wood and cardboard to metal, plaster, paper, cloth and found objects to expand their understanding of form and space.

VISAR-UH 1013
Foundations of 4D
Typically offered: fall
Crosslisted with Computer Science
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.

ART HISTORICAL ELECTIVES

ARTH-UH 1110X
Introduction to Visual Culture
Offered occasionally
Crosslisted with Arab Crossroads Studies
Visual Culture Studies branches away from traditional Art History towards new subjects and methodologies. The primary area of interest is not works of art but rather other forms of visuality, such as advertising, fashion, comics and graphic novels, television, the internet, graffiti and tattooing, as well as the visual formulations and methodologies. The primary area of interest is not works of art but rather other forms of visuality, such as advertising, fashion, comics and graphic novels, television, the internet, graffiti and tattooing, as well as the visual formulations and methodologies.

ARTH-UH 1111
Contemporary Global Art
Offered occasionally
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.

ARTH-UH 1112
Art & Architecture in Berlin
Typically offered: January
Berlin is a city in transformation. In this seminar we will focus on relationships between art and architecture in public places which continue such transformations visible. We will explore how relationships of art and architecture are influenced by political, social and cultural contexts. We approach the topic of public places as e.g. the Plaace of the United Nations, the Memorial to the Murdered Jews of Europe, Track 17, the Ellithipal Pavilion and the ‘Café Bravo’ from the American artist Dan Graham. We will study more closely the connection of the planning of a space and the use of it. And how does a place get affected, if the space gets used for another purpose? The seminar is focused on culture and architecture in public places that make the larger environment and its historical, social and political contexts more conspicuous.

ARTH-UH 1115
Modern Art and Modernism
Offered occasionally
The term modernism encompasses the activities and creations of those who have felt since the late nineteenth century that traditional forms of art, architecture and literature were 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 a new cultural, economic, social, and political environment. This movement has involved experimentation and the creation of an awareness of the inseparability of art and architecture, as well as a 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 on the dynamics of the art historical development on the whole.

ARTH-UH 1114
Politics of Modern Middle Eastern Art
Typically offered: January
Crosslisted with Arab Crossroads Studies
From the Baathist regimes of Syria and Iraq to Egypt’s pan-Arabism under Gamal Abdel Nasser, paintings and sculptures in addition to...
film and performing art have been employed by various governments as a tool of soft power to propagate their policies to the public not only in their respective states but throughout the region and beyond. Despite this government patronage of the arts, many artists have chosen to challenge their authorities through their art practices. This course examines the political undertones of iconic artworks of the 20th century in the post World War II period in the Arab world as well as Iran, Turkey and other countries. Often highlighted in an often neglected dimension in the modern history of the Arab world and other parts of the Middle East.

ART-UX 1115X
Islamic Architecture: Formation to Revival
Typically offered: January
Crosslisted with Arab Crossroads Studies; Design
From the House of Worship in Medina in the 7th century to the high-rises of Dubai today, this course casts architecture as the most expressive embodiment of the historical conditions within which Islam was formed and acquired meaning, and to which it in turn gave form and context. Spanning fifteen centuries and three continents, the course focuses on key episodes from the foundational moments of an Islamic architecture in Arabia and the territories of the major cultures of the West including Spain and France. It will consider Islamic architecture's impact on the development of Western architecture, and the consequent revival of Islamic architecture today while emphasizing the interconnectedness of cultures in shaping architecture. The analysis of buildings and cities is informed by religion, society, politics, and culture. Each class covers a specific time/place but keeps the thread of the entire story alive and moving. The course is primarily an introductory overview. Its requirements include discussions and oral and graphic presentations that feed into a continuous enrichment of our understanding of Islamic architecture and history.

ART-UX 2110
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.

ART-UX 2111
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. These courses may also offer comparative perspectives that forge links to other areas of the curriculum.

ART-UX 2112
Topics in South Asian Art
Offered occasionally
This course surveys the social, political, and imaginative roles played by grand architecture from ancient times to the present day. Through case studies such as the Temple of Luxor, Stonehenge, the Taj Mahal, the Hagia Sophia, the Eiffel Tower, the Empire State Building, and the Sheikh Zayed Mosque, students investigate the historical contexts of monumental buildings and other structures that have been erected to serve as emblems of national culture, as well as the ways that these monuments take on new life in literature and other forms of culture.

ART-UX 2114
Topics in Architecture and the Urban Environment from Antiquity to the Present
Offered occasionally
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.

ART-UX 2117
Contemporary Photography from the Middle East, South Asia, and the Far East
Offered occasionally
Crosslisted with Arab Crossroads Studies
This course focuses on topics that are central to the study of the art and culture of such regions as the Middle East, South Asia, and the Far East. Through slide lectures, readings, museum visits and presentations by local artists, students will explore the issues that artists, photography collectives and competitors of the region are concerned with. This course will cover a range of genres, including Landscape, Performance, Portraiture, and Documentary.

ART-UX 2118X
Contemporary Art and Politics in the Arab World
Offered occasionally
Crosslisted with Arab Crossroads Studies
In the short span of thirty years, art of the Arab World has entered the international arena. This course is centered on the role of contemporary Arab art to the center of global visual art production. This course examines the conditions that prompted this change and the theoretical framework that currently situates 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 the historical conditions 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.

ART-UX 2120
Curatorial Practice
Typically offered: fall
This course offers an introduction to the theoretical and practical knowledge on the curatorial process, exploring new alternative curatorial strategies that challenge the dominant model of the white cube. The course also explores the recent discourse on Islamic art and the global proliferation today. We will consider how this dominant model has expanded and been challenged over the last half-century? And how should we understand his role in global culture today? And how should we understand his role in global culture today? And how should we understand his role in global culture today?

ART-UX 2121J
Museums in a Global Context
Offered occasionally
Crosslisted with Heritage Studies; Museum and Cultural Heritage Studies
This course surveys the history and social role of art museums, from their origins in cabinets of curiosity formed during the age of exploration to their global proliferation today. We will consider how Enlightenment collecting practices led to the development of the “universal museum” in an era of nationalism and 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, heritage and repatriation, cultural diversity and the politics of representation, and globalization and collecting and exhibiting today.

ART-UX 2122J
Age of Warhol
Offered occasionally
Crosslisted with Literature Electives
In 2017, 30 years after his death, Andy Warhol was the most-known artist in the world. At auction, he commanded prices with European artists such as Pablo Picasso (1881-1973) or the Chinese painters Zhang Daqian (1899-1983) and Qi Baishi (1864-1957) in terms of overall profitability. In this course, we will explore how Warhol became globalized in the art world. From Warhol’s beginnings as a commercial illustrator and graphic artist to his work as a filmmaker, writer and publisher, music producer, photographer, TV personality, collector, and artistic illustrator, we will analyze his contributions to the current discourse on contemporary art, social practice and the community. Students will meet with curators and administrators at art museums, galleries and alternative art spaces to analyze how art exhibitions and museum acquisitions are shaping art history and the relationships between the art institution and society. Students will gain an understanding of the forces that are shaping the current discourse on contemporary art, social practice and the community. Students will meet with curators and administrators at art museums, galleries and alternative art spaces to analyze how art exhibitions and museum acquisitions are shaping art history and the relationships between the art institution and society. Students will gain an understanding of the forces that are shaping the current discourse on contemporary art, social practice and the community. Students will meet with curators and administrators at art museums, galleries and alternative art spaces to analyze how art exhibitions and museum acquisitions are shaping art history and the relationships between the art institution and society. Students will gain an understanding of the forces that are shaping the current discourse on contemporary art, social practice and the community. Students will meet with curators and administrators at art museums, galleries and alternative art spaces to analyze how art exhibitions and museum acquisitions are shaping art history and the relationships between the art institution and society. Students will gain an understanding of the forces that are shaping the current discourse on contemporary art, social practice and the community. Students will meet with curators and administrators at art museums, galleries and alternative art spaces to analyze how art exhibitions and museum acquisitions are shaping art history and the relationships between the art institution and society. Students will gain an understanding of the forces that are shaping the current discourse on contemporary art, social practice and the community. Students will meet with curators and administrators at art museums, galleries and alternative art spaces to analyze how art exhibitions and museum acquisitions are shaping art history and the relationships between the art institution and society. Students will gain an understanding of the forces that are shaping the current discourse on contemporary art, social practice and the community. Students will meet with curators and administrators at art museums, galleries and alternative art spaces to analyze how art exhibitions and museum acquisitions are shaping art history and the relationships between the art institution and society. Students will gain an understanding of the forces that are shaping the current discourse on contemporary art, social practice and the community. Students will meet with curators and administrators at art museums, galleries and alternative art spaces to analyze how art exhibitions and museum acquisitions are shaping art history and the relationships between the art institution and society. Students will gain an understanding of the forces that are shaping the current discourse on contemporary art, social practice and the community. Students will meet with curators and administrators at art museums, galleries and alternative art spaces to analyze how art exhibitions and museum acquisitions are shaping art history and the relationships between the art institution and society. Students will gain an understanding of the forces that are shaping the current discourse on contemporary art, social practice and the community.
in a way that led to a crossing of boundaries between dance, sculpture, music, and theater. All this happened in many places at the same time. The course will consider many individual works of art while at the same time pursuing a comparative approach to the various outcomes of the new aesthetic. It will make it clear that the art of the 1960s is foundational for almost all further developments of art.

ARTH-UH 2125
Art of the 1970s and 80s: Postminimalism to Postmodernism & Beyond
Typically offered: spring
The 1970s and 1980s saw a number of significant shifts in the art world and new approaches to art making. Some of the most radical outcomes of art movements of the 1960s only emerged in the 1970s and 1980s with so-called "institutional critique", whereas a strong resistance to exactly this genealogy made itself felt in a wave of neo-expressionist painting (Arte Cifra, Neue Wilde, figuration libre, Transavanguardia, New Image Painting). This was countered by the "picture generation" whose image production was based on photography and related to discussions of "postmodernism" and "appropriation". Female artists gained in stature to a previously unprecedented degree (especially in video and photography) and made gender-issues and relations of power a major theme in art. It became clear at the same time that the phase of the dominance of American art after World War II was over. This lead to a more widespread and diverse circulation of ideas. The course is based on a comparative approach, highlighting commonalities as well as differences between various artistic endeavors.

ARTH-UH 2126
Japanese Art: Currents of Influence and Transformation
Typically offered: fall
This course explores the transformative process of cross-cultural inspiration in art traditions by examining Japanese art from two perspectives: its absorption of influence and its stimulation of influence. We will investigate cross-cultural influence by following two directional currents over time: Eastward from China, Korea, Portugal and Holland to Japan; then Westward from Japan to Europe and America. We will explore what artists admired in newly introduced works of art, what they integrated into their own practices and how this impacted their work. We will gain insight into the transformative effect of outside influence on indigenous art traditions; of how artists in Japan, Europe and America did not merely ‘copy’ what inspired them, but how they internalized new ideas to create something original, even revolutionary, within their own art traditions.
This course attempts to understand the trials and tribulations of an intellectual ideal via recent work in sensory studies of 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 sensuous economy and its limits, continuity and dislocation, anxiety and anomie, subjectivity and objectivity. reason and the problem of saturated phenomena.

**PRE-1800 ISLAMIC WORLD ART ELECTIVES**

**ARTH-UH 2127JX**

**Orientalism and the Discovery of Islamic Architecture**

Typically offered: January

This course will present a select group of materials within a chronological and dynamic framework, with an emphasis on specific case studies. These selections will highlight intellectual developments as well as ‘points of contact’ between cultural entities. This approach-at once global and local-speaks to this dynamic and fluid qualities of many of the arts produced in the regions under scrutiny.

**VISAR-UH 1110**

**Types of Art: From Calligraphy and Stone Carving to Digital Type**

Offered occasionally

Crosslisted with Design

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

**VISAR-UH 1111**

**Graphic Design Studio**

Offered occasionally

Crosslisted with Design

This immersive studio course in graphic design combines practice and reflection with a project-based approach to graphic design. Students develop creative and collaborative design skills for print and digital media. Lectures and readings address Western design history, contemporary Arabic graphic design, and cross-cultural design issues. Assignments focus on the design process from conception to distribution. Students will acquire proficiency with Adobe Creative Suite software. The theoretical component of the class will focus on the role of the graphic designer today, in his/her constantly shifting role as artist/problem solver/skilled executive, with responsibilities ranging from brand management to social commentary, creative methodologies, cross-cultural design, and branding to allow them to develop creative and collaborative design skills for print and digital media. Students will develop key design skills in research, gathering, analysis, decision making, brainstorming and teamwork.

**VISAR-UH 1113J**

**Designing Abu Dhabi**

Offered occasionally

This course guides students through the many faces of graphic design and visual communication, with a focus on the cross-cultural visual environment of Abu Dhabi and the United Arab Emirates. Students explore multiple aspects of visual design from aesthetics to user interface 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, design, typography, 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-UH 1114**

**Yes Logo**

Offered occasionally

Crosslisted with Design

This immersive studio course in graphic design combines practice and reflection through a project-based approach to branding. Logos are graphic marks or emblems used by commercial enterprises, organizations and individuals to aid and promote instant public recognition. How are Logos doing today? How are designers coping with new emerging standards? How do we deal with a brand when a Favicon or screen buttons become more important than header paper? We will see how some of the most successful logos only seem to be set in stone, while in reality they constantly mutate and adapt. We will examine how and why certain logos in the last two decades have become metaphors for the worst outcomes of corporate cultures and the targets of anti-globalization activists everywhere. We investigate how and why in our Age of Brands, logos ended in the spotlight for reasons opposite to the ones they were created for. Particular emphasis will be placed on the
Arabic exists as one of the world’s most ancient and enduring languages. Arabic typography, a rich tradition of calligraphy, will introduce students to the techniques and challenges faced by contemporary designers when applying western typographic conventions to Arabic text. Students will examine the evolution of typography with the goal of developing and refining a portfolio of work.

**Arabic Typography**

Typically offered: fall

Arabic exists as one of the world’s most ancient and enduring languages. Arabic typography, a rich tradition of calligraphy, will introduce students to the techniques and challenges faced by contemporary designers when applying western typographic conventions to Arabic text. Students will examine the evolution of typography with the goal of developing and refining a portfolio of work.

**Projects in Photography**

Offered occasionally

Prerequisite: VISAR-UH 1010

This course will focus on the theory and practice of constructed and staged photography. The class will be structured as a semester-long investigation in which students develop projects and make connections between personal and/or greater social significance. Students will study and experiment with several visual communication techniques and processes with the goal of developing and refining a portfolio of work.

**Interventions: Three-Dimensional Thinking**

Offered occasionally

We will study the new NYUAD campus and use these public or semipublic spaces 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 work. We will examine the works of young and established artists who have developed in class relate to the architectural, institutional, social, and cultural circumstances of the campus. What sort of public should a sculptural intervention take into account 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 semi-public space? The students will develop their proposals for interventions with the aid of photographic documentation, models, and a project description before realizing the interventions in coordination with the university administration and presenting them to the public for a limited time.

**Projects in Sculpture**

Offered occasionally

Prerequisite: VISAR-UH 1012

Students in this course will engage in a critical discussion about the material world with an emphasis on wood-based forms, materials and fabrication tools. Students will experiment with different forms and techniques, that curious nature of ideas, and this will be introduced to contemporary artists and designers who work with wood and wood-based materials. Students will learn historic and contemporary sculpture 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.

**Interdisciplinary Projects in the Visual Arts**

Offered occasionally

Prerequisites: VISAR-UH 1010, VISAR-UH 1011, VISAR-UH 1012, or VISAR-UH 1013

This class for experienced students is constructed around a series of projects realized in any available media or medium. How the mind constructs pictures from visual data is an extremely complex and fascinating process that is both biological, psychological, social, and cultural. Students are given in-depth exposure to the conditions that are necessary for artworks to “read” and how the meaning of the work of others is communicated to 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 both group and one-on-one discussions of projects made in response to readings and assignments whose goal is to foster ideas of exploration and consistency in a creative practice.

**Film Studio: Textile Practices and Projects in the Arts**

Typically offered: spring

“Fiber Studio students learn and explore a range of poetically rich practices including embroidery, sewing, quilting, knitting and crocheting, and weaving. Throughout the term, students will build skills in these basic textile practices. Incorporating "textility" into other mediums is encouraged, such as mixing stitching and painting, stitching and writing, and exploring the sculptural possibilities of textile. The following concepts characterize the fiber studio: tradition and exploration of practice: repetition, labor, hand versus machine, portability, utility, the relationship between thread and line, the binary between art and craft, and the gender of textiles. We will also explore how textile objects and practices have informed and might extend, reshape, or even render mute certain art-world terms like “minimalism,” “abstraction,” and “collage.” Representative artists and traditions include Sheila Hicks, the silk saris weavers of Kanchipurum, the silk saris weavers of the Gulf region, the Sidi quilters of the Gujarat, the picture frame weavers of Kutch, Faith Ringgold, The Institute for Figuring Crochet Coral Reef, Louise Bourgeois, Anni Albers, Emily Jacir, among others.”

**To Make, To Show, To Tell—Presentation Matters**

Offered occasionally

This course will focus on production of an individual art project and then will experiment with various forms of presentation. Students are invited to develop works in different kinds of media (e.g. sculptures, collages, photos, drawings). Through discussions and one-on-one meetings, the student will be given direction for what form the art project will take. The evolution of various concepts to present art works will be discussed including several historical experiments between artistic concepts and modes of presentation (e.g. the dada movement, the surrealist movement etc.). The goal of this seminar is to explore what makes an idea translate into an idea into material and then to experience how the meaning of the artwork can change depending on method of presentation.

**Surface Design: Pattern making and meaning**

Typically offered: spring

We are all familiar with surface decoration and pattern design, irrespective of our cultural origins. In fashion, textiles, design, architecture, advertising and fine art these visual patterns of daily life both identify our different backgrounds and help shape our communal life. This course will introduce students to surface decoration and pattern-making skills, using relevant printing processes and other media. Illustrated talks will reference contemporary art and applied arts, exploring their application and meaning, whilst demonstrations and group presentations will help course participants develop and complete projects with confidence.
This investigation is for novices and advanced students alike. The first part of the course focuses on developing and refining their own impulses towards the material world. The second part of the course allows for independent investigations and creative problem solving.

VISAR-UH 2122
Projects in Mixed Media
Prerequisite: VISAR-UH 1011
Whether planning images, sculptures, installations, and cultural. In addition to learning about these histories and sub-cultures filled with artists who use transmission as material and strategy in their work which asks the question: is the medium the message? From the early radio work of Artaud and the edgy yet campy guile of Orson Wells “War of the Worlds,” this course examines the histories and cultures of wireless broadcasting and communication. Beginning with the scientific discoveries that lead to the harnessing of the airwaves that Marconi rode to fame, students will also discover the underground world of modern day pirate broadcasters, who, on every continent, use the ether for their own ends both political and cultural. In addition to learning about these historical and theoretical underpinnings, students will create transmedia installations. This course will also take advantage of NYUAD’s Radio as another platform for which to produce artistic content.

VISAR-UH 3190
Directed Study: Visual Arts
Typically offered by Application
Crosslisted with Core: Arts, Technology and Invention; Core: Arts, Design and Technology; Design

CADT-UH 1006J
Nomads
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design

CADT-UH 1007
Wood
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design

CADT-UH 1020
Wayfinding: Graphic Design in the Built Environment
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design

CADT-UH 1022
Vision
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology

CADT-UH 1043
Mapping Urban Utopia
Crosslisted with Core: Arts, Design and Technology

FILMM-UH 1010
Sound, Image, and Story
Crosslisted with Film and New Media

FILMM-UH 3110
Archives, Methods, Screens
Prerequisite: FILMM-UH 1110, FILMM-UH 1105X, ARTH-UH 1102X, IM-UH 1011, IM-UH 1012, MUSIC-UH 1005 Crosslisted with Film and New Media; Interactive Media; Literature and Creative Writing; Media, Culture and Communication

IM-UH 1010
Introduction to Interactive Media
Crosslisted with Film and New Media; Interactive Media; Media, Culture and Communication

IM-UH 1513
Temporary Expert: Developing a Research-based Art Practice
Crosslisted with Design; Interactive Media

IM-UH 2113
Machine Lab
Crosslisted with Design; Interactive Media

IM-UH 2315
Software Art: Image
Recommended Prerequisite: IM-UH 1010, IM-UH 2310, IM-UH 2318, MUSIC-UH 2417 or CS-UH 1001 Crosslisted with Interactive Media

2 credits

IM-UH 2520J
Making Education
Recommended Prerequisite: IM-UH 1010, IM-UH 1011, IM-UH 1012 or IM-UH 1013 Crosslisted with Design; Interactive Media

MUSIC-UH 1271
John Cage and New Perspectives on Performance
Crosslisted with Music, Theater

VISUAL ARTS PROJECTS ELECTIVES

VISAR-UH 2110
Projects in Photography
Offered occasionally
Prerequisite: VISAR-UH 1010
This course focuses on the theory and practice of construction and staged photography. The class will be structured as a semester-long investigation in which students develop projects and make commentaries on issues of personal and/or greater social significance. Students will study and experiment with several visual communication techniques and processes with the goal of developing and refining a portfolio of work.

VISAR-UH 2113
Projects in Sculpture
Offered occasionally
Prerequisite: VISAR-UH 1012
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 contemporary artists and designers who work with wood and wood-based materials. Students will learn historic and contemporary sculpture 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-UH 2114
Interdisciplinary Projects in the Visual Arts
Offered occasionally
Prerequisites: VISAR-UH 1010, VISAR-UH 1011, VISAR-UH 1012, or VISAR-UH 1013
This class for experienced students is constructed around a series of projects realized in any available medium or medium. How the mind constructs pictures from visual delays is an extreme of a 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 experience also allows students to explore ideas of limits and how the limit or horizon of what is possible can be elaborated and expanded on. Students engage in both group and one-on-one discussions of projects made in response to readings and assignments whose goal is to foster ideas of exploration and consistency in a creative practice.

VISAR-UH 2122 Projects in Mixed Media
Prerequisite: VISAR-UH 1011
Whether planning images, sculptures, movements, maps, or more, drawing allows for the quick transposition of ideas. It is the foundational language of the artistic mind. Foundations in 2D explores the diverse practice of drawing across media and form, from charcoal to pencil to pastel to wet media; from figure to object to abstraction. This investigation is for novices and advanced drafters alike. The first part of the course focuses on practicing traditional drawing approaches in class, while homework assignments allow for greater subjectivity in applying the technique. Midway through the course, concept development takes center stage, with students learning about artists who have expanded upon traditional notions of drawing and/or subverted them. We study postmodern principles and use them to analyze works of art to guide the development of original pieces. For beginners, the class will help confront expectations about what drawing entails, allowing them to develop an emboldened drawing practice free from previous conceptions. Advanced artists’ practices will be challenged and interrupted in order to invite creative risks and new conceptual approaches, expanding their practice.

CAPSTONE EXPERIENCE (ART HISTORY TRACK)

ARTH-UH 4001 Art History Capstone Project
Typically offered: spring
During the spring semester, Art History students will work on a one-on-one basis with a faculty mentor to hone their research and produce successive drafts of a capstone project. The capstone experience will culminate in the public presentation of the work and defense before a faculty panel.

CAPSTONE EXPERIENCE (VISUAL ARTS TRACK)

VISAR-UH 4001 Visual Arts Capstone Seminar
Typically offered: fall
Prerequisite: Should be a declared Visual Arts Major and senior standing
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, curatorial or historical research project. Students will be issued studio space for the senior year and will be expected to produce a body of artworks and a critical reflection paper based on their capstone research topic. The capstone experience will culminate in the spring with a public exhibition and a defense before a faculty panel. Students in this course are expected to use the fall semester to research and experiment in the studio by producing a series of artworks in progress (based on their capstone topic) which will be further developed during the spring term. Students will also produce an artist statement and begin drafting their critical reflection paper which will be further developed and submitted during the spring semester. Weekly class meetings will consist of group critiques and one-on-one studio visits.

VISAR-UH 4000 Visual Arts Capstone Project
Typically offered: spring
Prerequisite: VISAR-UH 4000
Visual arts capstone students will work primarily with their faculty mentor during the spring semester with the goal of completing their capstone project. Students will continue working actively in the studio and will be expected to produce a series of artworks and a 10-page critical reflection paper based on their capstone research topic. The capstone project will culminate in a public exhibition and a formal critique with a faculty panel.

NYU Abu Dhabi truly unique.

Abu Dhabi is situated to provide a comparative perspective on film production and film cultures, embracing the study of both established and emerging film industries and practices. Students engage with local and regional landscapes, people, and their histories to discover the vibrancy of the world around them. From gateway Film and New Media classes through the culmination of their degree, the Capstone Project, this dialogue plays a critical role in students’ work and is part of what makes Film and New Media at NYU Abu Dhabi truly unique.

To bring imagination and ideas to reality, the program provides state-of-the-art equipment and facilities within the NYUAD Arts Center, supporting workflows on the latest digital platforms. Students gain access to the University’s sound stages, post-production, and screening facilities—providing cutting-edge technologies in an ever-changing medium to create meaningful works that have both emotional and intellectual impact. The NYUAD Library offers special collections of short and feature films from the adjacent regions and beyond. Film and New Media is a lens
Learning Outcomes
Upon completion of the NYU Abu Dhabi Film and New Media degree, all graduates are expected to be able to:
1. Synthesize studies and practice in both academic scholarship and artistic production.
2. Define and demonstrate “media literacy,” conceived as knowledge and creation of different elements, structures, aesthetics, genres and platforms relevant to film and new media cultures of film practices and industries.
3. Demonstrate artistic, critical, and interpretive skills in making films and new media projects.
4. Present arguments in written, oral, and visual forms, manifesting effective use of methods of investigation, critical vocabulary, organizational skill, and, where appropriate, new technologies.
5. Demonstrate technical acumen in the use of hardware and software in the production and postproduction of filmmaking.
6. Employ and defend an interdisciplinary conception of film and media in their transnational manifestations as they relate to other art forms and other academic fields across the curriculum.

Study-Away Pathway for Film and New Media
The study away pathway for the Film and New Media major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

The Film and New Media program strongly recommends that students count no more than two courses taken away from Abu Dhabi toward the major.

Major in Film and New Media
The major in Film and New Media emphasizes interdisciplinary and comparative approaches to film and new media. Students develop critical and interpretive skills for making and understanding documentary, experimental, narrative, and interactive modes of film and new media and learn critical, historiographic, and theoretical methods for analyzing film, new media and their histories. The electives courses can be taken from any area in the curriculum, but students should work with a mentor in the Film and New Media Program to plan a sequence to support a particular interest. They will also work with a Capstone mentor on an individual project.

Students must choose one of the following tracks within the major: Film and New Media Studies or Film and New Media Practice.

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Students must choose one of the following tracks within the major: Film and New Media Studies or Film and New Media Practice.
Minor in Film and New Media

The minor in Film and New Media is for non-majors. It allows individual focus on an area of interest within the program, such as critical studies, documentary, filmmaking, or screenwriting. The minor requires four courses: two of the gateway courses (Sound, Image, and Story, Concepts of Film and New Media, Understanding MENASA Film and New Media, or Forms of Writing for the Screen) and two electives, which can also include one other gateway course. A student should work with an advisor in the Film and New Media program to plan their course sequence.

REQUIREMENTS FOR THE MINOR IN FILM AND NEW MEDIA

2 Required courses from the four gateway courses:
   - FILMM-UH 1010 Sound, Image, and Story
   - FILMM-UH 1011 Concepts of Film and New Media
   - FILMM-UH 1012 Forms of Writing for the Screen
   - FILMM-UH1013X Understanding MENASA Film and New Media

2 Electives: from within the Film and New Media major

REQUIREMENTS FOR THE MAJOR IN FILM AND NEW MEDIA STUDIES TRACK

12 courses, distributed as follows:

6 Required Courses:
   - FILMM-UH 1010 Sound, Image, and Story
   - FILMM-UH 1011 Concepts of Film and New Media
   - FILMM-UH 1012 Forms of Writing for the Screen
   - FILMM-UH1013X Understanding MENASA Film and New Media
   - FILMM 2000-level Studies course
   - FILMM-UH 3110 Theories and Methodologies of Film and New Media, or FILMM-UH 3511 Advanced Filmmaking

3 Electives: from within the Film and New Media major

REQUIREMENTS FOR THE MAJOR IN FILM AND NEW MEDIA PRACTICE TRACK

12.5 courses, distributed as follows:

6.5 Required Courses:
   - FILMM-UH 1010 Sound, Image, and Story
   - FILMM-UH 1011 Concepts of Film and New Media
   - FILMM-UH 1012 Forms of Writing for the Screen
   - FILMM-UH1013X Understanding MENASA Film and New Media
   - FILMM-UH 1510 Techniques for Safety and Production (half course)
   - FILMM-UH 2510 Intermediate Filmmaking

1 FILMM-UH 3110 Theories and Methodologies of Film and New Media or FILMM-UH 3511 Advanced Filmmaking

2 Electives: from within the Film and New Media major

1 Elective: introductory-level Arts Practice course in another Arts major (e.g., Art and Art History, Interactive Media, Music, or Theater)

2 Capstone Seminar and Project:
   - FILMM-UH 4501 Film and New Media Practice Capstone Seminar (taken in fall of fourth year)
   - FILMM-UH 4901 Film and New Media Capstone Project (taken in spring of fourth year)
### FILM AND NEW MEDIA STUDIES

**SAMPLE SCHEDULE**

Alternative sample schedules are available at nyuad.nyu.edu/grids

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### FILM AND NEW MEDIA PRACTICE

**SAMPLE SCHEDULE**

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COMMON REQUIRED COURSES

FILM-M-UH 1010
Sound, Image, and Story
Typically offered: fall, spring
Crosslisted with Art and Art History
Sound, Image, and Story is designed to give students the opportunity to explore their creative talent while gaining an understanding of the fundamentals of the art of filmmaking and its essential tools - from generating creative ideas through writing and directing to editing and post-production. As an integral part of the course, weekly workshops will cover the technical aspects of camera, lighting, sound, and post-production as well as methods in digital film production and set-protocol. Each student will participate actively in exercises, both individually and in groups, allowing them to discover and develop their unique artistic voice while gaining technical skills. This is a first-year production course designed for film majors, and open to all students.

FILM-M-UH 1011
Concepts of Film and New Media
Typically offered: fall, spring
This course is an introduction to the basic concepts of film and new media studies. The course provides an overview of the historical development of film as an art, technology, 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, narrative, and new media within different historical and cultural contexts, comparative aesthetics, and the lines of critical enquiry that have been developed for film and new media in dialogue with other fields in the arts and humanities.

FILM-M-UH 1012
Forms of Writing for the Screen
Typically offered: fall
Crosslisted with Literature and Creative Writing
Whether narrative or non-narrative, the visceral, emotional, and intellectual power of film depends on understanding the elements that make for engaging and effective screenwriting across forms and genres. This course analyzes and puts into practice principles of different forms of dramatic and dynamic writing: narrative and documentary films as well as various non-dramatic forms, including music videos, advertising, and experimental films. No single style or genre is prescribed. Writing assignments include both critical analyses and creative exercises.

FILM-M-UH 1013X
Understanding MENASA Film and New Media
Typically offered: fall, spring
Crosslisted with Arab Crossroads Studies
This course introduces students to the rich and diverse history of film within the Middle East, North Africa, and Southern Asia in a context for understanding some of the complexities of contemporary film and new media in the United Arab Emirates. 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, Chenna, Istanbul, Mumbai, and Tehran alongside work by independent filmmakers and new media collectives from throughout the regions. Students will engage in original research with the NYUAD Library special collection of Gulf film.

REQUISITE COURSES (MEDIA STUDES TRACK)

FILM-M-UH 2110
Archives, Methods, Screens
Typically offered: fall, spring
Crosslisted with Art and Art History; Interactive Media; Literature and Creative Writing
This course focuses on research and research-led practice as methodologies for thinking about art and media in relation to archives and screens. The central argument is that making and studying are not separate activities that corrupt one another but instead entwined and mutually constitutive activities that augment creativity and curiosity. Assignments encourage students to understand differences between documentary and narrative film, conceptual and emotive cinema, art and communication. Students are encouraged to reflect on ‘why’ they want to express and ‘how’ they intend to express this. But the key motivation for the assignments is to lead students to address the question ‘why’. Why am I making this image and what is my relationship with and responsibility towards this image- this is the core concern that students will grapple with. Students are encouraged to locate their research question within Abu Dhabi or the UAE.

FILM-M-UH 2510
Intermediate Filmmaking
Typically offered: fall
Prerequisite: FILM-M-UH 1010; Pre- or Corequisites: FILM-M-UH 1012 and FILM-M-UH 1510
In this intensive course, Film and New Media majors will define a research question and explore different iterations of the same theme through different modes of filmmaking. These iterations will be in the form of sketches where students will be encouraged to experiment the same set of ideas/subjects/narratives using different combinations of the tools at their disposal. Different formal choices will lead to entirely new sets of explorations and meanings embedded in the same theme. This course attempts to blur boundaries between documentary and narrative film, conceptual and emotive cinema, art and communication. Students are encouraged to reflect on what they want to express and ‘how’ they intend to express this. But the key motivation for the assignments is to lead students to address the question ‘why’. Why am I making this image and what is my relationship with and responsibility towards this image- this is the core concern that students will grapple with. Students are encouraged to locate their research question within Abu Dhabi or the UAE.

FILM AND NEW MEDIA STUDIES ELECTIVES

FILM-M-UH 1117J
War and Cinema
Typically offered: January
Crosslisted with Peace Studies
This course investigates the relationship of cinema and war from the early 20th century to the present. From the Libyan War of 1911-1912 onwards, film has been integral to shaping public perception of military events as they unfold and public memory of wars after the guns have fired.
fallen silent. The course looks at feature films and non-fiction, with government and clandestine short films shown as well as commercial entertainment films and independent documentaries. Topics to be addressed include how war’s many violations are represented; the filmmakers’ circumstances (censorship, political pressures, and atrocities); physical danger, the politics of funding); national cinemas; the role of sound; the camera as weapon; the uses of history; and the operation of memory. Case studies include the Two World Wars, civil wars (Spain, Lebanon), anti-colonial wars, the fall of Communism, the war in Iraq, Vietnam, the Israel-Palestinian conflict; and the Egyptian revolution.

FILMM-UH 111J

Shanghai Cinema Legacy

Typically offered: January

Taking advantage of the location of NYU Shanghai, this intensive seminar style course serves as a ground-level introduction to the legacy of Shanghai film culture in the Republican Period and contemporary Chinese film industry and media culture in the region. Our approaches will be a combination of in-class screenings and discussions related to early Shanghai cinema history (from cultural geography and structure, silent classics to advent of sound etc.) and the cultural politics of contemporary film/media culture formations. The course includes investigations of old and new exhibition venues such as the Great World entertainment center and Grand Theater, The Shanghai Film Museum, and media companies. There will also be a visit to a shooting base or a relevant institution near Shanghai. Students are expected to engage in collaborative and individual research related to readings, screenings, and case studies, and will present their findings. This course counts as Film and New Media elective (as well as Asian Film & Media minor elective).

FILMM-UH 111J

Socialism on Screen

Typically offered: January

In its early twenty-century heyday, Soviet socialism charted a productive trajectory toward western developmental models of economy and society. Yet not all was going according to plan: in the very countries where socialism was taking root, industrial capitalism had not yet given rise to a new proletarian consciousness. The masses would need to be escorted into History, and cinema, in the words of Trotsky, would become the government’s own tool. Socialist directors produced some of the world’s finest filmmakers, revolutionizing cinematic form through new visions of the political in the aesthetic. This course organizes a critical look at foundational works from across the USSR and its Eastern European satellite states. By taking up film theory and criticism, histories of socialism, and questions of visual culture most broadly, we explore how the vocabularies of state planning from modernity to capitalism to communism played out in everyday life.

FILMM-UH 1120J

Media and Memory

Typically offered: January

Crosslisted with Museum and Cultural Heritage Studies; Peace Studies

Film, video and photography play a vital role in preserving the human voice. The course studies organizations that collect this material and examines the cultural purposes they serve. It presents theories explaining the human habit of collecting and its relation to memory. Buenos Aires is a fascinating site for learning what role media can play in memorialization. The “Dirty War” (1976-1983) still marks its institutions; its impact on censorship and human destruction still shape the daily work of archivists. While grassroots activity insists on the presence of the “disappeared,” cultural institutions, as well as families, can confront the complete loss of an archive. Recently, new laws have supported the establishment of numerous new memory organizations. Museums, artists, and activist groups have found routes to memory through curatorial, archiving, and cinematic projects, erecting topographies of memory in the physical landscape; building parks of memory at critical sites; and understanding “Things as Bridges” to sociopolitical memory and history as graspable through encounters with objects. The course links to broader matters of social justice and human rights.

FILMM-UH 1910

Docu-Fiction

Typically offered: spring

Fact may or may not be stranger than fiction, but invariably both exert strong influences in creating narrative. This course explores how documentary and fiction are combined throughout history and in different cultures. The course will include an examination of the work of ten filmmakers who have merged both formats to create singular hybrid films. 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 non-professional productions. Topics may include exhibition platforms from nickeldoons to social media, music videos, Brazilian and Mexican telenovelas, Indian mythologicals, Nollywood multipart video-films, Turkish and Pakistani dramas, Ramadan serials, K-dramas, vlogs, global talent-shows and reality-television franchises, and animated series.

FILMM-UH 2115

Introduction to Film and New Media Curating

Critical to the making and studies of film and new media are sensitivities to how audiences, spectators and publics are developed and effectively engaged. This course introduces students to contexts of visual literacies, concepts, methods and technologies of designing and mounting exhibitions for various locations ranging from cinema halls to art fairs, museums, online platforms, public displays and other cultural spaces. Such skills will be developed side-by-side with cultural and interpretive studies of politics and infrastructures of power, various social and historical contexts, models of cultural and art management, artistic practices and economic movements and attitudes, and conceptualizing and designing exhibitions.

FILMM-UH 2116

Episodic Media

Offered occasionally

This course examines migrations of the short format from the silent era through its serialization as episodes in long-form narrative, such as television and web series and multi-level 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 non-professional productions. Topics may include exhibition platforms from nickeldoons to social media, music videos, Brazilian and Mexican telenovelas, Indian mythologicals, Nollywood multipart video-films, Turkish and Pakistani dramas, Ramadan serials, K-dramas, vlogs, global talent-shows and reality-television franchises, and animated series.

ACS-UH 261X

War and Media in the Middle East

Crosslisted with Arab Crossroads Studies; Peace Studies

This course will present an introduction to the history and stylistic range of the documentary film genre with a focus on film language, techniques, aesthetic models, and other elements of documentary storytelling. Through the study of selected films, readings, lectures and discussions, we will gain a foundational knowledge of various stances filmmakers take in relation to their subjects and stories. We will also analyze the constructed nature of documentary, and the problematic notions of representing “truth” and “unbiased” representations.

CCEA-UH 1062

Everything Is a Remix

Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1078X

Representing the Middle East: Issues in the Politics of Culture

Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis

CCEA-UH 108S

Cinematic Imagination: Music, Media, and Modernity

Crosslisted with Core: Arts, Design and Technology: Core: Cultural Exploration and Analysis; Media, Culture and Communication; Music

CCEA-UH 1090

Un/Making History

Crosslisted with Art and Art History; History; New Core: Structures of Thought and Society; Theater

CSTS-UH 1073

Law, Media and Changing International World Order

Crosslisted with Legal Studies; Museum and Cultural Heritage Studies; New Core: Structures of Thought and Society

HIST-UH 3316

African History through Film and Literature

Crosslisted with History; Literature and Creative Writing

IM-UH 1500J

Immersive Storytelling and the Art of Making the Virtual a Reality

Crosslisted with Interactive Media

LITCW-UH 2315X

Postcolonial Turn

Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; History; Literature and Creative Writing

LITCW-UH 3317

Migrant Poetics, Narratives of Flight

Crosslisted with Literature and Creative Writing

LITCW-UH 3501

Advanced Creative Writing: Documentary Forms

Prerequisite: LITCW-UH 1003 or Instructor Consent

Crosslisted with Art and Art History; Literature and Creative Writing

MCC-UH 1004

Media Landscapes: The Wire

Crosslisted with Media, Culture and Communication; Social Research and Public Policy
FILM AND NEW MEDIA PRACTICE ELECTIVES

FILMM-UH 1510
Techniques for Safety and Production
Typically offered: fall, spring

FILMM-UH 1512
Writing the Short Screenplay
Typically offered: fall, spring
Crosslisted with Literature and Creative Writing
Recommended for the FNM Practice Track.
A writing workshop designed to develop short
screenplays from concept to final draft. Topics
include theme, character, research, story,
conflict, dialogue, and script editing. Screenings,
discussions, and class exercises focus on classical
and contemporary examples of the short film from
a variety of genres, traditions, and cultures.

FILMM-UH 1513
Directing the Non-actor: Singular Drama
Typically offered: spring
This practical workshop offers students hands-on
insight into the process of creating drama in a film
using the human capacity to respond emotionally
to a fictional situation. Students learn how to direct
films that have a precise screenplay and a well-
constructed plot in a way that allows the non-actors
to act out a story without being aware that they are
being directed according to a pre-written script.

FILMM-UH 1514
Cinematography: Art & Craft
Typically offered: fall
A practical and hands-on introductory
course focusing on both the art and craft of
cinematography and digital image-making. The
course begins with the essential foundations of
video and film, covering various video formats,
codes, compression types, and camera sensors
and then moves into practical applied use of
camera and lens choices, camera types, waveforms
monitors, false color and light meters. Both the
technical and artistic aspects that brings filming
to life will be covered, with numerous lighting exercises
on the sound stage and locations, including
specialized situations such as shooting at night, on
locations, and green screen work. The class will
move on to intermediate skills such as breaking
down screenplays visually, multi-camera live event
shooting, and techniques of how to move a camera
using jibs, jibs, and dollies. Students will be
expected to crew on a working film set during class
times. This class is ideal for any student with an
interest in becoming a cinematographer or camera
operator and will provide you with material for a
personnel orientation showreel.

FILMM-UH 1515J
Audiospatial Ethnography: Music and Heritage
in Zanzibar
Typically offered: January
Crosslisted with African Studies; Anthropology; Music
This course provides concepts, methodologies and
skills for students to conduct ethnographic research
using audiovisual media. Taking a hands-on approach
and working collaboratively and dialogically
with our subjects, the course will explore various
aspects of the music’s creation, transmission, and
transformation of musical knowledge and traditions
on Zanzibar. Students will produce a set of short
audiovisual documentaries focusing on Zanzibari
musical heritage and the people that practice and
work to sustain it for future generations.

FILMM-UH 1516
Producing the Short Film
Typically offered: fall
2 credits
This course focuses on the duties of a producer
throughout a film’s life cycle; from development to
execution. An intensive seven-week course,
‘Producing the Short Film’, acquaints students
with industry protocols, sets protocols and gives
them critical skills in scheduling and budgeting
across digital platforms, including narrative and
documentary filmmaking. After completing the
course, students will be empowered, as producers,
to manage film productions and strategically bring
creative ideas to fruition.

FILMM-UH 1517
Production Sound for Film and New Media
Typically offered: fall
The importance of quality sound in film and new
media cannot be overstated - it is often said
that “sound is seventy-percent of what you see.”
Production Sound for Film and New Media explores
a variety of recording techniques, emphasizing
dialogue and capturing the nature and aesthetics
of sound on location. This course aims to give
students the foundational training in the theory
and practice of sound recording using state-of-the-art
4K multi-camera, as well boom training. Additional
topics include basic sound editing, microphone
characteristics, the sound recording chain, and
descoring which can be fixed in post versus what
can only be done during production.

FILMM-UH 1910
Docu-Fiction
Typically offered: spring
Fact may or may not be stranger than fiction,
but invariably both exert strong influences in creating
narrative. This course explores how documentary
and fiction intersect throughout history and
in different cultures. The course will include an
examination of the work of ten filmmakers who
have merged both formats to create 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. Students will bring
together fiction and non-fiction story elements,
reflecting on how each form complements the other.

FILMM-UH 1911
Introduction to Documentary Film
Typically offered: spring
This course will present an introduction to the
history and stylistic range of the documentary film
genre with a focus on film language, techniques,
ethnographic, structure and other elements of visual
non-fiction storytelling. Through the study of
selected films, readings, lectures and discussions,
we will gain a foundational knowledge of various
stances filmmakers take in relation to their subjects
and stories. We will also analyze the constructed
nature of documentaries, and the problematic
nations of representing “truth” and “unbiased”
representations.

FILMM-UH 2510
Intermediate Filmmaking
Typically offered: fall
Prerequisite: FILMM-UH 1010; Pre- or Corequisites:
FILMM-UH 1012 and FILMM-UH 1510
This course is designed to develop techniques
and skills in generating ideas for short narrative
films that are shot on digital video and edited on
nonlinear editing software. It will focus on strong
visual storytelling and camera techniques, as
opposed to dialogue-based work. Students will
develop skills in the elements of visual storytelling
through the process of storyboard 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 editing and
sound design can be used to support story.

FILMM-UH 2511
Episodic Storytelling
Typically offered: spring
Crosslisted with Interactive Media
The first half of the course will be focused on
developing and writing screenplays in episodic
parts. The second half of the semester will focus on
producing the work on a variety of platforms
(based on individual experience and skills); it
 can range from photo montage, video and film,
animation, VR, web-based story, social media shorts,
or podcasts. Students are encouraged to push
the (plat)forms and experiment, such as mixing
platforms to tell one story. For example: a podcast
begins the story, then transitions to a graphic
essay, and conclude with inhabiting a 360 degree
immersive storytelling space. Throughout, the
focus will be on narrative storytelling (documentary
and fiction).

FILMM-UH 2512
Documentary Techniques and Production
Typically offered: fall
Prerequisite: FILMM-UH 1010
A practical introduction to creating compelling
stories in which real people are the characters and
real life is the plot. The academic study of
classic documentaries is combined with craft
training and a review of documentary film
styles. Practical exercises are assigned weekly.
Working collaboratively in small production teams,
each student completes a short documentary portrait.
The course includes the introduction of digital
filmmaking fundamentals: lighting, camera, and
sound recording. The creative role of the editor is
also emphasized. Students learn to understand
how pacing, transitions, cuts, and continuity can
enhance a documentary film.

FILMM-UH 2513
Principles of Post-Production for Film and Video
Typically offered: spring
Crosslisted with Interactive Media
2 credits
Principals of Post Production focuses on
techniques for editing, color grading, and
compositing motion pictures. Using industry
standard software, students will explore continuity
ingeighting techniques and theory, color grading
and picture finishing, and composing effects such
as green screen and set extensions. Students
will also engage new media technologies such as
post for 360 Video, and VR Cinema. The course is
designed to give students hands-on experience that enable
students to work across the production pipeline
to meet international standards in the creation
of entertainment products and communications media.
Typically offered: spring
Prerequisite: FILMM-UH 2510

In this intensive course, Film and New Media majors will define a research question and explore different iterations of the same theme through different modes of film making. These iterations will be in the form of sketches where students will be encouraged to experiment the same set of ideas/subjects/narratives using different combinations of the tools at their disposal. Different formal choices will lead to entirely new sets of explorations and meanings embedded in the same theme. This course attempts to blur boundaries between documentary and narrative film, conceptual and emotive cinema, art and communication. Students are encouraged to reflect on ‘what’ they want to express and ‘how’ they intend to express this. But the key motivation for the assignments is to lead students to addressing the question—‘why’. Why am I making this image and what is my relationship with and responsibility towards this image—this is the core concern that students will grapple with. Students are encouraged to locate their research question within Abu Dhabi or the UAE.

Typically offered: fall

The course will formally link students to collaborate of directing, cinematography, and film production.

Typically offered: spring

Advanced Creative Writing: Documentary Forms
Prerequisite: LITCW-UH 1003 or Instructor Consent
Crosslisted with Art and Art History; Literature and Creative Writing

MCC-UH 1005
Media: Objects, History, Theory
Crosslisted with Interactive Media; Media, Culture and Communication

LITCW-UH 1350J
Immersive Storytelling and the Art of Making the Virtual a Reality
Crosslisted with Interactive Media

The Capstone Seminar provides senior Film and New Media Studies majors with the opportunity to research and develop the concept for their senior Capstone Project. Students are encouraged to integrate studies and practice in (a) writing a research paper that explores a historical, cultural, or theoretical question related to film and new media broadly conceived and (b) making an accompanying creative or curatorial project. Such projects must include screen media, such as micro-short films, interactive installations or locative media that involve mobile apps or projection, or take the form of a prototype for multi-level videogames or interactive narrative or documentary projects. Creative projects must engage with the student’s academic research into both the content and form of their creative project. This course will not include technical instruction. In coordination with their Capstone adviser, students will develop a proposal to be presented to the faculty.

Typically offered: spring
Prerequisite: FILMM-UH 4110

The Capstone Project course in Film and New Media provides seniors with the opportunity to complete a Capstone project, which ranges in form from a research paper to time-based media (narrative, documentary, experimental) or digital object involving an installation or performance (video art, new media art, video game, mobile app, locative media) or a combination of these forms. The course focuses on identifying and articulating the objective of each student’s project through editing, self-assessment, and peer review. Ongoing emphasis will be placed on a writing portfolio, which will include critical analysis of arts practice or a conference version of a research paper. The course prepares students for a defense of the project before a faculty panel and a public presentation of the project. The course also explores topics of interest to future graduates, including festivals, programming, research, and graduate programs.

Typically offered: by Application

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

Multidisciplinary Artistic Collaborations
Crosslisted with Core: Arts, Design and Technology; Interactive Media; Music

Introduction to Interactive Media
Crosslisted with Art and Art History; Interactive Media; Media, Culture and Communication

Typically offered: fall

The Capstone Seminar provides senior Film and New Media Studies majors with the opportunity to research and develop the concept for their senior Capstone Project. Students are encouraged to integrate studies and practice in (a) writing a research paper that explores a historical, cultural, or theoretical question related to film and new media broadly conceived and (b) making an accompanying creative or curatorial project. Such projects must include screen media, such as micro-short films, interactive installations or locative media that involve mobile apps or projection, or take the form of a prototype for multi-level videogames or interactive narrative or documentary projects. Creative projects must engage with the student’s academic research into both the content and form of their creative project. This course will not include technical instruction. In coordination with their Capstone adviser, students will develop a proposal to be presented to the faculty.

Typically offered: spring
Prerequisite: Must be a declared film and new media major

Film and New Media Practice Capstone Seminar
Required for FNM Practice. Senior FNM students arrive with a Capstone proposal/screenplay. After further development students will produce their 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 multichannel, multi-platform documentary, experimental, live action or animated narrative. Students will be required to crew on their classmates Capstone shoots.
Two required courses, “Globalization and History” and “Writing History,” create a shared vocabulary among our students of theoretical innovation and a foundation for the creative practice of producing original historical research for the History Capstone during the senior year. History majors leave NYU Abu Dhabi with a foundation of knowledge that is genuinely globally comparative and regionally informed. Having acquired historical methods of research and thinking, majors graduate well prepared for the pursuit of many professions where thinking globally matters, including policymaking, law, public health, teaching, politics, diplomacy, and business, or advanced study and teaching in history.

Learning Outcomes

Upon completion of the NYU Abu Dhabi History degree, all graduates are expected to be able to:
1. Analyze and interpret different kinds of evidence, including cultural, social, economic, and political;
2. Organize evidence into a coherent argument;
3. Develop arguments in which they reassess and, where necessary, revise accepted historical conclusions, while continually questioning and justifying their own methodological assumptions and practices;
4. Understand the ways in which the field of history complements or overlaps with other scholarly disciplines;
5. Conduct historical research, including the use of primary and secondary sources, archives, library resources, and relevant new technologies;
6. Present historical arguments in rhetorically efficient forms—both written and oral—manifesting effective use of evidence, organizational skill, and, where appropriate, new technologies;
7. Demonstrate expertise in one particular trajectory of historical inquiry resulting in the production of a senior Capstone project; and
8. Compete effectively for places at elite doctoral programs in history in the U.S. and around the world should they so desire.

The study away pathway for the History major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

What stories will humanity tell about itself in the 21st century? The 20th-century story of the “Rise of the West” proves increasingly inadequate in our present day, and appears now to capture only a short-term realignment in the global distribution of power. Students who study History at NYU Abu Dhabi will learn about patterns of human experience - continuity and change - that always already exceeded such singular accounts of what we, in the singular and the plural, have become. History at NYU Abu Dhabi, moreover, engages students in the next and even more intellectually daunting task of developing an alternative account - indeed alternative accounts - of humanity’s collective and divided experience, in order to help us make sense of the challenges that the world, and the planet, face today. No decisions about the present or the future make sense without a clear understanding of the past.

History at NYU Abu Dhabi is a global enterprise, with a faculty carefully selected for its range of expertise in all major world areas: Asia, Africa, North and South America, Australia, Oceania, and Europe. Nothing excites our faculty more than sitting in the classroom to discuss world history with students from over 140 different countries. No classrooms are better suited for generating stories that resonate meaningfully across the world.

The program, moreover, offers a unique approach to thinking about the space of history, organizing its curriculum through the four long-term zones of human interaction and imagination”—the Asia-Pacific World, the Atlantic World, the Indian Ocean World, and the Mediterranean, Black, and Caspian Sea World. It does not offer a ready-made alternative to prior frameworks of analysis, but aims to challenge ourselves and our students to inquire into the various levels of scale at which people make history, and to offer them a chance to generate categories of historical analysis that help us discover and reveal historical events and forms of human experience that remain obscured by more conventional units of analysis like the nation-state.

Students can enter the major from a range of different globally-situated vantage points—such as “Africa in the World”; “Russia in the World”; “China in the World”; or “Alexander and the East”; progress toward more strictly globally thematic classes—including “Urbanism and Modernity”; “The Global Sixties”; and “Museums and Empire”—and then advance toward courses that offer a sustained engagement with more regionally focused areas of ongoing scholarly innovation—for example, “Muslim Societies in African History”; “Nationalism in the Middle East”; “The United States in a Transnational and Global Perspective”; or “Arts and Politics in Latin America”.

The study away pathway for the History major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.
REQUIREMENTS FOR THE MAJOR
11 courses, distributed as follows:

2 Required courses:
   - HIST-UH 2010 History and Globalization
   - HIST-UH 3010 Writing History

7 Electives*, including:
   - 2 1000-level courses (“Regional Perspectives on World History”)
   - 1 2000-level course (“Global Thematic”)
   - 4 3000-level courses (“Major Topics”), selected from at least three of the four curricular ones: Asia-Pacific; Atlantic World; Indian Ocean; and Mediterranean, Black, and Caspian Sea Worlds
   - 2 HIST-UH 4000—4001 Capstone Seminar and Project

*At least one of the seven electives must have a pre-1800 designation.

Minor in History
The goal of the minor in History is to provide students with a foundation of historical knowledge and a familiarity with the sources and methods on which historians draw. The minor in History is useful preparation for the many professions that benefit from analytical thinking and argumentation, including politics, law, medicine, diplomacy, and business. The minor requires four courses as listed below.

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

1 HIST-UH 2010 History and Globalization, or a Global thematic course
2 Electives, including at least one 1000- and one 3000-numbered course

HISTORY
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1
Fall Semester
- REGIONAL PERSPECTIVES ELECTIVE 1
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- COLLOQUIUM
- J-Term

Spring Semester
- REGIONAL PERSPECTIVES ELECTIVE 2
- GENERAL ELECTIVE
- CORE
- FIRST-YEAR WRITING SEMINAR

YEAR 2
Fall Semester
- HISTORY AND GLOBALIZATION
- MAJOR TOPICS ELECTIVE 1
- GENERAL ELECTIVE
- CORE
- J-Term

Spring Semester
- GLOBAL THEMATIC ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CORE

YEAR 3
Fall Semester
- MAJOR TOPICS ELECTIVE 2
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CORE
- J-Term

Spring Semester
- WRITING HISTORY
- MAJOR TOPICS ELECTIVE 3
- GENERAL ELECTIVE
- COLLOQUIUM

YEAR 4
Fall Semester
- CAPSTONE SEMINAR
- MAJOR TOPICS ELECTIVE 4
- GENERAL ELECTIVE
- GENERAL ELECTIVE

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

REQUIREMENTS FOR THE MAJOR
11 courses, distributed as follows:

2 Required courses:
   - HIST-UH 2010 History and Globalization
   - HIST-UH 3010 Writing History

7 Electives*, including:
   - 2 1000-level courses (“Regional Perspectives on World History”)
   - 1 2000-level course (“Global Thematic”)
   - 4 3000-level courses (“Major Topics”), selected from at least three of the four curricular ones: Asia-Pacific; Atlantic World; Indian Ocean; and Mediterranean, Black, and Caspian Sea Worlds
   - 2 HIST-UH 4000—4001 Capstone Seminar and Project

*At least one of the seven electives must have a pre-1800 designation.

Minor in History
The goal of the minor in History is to provide students with a foundation of historical knowledge and a familiarity with the sources and methods on which historians draw. The minor in History is useful preparation for the many professions that benefit from analytical thinking and argumentation, including politics, law, medicine, diplomacy, and business. The minor requires four courses as listed below.

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

1 HIST-UH 2010 History and Globalization, or a Global thematic course
2 Electives, including at least one 1000- and one 3000-numbered course
**HISTORY COURSES**

**REQUIRED COURSES**

**HIST-UH 2010 History and Globalization**
Typically offered: fall, spring
Crosslisted with Economics: New Core: Structures of Thought and Society; Political Science: Previous Core: Structures of Thought and Society; Social Research and Public Policy

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 context. Rigorous analysis of 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, Asia, Europe, the Middle East, and Oceania, and familiarize students with state-of-the-art knowledge about globalization.

**NOTE:** This course may have been placed in SOCCSC-UH 1011 (GEPS) for Social Science Majors or Minors.

**HIST-UH 3010 Writing History**
Typically offered: spring
Prerequisite: Reserved for Junior standing or above (students with History as secondary major can also take the class in their senior year)

How is history written? This course offers a survey of the major theories and practices that have defined history as a scholarly discipline, and as a way of writing, over the last fifty years. Students are introduced to the major theoretical and narrative perspectives that have shaped historiography: to the kinds of historical questions that drive the research agendas of contemporary historians; and to the kinds of historical literature historians write, including analytical, narrative, scholarly, popular, and experimental. How do historians find and interpret their sources? How do they engage with existing scholarship while still striving to push their discipline forward? What methods do they apply to communicate the results of their research to others and to a wider public readership? Students will learn to evaluate a wide array of different historical sources (including written documents, material artifacts, oral histories, and visual culture). They will also gain experience in meeting the challenges of writing their own works of historical scholarship, producing an original piece of written history by the end of the semester.

**HIST-UH 1100 Colonial Latin America and the Atlantic World**
Typically offered: spring even years Pre-1800

This course introduces students to the colonial origins of Latin America and examines colonialism’s lasting impact on the region. 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, Native-European confrontations, the role of colonial Latin American elites, the influence of 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, and colonial legacies.

**HIST-UH 1105 Africa in the World**
Typically offered: fall Crosslisted with African Studies Pre-1800

This course is a broad survey of African history. The course traces 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, tradition, healing practices, trade, mobility, and the environment on major historical developments in Africa before the continent’s colonization by European imperial powers, through the trans-Atlantic slave trade, and up to the contemporary period. 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-UH 1106 China in the World**
Typically offered: spring

China’s rise to global prominence may seem to be a recent event, but it is in fact the product of a longer history of globalization, of which “China,” in various guises, has always been a defining part. This course introduces those features of history in China that help explain China’s evolving place in the world, including: the geography of empire, military organization, population growth, cultural production, urbanization, and technological developments (including gender dynamics, migration and diaspora formation, foreign relations, and, of course, economic development. Along the way, the course addresses key debates about China’s origins, cartographic contours, and cultural imaginaries, as well as the performative aspects of ethnonyms and toponyms like “China” and “Zhongguo.”

**HIST-UH 1110 Russia and the World**
Typically offered: fall even years

This course surveys the relationship between modern Russia and the rest of the world from 1917 to the present. It will begin with the Bolsheviks and their dream of worldwide socialist revolution as situated in its international context, the creation and expansion of the Soviet socialist state, the onset and development of Stalin’s personal despotism, the experiences and consequences of World War II, and the various postwar reforms. Special attention will be paid to the dynamics of the new socialist society, the connections between Soviet domestic and foreign policies, the economics of the cold war, Soviet orientalism, the 1991 collapse, and the legacies of the Soviet empire under Putin.

**HIST-UH 1125X South Asia in the Indian Ocean World**
Typically offered: spring odd years Crosslisted with Social Research and Public Policy

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 United Arab Emirates. 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 and beyond the Indian Ocean, including the Gulf. The course explores these histories, with a focus on understanding major cultural, political, economic, and environmental connections and changes as they shaped the region and the world. The course will introduce students to the kinds of questions that drive research agendas of contemporary historians, and examine the development of new sources of information, such as the transmissions of Buddhism and Islam, and the impact of the Mongol Empire, Indian Ocean connections, and intra- and extra-Asian migrations. Students will learn to evaluate a wide array of different historical sources (including written documents, material artifacts, oral histories, and visual culture). They will also gain experience in meeting the challenges of writing their own works of historical scholarship, producing an original piece of written history by the end of the semester.

**HIST-UH 1119 Global Asia**
Typically offered: spring Pre-1800

This course focuses on intra-Asian interactions and Asia’s connections to other parts of the world from early history to the contemporary times. It examines how these interactions and connections have shaped Asian societies, facilitated long-distance transmissions of ideas and practices, and influenced modern-day geopolitics. Additional topics that might be covered include the impact of Buddhism and Islam, the impact of the Mongol Empire, Indian Ocean connections, and intra- and extra-Asian migrations. Students will learn to evaluate a wide array of different historical sources (including written documents, material artifacts, oral histories, and visual culture). They will also gain experience in meeting the challenges of writing their own works of historical scholarship, producing an original piece of written history by the end of the semester.
focus on the period from 1500 C.E. to the present a time marked by a dramatic intensification in the use of land, water, and energy resources. The course’s central goal is the understanding of the relationships between globalization, natural resource and energy use, and environmental change, and to explain how these relationships unfolded, and continue to unfold, differently in major world regions, including the Gulf. By incorporating material from the fields of ecology, biology, geology, demography, economics, political science, and anthropology, this course also provides students with important historical grounding in the multidisciplinary field of global environmental studies.

HIST-UH 2112
Global Health Histories
Offered occasionally.
What are the major causes of epidemics and pandemics including HIV/AIDS, Ebola, malaria, bubonic plague, cholera, diabetes and cancer? When, where, and why did these diseases, among others, establish themselves in humans and spread? What can history teach us about the most effective ways to reduce the number of lives that they claim? This course explores the historical relationships between, economic development, and public health and medicine. It highlights important connections between the ways in which people understand the underlying causes of sickness, explanations that are at once cultural and political, and the particular approaches to 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-UH 2113
Global Sixties
Typically offered: spring odd years
This course explores the historical 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 identity, 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-UH 2114
Typically offered: spring odd years
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 pressure of the nineteenth and twentieth centuries. Attention is given to the foundations of community, the changing uses of public space, the adoption of strategies of urban planning, and the contested processes of designing the “modern” within a specific local culture.

HIST-UH 2115
World War II in Global Perspective
Typically offered: fall odd years Crosslisted with Peace Studies
This course will explore the origins, strategies of preparation, and political decision-makers and society at large. This course will also consider how these 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 the experience of soldiers and civilians, the mobilization of populations within far-flung empires, the use of new weapons and occupation strategies, and the critical social and political consequences of the war on populations across Europe, Asia, Africa, America, and the Middle East.

HIST-UH 2116
Empires and Museums: A History of Knowledge Production and Museum-making
Typically offered: fall odd years
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 pressure of the nineteenth and twentieth centuries. Attention is given to the foundations of community, the changing uses of public space, the adoption of strategies of urban planning, and the contested processes of designing the “modern” within a specific local culture.

HIST-UH 2117
Global Asia Before Modernity
Typically offered: spring odd years
Crosslisted with Global Thematic
Global Asia: the study of Asia beyond the modern city; empire and globalization; the industrial age; consumption and modernity; and pirates and piracy in world history; opium; and others.

CC-EA 1090
Un/Making History
Crosslisted with Art and Art History; Film and New Media; New Core: Structures of Thought and Society; Theater

LIT-CW 230X
Postcolonial Turn
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Film and New Media; Literature and Creative Writing

MUSIC-UH 1004
Music: Histories and Historiography 1 Crosslisted with Heritage Studies; Music

REGIONAL COURSES: ASIA-PACIFIC WORLD

HIST-UH 1106
China in the World
Typically offered: spring
China’s rise to global prominence may seem to be a recent event, but it is in fact the product of a longer history of globalization, of which “China,” in various guises, has always been a defined part. This course introduces and examines those features of history in China that help explain China’s evolving place in the world, including: the geography of empire, military organization, population growth, cultural production, urbanization, technological innovation, gender dynamics, migration and diasporas, formation, foreign relations, and, of course, economic development. Along the way, the course addresses key debates about China’s origins, cartographic contours, and cultural imaginaries, as well as the performative aspects of ethnicities and toponyms like “China” and “Zhongguo.”

HIST-UH 2290
Topics in Global History
Offered occasionally.
Course topics may include: slavery; world history of science and technology; global history of women and gender; labor migrations; global perspective on history of the modern city; empire and globalization; the industrial age; consumption and modernity; and pirates and piracy in world history; opium; and others.

CC-EA 1090
Un/Making History
Crosslisted with Art and Art History; Film and New Media; New Core: Structures of Thought and Society; Theater

LIT-CW 230X
Postcolonial Turn
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Film and New Media; Literature and Creative Writing

MUSIC-UH 1004
Music: Histories and Historiography 1 Crosslisted with Heritage Studies; Music

REGIONAL COURSES: ASIA-PACIFIC WORLD

HIST-UH 1106
China in the World
Typically offered: spring
China’s rise to global prominence may seem to be a recent event, but it is in fact the product of a longer history of globalization, of which “China,” in various guises, has always been a defined part. This course introduces and examines those features of history in China that help explain China’s evolving place in the world, including: the geography of empire, military organization, population growth, cultural production, urbanization, technological innovation, gender dynamics, migration and diasporas, formation, foreign relations, and, of course, economic development. Along the way, the course addresses key debates about China’s origins, cartographic contours, and cultural imaginaries, as well as the performative aspects of ethnicities and toponyms like “China” and “Zhongguo.”

HIST-UH 2290
Topics in Global History
Offered occasionally.
Course topics may include: slavery; world history of science and technology; global history of women and gender; labor migrations; global perspective on history of the modern city; empire and globalization; the industrial age; consumption and modernity; and pirates and piracy in world history; opium; and others.

CC-EA 1090
Un/Making History
Crosslisted with Art and Art History; Film and New Media; New Core: Structures of Thought and Society; Theater

LIT-CW 230X
Postcolonial Turn
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Film and New Media; Literature and Creative Writing

MUSIC-UH 1004
Music: Histories and Historiography 1 Crosslisted with Heritage Studies; Music

REGIONAL COURSES: ASIA-PACIFIC WORLD

HIST-UH 1106
China in the World
Typically offered: spring
China’s rise to global prominence may seem to be a recent event, but it is in fact the product of a longer history of globalization, of which “China,” in various guises, has always been a defined part. This course introduces and examines those features of history in China that help explain China’s evolving place in the world, including: the geography of empire, military organization, population growth, cultural production, urbanization, technological innovation, gender dynamics, migration and diasporas, formation, foreign relations, and, of course, economic development. Along the way, the course addresses key debates about China’s origins, cartographic contours, and cultural imaginaries, as well as the performative aspects of ethnicities and toponyms like “China” and “Zhongguo.”

HIST-UH 2290
Topics in Global History
Offered occasionally.
Course topics may include: slavery; world history of science and technology; global history of women and gender; labor migrations; global perspective on history of the modern city; empire and globalization; the industrial age; consumption and modernity; and pirates and piracy in world history; opium; and others.
Silk Roads and Indian Ocean, from ancient times. In this course, we study the evolution of Asian worlds of mobility that Europeans sought to join in the fifteenth century. This spatial subsequent expansion in worlds of empire up to the onset of industrial capitalism. This course thus provides students with a historical, social, and cultural history of Asian history in the development of the modern world.

HIST-UH 2119
Global Asia in the Modern World

Crosslisted with Global Thematic, Asia-Pacific World, Indian Ocean World

Pre-1800 and the Euro-American World

This course is about globalization as a very long-term historical process of spatially expansive mobility, communication, exchange, and territorial transformations in the world. Asia is an open space of perpetual globalization, with no fixed boundaries, spanning Arctic and Tropics and lands from the Mediterranean to Pacific, all around the Indian Ocean, from Africa to Fiji. The standard view of Asia as being a static collection of fixed bounded territories, cut off from Europe, Middle East, Africa, and America, and propelled by Europeans into modernity is no longer widely accepted. In this course, we explore the ways in which Asia’s long globalization launched and sustained the imperial production of the modern world economy and economies. In this course, we will look at different ways studying this “non-place,” test the heuristic limits of key analytical categories like nation, state, and citizenship, and explore alternative notions of political and cultural community. The second borderland region is the South China Sea, which others call the Champa Sea, or the Philippine Sea, or the North Natuna Sea. It is a place that few people inhabit, but which has been a crucial source of natural resources and raw materials for states and peoples claiming ownership or rights to parts of it. Some fear it may be the flashpoint of a third world war, and how we understand its history may make the difference.

HIST-UH 3310
Economic Development and Environmental Change in China

Typically offered: fall even years

Crosslisted with Economics; Environmental Studies; Social Research and Public Policy

Can China sustain economic development and environmental protection? This question, perhaps the most important question facing China (indeed the world) over the next few decades, pits environmentalism against one another. How did this adversarial relationship come about? Is it necessarily adversarial? Is it rooted in long-term trends in Chinese history, or in the most recent decades of double-digit economic growth? Are there solutions? Or are there better ways of asking the question? This course will look closely at the benefits, the consequences, and the costs of economic growth to society, ecology, and environment in China. The focus on present dilemmas, examined through a historical perspective.

HIST-UH 3312
Asian Borders

Typically offered: spring even years

Crosslisted with New Core: Structures of Thought and Society

How do we study peoples, places, and societies that lie within “borderlands,” spaces that either connect or separate the larger world? This course considers that question through two examples of borderland regions that lie within and between Southeast Asia and China. The first is a place that appears on no world map by which scholars now call “Zomia,” the densely populated upland regions of mainland Southeast Asia and Southwest China. We will look at different ways studying this “non-place,” test the heuristic limits of key analytical categories like nation, state, and citizenship, and explore alternative notions of political and cultural community.

HIST-UH 3313
Humanitarianism in Africa: A Critical History

Typically offered: spring even years

Crosslisted with African Studies

This course is a critical exploration of humanitarian intervention projects in Africa from the abolition of the slave trade to #Kony2012. Students will learn about the history of anti-slavery campaigns, missionary, and political history of African countries. This course will use recent scholarship to discuss these diverse projects and their historical contexts. Additionally, students will closely read a set of films, films, which collectively articulate a problematic discourse on the “salvation of Africa.” Students will participate in discussions of these same 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-UH 3314
The Holocaust: The Third Reich and the Jews

Offered occasionally

Crosslisted with Film and New Media; Literature and Cultural Studies

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

HIST-UH 3316
Arts and Politics in Modern Latin America (1780 to the present)

Typically offered: fall odd years

Crosslisted with Latin American Studies

This course offers a historical investigation of how Latin American societies. Specific themes include revolutions, and modernization. The course traces the intellectual and social repercussions of theater plays, music, literature, and the visual arts in Latin American societies. These include baroque and neoclassical poetics, nationalism, modernism, race and ethnicity, avant-garde, memory, and truth.

HIST-UH 3315
Love in Africa

Typically offered: fall odd years

Crosslisted with African Studies

This course focuses on love in Africa, from the late 19th Century to the present. By doing so, the course introduces the many expressions of love in Africa, from love in traditional African cultures to love in contemporary African societies. This course will take an interdisciplinary perspective to study love in Africa, from the 18th century to the present. Students will engage with a variety of sources, including novels, essays, memoirs, and oral traditions, to explore different ways of understanding love in Africa. The course will focus on the role of love in shaping African identities, cultures, and societies. Students will study texts from different regions of Africa, including West, Central, and East Africa, to gain a comprehensive understanding of African love. Students will learn how to analyze and interpret these texts, and to critically engage with the themes of love and identity in African literature. The course will also explore the role of love in African politics and society, and the impact of love on African history.
African American Freedom Struggle
Typically offered: fall even years
Crosslisted with African Studies; Political Science
This course explores the African American freedom struggle in the United States. It analyzes its historical origins, African American emancipation during the Civil War and Reconstruction, migration patterns and economic conditions in the agricultural and industrial sectors, “Jim Crow” laws and the “Separate, but equal” doctrine, as well as the repoliticization of US military engagements and the Cold War on race relations during the 20th century. The course examines the various challenges to legalized segregation in the aftermath of the Civil War II, the period of McCarthyism and the Red Scare, and the ways in which the struggle for racial equality in the US was perceived as part of a larger struggle against colonialism around the world. Furthermore, the course incorporates discussions about affirmative action, the “prison-industrial complex,” the notion of a “post-racial America” under the Obama administration into the broader context of the ways in which the struggle for equality and social justice is placed in the US. No prerequisites.

Port Cities of the Atlantic World
Typically offered: spring even years
Crosslisted with New Core: Structures of Thought and Society; Urbanization
This course explores the development of port cities on both sides of the Atlantic as vital nodes of economic and cultural exchange from the early modern period of European colonization to the contemporary era of globalization. Tracing the entangled histories of the Atlantic World, students will explore the emergence of new colonial cities and the territorial changes of established urban centers as a function of new patterns of commodity circulation, labor migration, and cultural influence. Special attention will be given to changes in the built environment in response to shifting technologies and political contexts and to the spatial, racial and gendered restrictions that characterized these new urban forms. Case studies will be drawn from a wide range of cities, including Rio de Janeiro, Liverpool, Havana, Seville, and Lagos.

Trans-Atlantic Slave Trade: History and Memories
Typically offered: January
Crosslisted with African Studies; Social Research and Public Policy
This course is an intensive 3-week J-term course that will give students the opportunity to engage with the economic, social and political history of the slave trade on both sides of the Atlantic. We will explore the history of the trade through a variety of texts, both primary and secondary, and will look to some key sites of the slave trade in Ghana. The time in Ghana will allow us to develop the basis for a specific and local understanding of the slave trade thus grounding this massive historical event in the particulars of the history of Ghana and the “gold coast.” We will be primarily concerned with reading and understanding the wide-dense web of ways that the trade is documented and remembered. As such, while the course is historical in its subject matter, it is decidedly interdisciplinary in its engagements. We will consider public histories, acts of memorial and remembering, films, novels, datasets, and economies.

Global Asia Before Modernity
Typically offered: fall odd years
Crosslisted with Global Studies; Asian Studies
This course focuses on imperial formations and formations in Europe, Asia, and the Middle East, but Africa also witnessed and participated directly in this form of political experimentation and the toolkits into which it was perceived 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, and 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.

Regional Courses: Indian Ocean World

Global Asia: 1500 to 1750
Typically offered: fall odd years
Crosslisted with Global Studies; Asian Studies
This course explores the Asian world from the perspective of the Indian Ocean, a region that has been studied in isolation rather than in relation to other regions of the world. The course will examine the ways in which the Indian Ocean has been a unifying force across empires, and the interactions between different cultures and societies in the region, focusing on the period from the 15th to the 17th centuries. Students will study the role of the Indian Ocean in the history of trade, religion, and culture, and the ways in which these factors have shaped the region’s development. The course will also consider the impact of European colonialism on the Indian Ocean, and the ways in which this has shaped the region’s cultural and political landscape. The course will include a research project that will allow students to explore a specific topic in greater depth.
students with a long-term view of History and a broadly transnational understanding of Asian History in the development of the modern world.

HIST-UH 2119
Global Asia in the Modern World
Typically offered: fall odd years
Pre-1800
This course is about globalization as a very long-term historically contextually expansive mobility, communication, exchange, and territorial transformation, in which Asia is an open space of perpetual globalization, with no fixed boundaries, spanning Arctic and Tropics and lands from the Mediterranean to Pacific, all around the Indian Ocean, from Africa to Fiji. The standard view of Asia as being a static collection of fixed bounded territories is untenable. We will study the flow and movement of people, ideas, commodities, and technology spanning Arctic and Tropics and lands from the Sahara to Fiji. The standard view of globalization launched and sustained the imperial transformations, in which Asia is an open space of territorial exchange and knowledge exchange. The standard view of globalization is to be deconstructed.

HIST-UH 3316
African History through Film and Literature
Offered occasionally
Crosslisted with Film and New Media; Literature and Creative Writing
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 the role of popular music in postcolonial Africa, the course will explore how contemporary filmmakers, musicians, and songwriters have responded to Africa’s experience of European colonialism, independence, and postindependence political discourses. The course will examine the creative contributions made by Africa and its diaspora to the making of film, a major twentieth-century form of mass entertainment, and will evaluate the political, social, and cultural impact of the media on Africa and on African diaspora communities.

HIST-UH 3317
Love in Africa
Typically offered: fall odd years
Crosslisted with African Studies
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 sources in African history, from the beginning of gender and sexuality to popular culture, generational conflicts, and the AIDS epidemics. Students will closely read a set of primary sources, memoirs, newspaper articles, and movies, and discuss recent academic works that will help us understand changes and continuities in how individuals and communities across Africa have defined, debated, and experienced love.

HIST-UH 3318
Islam in the Indian Ocean World
Typically offered: spring even years
Crosslisted with African Studies; Arab Crossroads Studies
Pre-1800
The objective of this course is to trace and understand the history of Islam as a religious tradition and in the Indian Ocean world 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, relations with Europeans, modernity, education, gender, European colonial rule, and postcolonial politics. Possible sources for the course include Arabic geographical and travel accounts, Jewish texts debating social categories of African and Jewish identity, and 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-UH 3322X
Historical Empires: West Africa and Ethiopia
Typically offered: January
Crosslisted with African Studies
This course is designed to introduce students to the complex and dynamic world of the African Empire. It covers the spread of the African Empire from the 16th to the 19th centuries, focusing on the rise of the African Empire and its impact on the modern world. This course will explore the history of African empires, from their origins in the trans-Saharan trade to their eventual collapse at the end of the 19th century. Students will gain an understanding of the political, social, and cultural dimensions of African empires and their role in shaping the modern world. The course will also examine the impact of African empires on the wider world, including the role of African empires in the transatlantic slave trade and their influence on the development of Western capitalism.

HIST-UH 3510X
Muslim Societies in African History
Typically offered: fall odd years
Crosslisted with African Studies; Arab Crossroads Studies
Pre-1800
The objective of this course is to trace and understand the history of Islam as a religious tradition and in the Indian Ocean world 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, relations with Europeans, modernity, education, gender, European colonial rule, and postcolonial politics. Possible sources for the course include Arabic geographical and travel accounts, Jewish texts debating social categories of African and Jewish identity, and 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-UH 3513
Spirituality and Materiality Across the Indian Ocean
Typically offered: fall
The Indian Ocean has provided an important avenue for the movement of people, traditions and ideas over centuries. The course explores the cultural exchange in the Indian Ocean world with a focus on Islamic and Hindu traditions and later Christianity. How are the different regions of the Indian Ocean littorals tied together through networks of piety, pilgrimage and mythologies? How did the surviving material remains of the ocean littorals - built structures, religious iconography, inscriptions, maps, travelogues, legends and poetry of traveling saints and mythologies about the Oceanic waters itself, attest this dynamic exchange
and interconnectedness? How do the circulation of people, relics and mythologies connect the hinterland with people and places across the waters?

HIST-UH 354J

Individual and History

Typically offered: January

Is biography central to the study of history? Can an individual's experiences explain their role in history? To what extent does biography form intellectual history? Studies of the past show that different periods had significantly different approaches towards the idea of the individual, and how a person should be remembered. During the first part of the course in Abu Dhabi, we will critically examine the life, work and ideas of figures including Barack Obama, Doris Lessing, Mohandas Gandhi, Jawaharlal Nehru, Indira Gandhi, Babur, Queen Victoria and Francis Younghusband. We will look at the power of photographs and self-fashioning in determining the image of an individual, the recovery of marginalized historical figures, and approaches towards the idea of the self. The second part of the course takes place at Ahmedabad (home of Gandhi’s Sabarmati Ashram, and an important site in the Indian independence movement) and Baroda (where BR Ambedkar wrote in Waiting for a Visa about the workings of untouchability). As well as using analytical discussion of American and US Naipaul in India, we will engage in archival and street-level work to learn how a sense of place can inform biography.

HIST-UH 3690

Topics in Indian Ocean History

Offered occasionally

Course topics will 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.

ACS-UH 1211X

UAE from Pre-History to 2030: History, Environment, Society and Culture

Crosslisted with Arab Crossroads Studies

HIST-UH 2715JX

Arab Crossroads: Genghis Khan, Tamerlane, and Beyond: The Graphic History of Empire and its Legacy

Typically offered: January

Crosslisted with Arab Crossroads Studies Pre-1800

The Mongol Empire was one of the greatest empires in world history, covering virtually all of Eurasia. Its impact went far beyond its physical boundaries and lasted well after it disappeared. This course traces the history of that nomadic empire from a world history perspective placing a great deal of emphasis on the way in which it shaped major cultures and civilizations all over Asia, Europe, and north Africa. Among the main themes of the class are the rise of Genghis Khan and the history of the Mongol Empire and its impact on the peoples, societies, economies, cultures, and religions of Eurasia and the Indian Ocean. We also ask why did the Mongols set out of Mongolia in the 13th Century to conquer the world? Did they use dolphin fat in their weapons? And how many people are roughly speaking, the Buddha? How do the new sciences of DNA studies and modern science of paleo-climatology help us study Mongol History? Why was Hitler obsessed with Genghis Khan and why does it matter?

HIST-UH 3710X

Central Asia and the Middle East

Typically offered: fall odd years

Crosslisted with Arab Crossroads Studies Pre-1800

This course examines the interconnected histories, cultures, and societies of Central Asia and the Middle East. It will begin with an overview of the Mongol empire and its legacies in Central Asia and the broader Muslim world. The course will compare the emerging post-Mongol Eurasian and Ottoman states through the lenses of law, political legitimacy, succession, and ruling institutions. The course will then compare Russian and Ottoman civilizing missions, imperial nationalism, treatments of sectarianism and ethnic minorities, constitutionalism, public health policies, responses to Islamic modernism, Marxist and other radical leftists 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-UH 3711

Cold War in the Middle East

Offered occasionally

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.

HIST-UH 3712

Ancient Roman Empire

Typically offered: spring even years

Crosslisted with Ancient World Studies Pre-1800

We will examine the course of Roman history from the earliest beginnings down to the period of the Early Empire, so, about the first-second century AD. Our chief concern, however, will be the vast project of empire. How and why did the Romans come to possess such a vast empire? How did they perceive their realm? Why were they able to put this thing together? Furthermore, we will have one special concern in all of this. There was one geographical region, which the Romans tried repeatedly to conquer, and to hold. They never succeeded at this in the area that are descending the Indus River Khan? How do the new sciences of DNA studies and modern science of paleo-climatology help us study Mongol History? Why was Hitler obsessed with Genghis Khan and why does it matter?

HIST-UH 3713

Russia’s Multiethnic Empire

Offered occasionally

What was it that kept the Russian empire together for centuries? This course is designed as a survey of Russia’s multiethnic empire from the conquest of the Khanate of Kazan to the early Soviet-era formation of the “affirmative action empire.” Topics to be covered include patterns of imperial expansion, gender and the nature of autocratic authority, religious institutions and practices, colonialism, intellectual debates and key thinkers, serfdom and emancipation, rationalism and the revolutions of 1905 and 1917, early Soviet nationalism policies, the “New Soviet Person,” and revolutionary culture.

HIST-UH 3714

Mediterranean: Archives, Translations, Histories

Typically offered: fall

This course approaches the Mediterranean as a multicultural site that lends itself to questions concerning cultural encounters and crossovers, as well as to the issue of historical memory. The Mediterranean emerges in our investigation as the substance of, and the backdrop for, a revaluation of the various narratives of modernity; for an examination of the centrality of colonialism in that modernization process; and, finally, for an exploration of the realities of contemporary immigration. The course brings in methodologies and material from different approaches to the topic, from historical sociology, to philosophy of history, and intellectual theory. Key concepts will be defined rigorously: world system, world economy, subaltern, hegemony, archive and translation.

HIST-UH 3716

Hellenisms

Typically offered: spring

This course considers the emergence, diffusion, and resonance of classical Greek thought and habits. Exploring the variety of Hellenisms expressed over time, the course explores the contributions of Sophocles, Plato, and Aristotle alongside those of Al-Ghazali, El Greco, and Nietzsche. It traces the varied spaces Hellenism has occupied and reflects upon the various ways the Hellenic legacy has been interpreted and renegotiated through films, novels, operas, “heritage flings,” and genocides. Decoupling Hellenism from Greekness, it promotes a more expansive approach; one that considers Arab, Ottoman, and Jewish Hellenisms, and is more inclusive of non-Christian, female, queer, and cosmopolitan voices.

HIST-UH 3890

Topics in Mediterranean History

Offered occasionally

Topics may include history of Egypt; the Roman Empire; religion and Jews; the Middle East; and the modern Middle East. The course brings in methodologies and material from different approaches to the topic, from historical sociology, to philosophy of history, and intellectual theory. Key concepts will be defined rigorously: world system, world economy, subaltern, hegemony, archive and translation.

ACS-UH 1211X

Emergence of the Modern Middle East

Crosslisted with Arab Crossroads Studies; Arab Music Studies

ACS-UH 1410X

Making of the Muslim Middle East

Crosslisted with Arab Crossroads Studies

Pre-1800

ACS-UH 1411X

First Islamic World Empire: The Abbasids

Crosslisted with Arab Crossroads Studies; Literature and Creative Writing

Pre-Modern

Pre-1800

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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 NYU Abu Dhabi is uniquely organized around problems presented by translation, adaptation, 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 engages students in critical conversations that cut across fields, and in doing so help to rethink the very foundations of literary studies and creative writing.

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? How do cultural, political, class, racial, or sexual differences inform and sustain a vision of a common world? How are literary studies and creative writing in 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 the 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 Program teaches students to become effective analysts of culture, history, and politics, and to become confident writers across a wide range of genres. 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 and contextualizing essay.
A major in Literature and Creative Writing prepares students for careers that require critical thinking, forceful and lucid writing, and the ability to undertake challenging research. The Literature and Creative Writing major might lead to graduate school in literature or creative writing, but could just as readily lead to graduate work in law or public policy, and to careers in journalism, publishing, international relations, advertising and media, arts administration, museum and gallery work, or work in the non-profit sector.

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 enrich and inform one another.

Students in both tracks take five required courses, which explore the interplay between reading, scholarship, and creative practice: Literary Interpretation; Foundations of Literature I: Epic and Drama; Foundations of Literature II: Lyric Poetry and the Novel; Introduction to Creative Writing; and Problems and Methods in Literary Studies.

Students in the scholarship track take five scholarly electives (at least one of which must be from a list of courses dealing with “pre-modern” subjects). One of these five electives may include an additional creative writing course. Students in the creative track take three creative writing electives and two scholarly electives, which prepare them to produce a creative capstone that is informed by a scholarly perspective. Students in the scholarly track may take one additional creative writing course in lieu of a scholarly elective. All students must take one 3000-level course, one course in pre-modern literatures, and may count only one course with a core curriculum course number (e.g. CADT-UH 1021) for elective credit. All seniors enroll in two semesters of Capstone Seminar and Project in addition to intensive study with a faculty mentor on the project.

The Literature and Creative Writing program recommends that students complete four of their five required courses before studying abroad. Students use their first study abroad to explore the breadth of NYU’s global liberal arts curriculum, and to seek courses that complement their literary studies. Students who choose to apply for a second semester abroad should do so in consultation with an advisor who will help them take into account their possible capstone topic or other academic endeavors. All students planning to be away in spring of junior year should meet with the Literature and Creative Writing Program Head in fall semester to discuss a capstone plan. Students are encouraged to pursue language studies as a complement to the major and we recommend that, where possible, students take at least one course that focuses on the literatures of the study-away site.

Learning Outcomes
Upon completion of the NYU Abu Dhabi Literature and Creative Writing program, all graduates are expected to have developed:

1. An understanding of literature interpreted within a framework that includes aesthetics, culture, history, self, and society.
2. The ability to apply a variety of theories and methods, including close reading, to analyze literary texts in a variety of genres.
3. An interdisciplinary understanding of the ways in which literary texts belong to networks of texts and ideas and in which the study of literature is related to other fields of scholarly endeavor.
4. The ability to explain the characteristics and development of diverse literary genres (drawn from prose, poetry, and drama), traditions (canonical, marginal, emergent, and non-literary), and productions (elite, folk, mass, popular culture).
5. The ability to conduct literary research, including the use of library resources, archives, and relevant new technologies.
6. The ability to formulate and present original critical arguments in rhetorically efficient forms—both written and oral—manifesting effective use of evidence, organizational skill, and, where appropriate, new technologies.
7. A specialization in one particular field of literary scholarship or creative writing, culminating in the production of a senior Capstone project.
8. Sufficient expertise to compete effectively for places at elite doctoral, MFA, or professional programs in literature or other fields in the U.S. and around the world.

Requirements for the Major

**Literary Studies Track**

12 courses, distributed as follows:

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<th>Requirement</th>
<th>Number of Courses</th>
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<tr>
<td>5 Required courses:</td>
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<tr>
<td>LITCW-UH 1000 Literary Interpretation</td>
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<tr>
<td>LITCW-UH 1001 Foundations of Literature I: Epic and Drama</td>
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<td>LITCW-UH 1002 Foundations of Literature II: Lyric Poetry and the Novel</td>
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<tr>
<td>LITCW-UH 1003 Introduction to Creative Writing</td>
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<td>LITCW-UH Problems and Methods in Literary Studies</td>
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<td>5 Literature electives, which must include one pre-modern course and one 3000-level literature course. Electives may include an additional creative writing course, and no more than one course crosslisted from the Core. These requirements may</td>
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be combined: for example, a 3000-level Literature course could also satisfy the pre-modern requirement.
2. **LITCW-UH 4000 and 4001 Capstone Seminar and Project.**

**REQUIREMENTS FOR THE MAJOR CREATIVE WRITING TRACK**
12 courses, distributed as follows:

5. Required courses:
   - LITCW-UH 1000 Literary Interpretation
   - LITCW-UH 1001 Foundations of Literature I: Epic and Drama
   - LITCW-UH 1002 Foundations of Literature II: Lyric Poetry and the Novel
   - LITCW-UH 1003 Introduction to Creative Writing
   - LITCW-UH Problems and Methods in Literary Studies

3. Creative Writing electives

2. Literature electives, one of which must be pre-modern

2. **LITCW-UH 4000 – 4001 Capstone Seminar and Project:**

**NOTE:** Electives may include no more than once course crosslisted from the core and must include at least one 3000-level course.

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**Minor in Creative Writing**
The minor 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 MINOR IN CREATIVE WRITING**
4 courses, distributed as follows:

1. **LITCW-UH 1003 Introduction to Creative Writing**

3. Creative Writing Electives

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**Minor in Literature**
The minor 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 first-year writing courses. By learning to read critically and write with analytical precision, students in this minor prepare themselves to participate intelligently in world culture while forging a lifelong, enriching relationship with literature.

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

1. **LITCW-UH 1001 Foundations of Literature I: Epic and Drama**

1. **LITCW-UH 1002 Foundations of Literature II: Lyric Poetry and the Novel, or LITCW-UH 1000 Literary Interpretation**

2. Literature Electives
LITERATURE AND CREATIVE WRITING

LITERARY STUDIES TRACK

SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu/grids

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LITERATURE AND CREATIVE WRITING

CREATIVE WRITING TRACK

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LITERATURE COURSES

REQUIRED COURSES

LITCW-UH 1000
Literary Interpretation
Typically offered: fall, spring
This course introduces students to the demands and pleasures of university-level investigation of literature. Students develop the tools necessary for advanced criticism, including close-reading skills, knowledge of generic conventions, mastery of critical terminology, and introduction to a variety of modes of analysis, from the formal to the historical.

LITCW-UH 1001
Foundations of Literature I: Epic and Drama
Typically offered: fall even years
This course introduces students to fundamental terms and critical methods employed by literary scholars through an examination of two case studies: epic and drama. Topics to be investigated include: the relationship between text and context, close versus 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-UH 1002
Foundations of Literature II: Lyric Poetry and the Novel
Typically offered: spring
This course introduces students to fundamental terms and critical methods employed by literary scholars through an examination of two case studies: lyric poetry and the novel. Topics to be investigated include: the relationship between text and context, close versus 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-UH 1100
World Literature
Offered occasionally
Coined by Goethe and popularized by Marx, the concept of world literature responded to an unprecedented integration of the world’s literary markets, in which Goethe himself felt he could access Chinese, Persian and other literatures in translation. In recent scholarship it has crystallized as a critical approach to the comparative study of literatures from different national traditions. World literature in this more recent formulation refers to the movement of texts across language, time and space. This critical and related fields such as postcolonial and translation studies. From this critical perspective, we address the questions: Why do some texts, and not others, travel well enough to be a matter of 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-UH 1101
Rotten Englishes: Postcolonialism and the Politics of Language
Typically offered: fall
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 that they should be prepared to offer their classmates responses to their work.

LITCW-UH 3000
Problems and Methods of Literary Studies
Prerequisite: LITCW-UH 1001 or LITCW-UH 1002
This course is an introduction to questions that are central to both literary scholarship and creative writing. The course will foster an understanding not only of theoretical and methodological concepts, but also an understanding of practice and poetics. Through a range of readings and a variety of assignments, both theoretical and from practical, students will tackle issues of language, translation, interpretation, structure, and technique from methodological and practical perspectives. This course will prepare students for their capstone project and it is strongly suggested, although not required, that students take the course in their junior year.

INTRODUCTORY LITERATURE ELECTIVES

LITCW-UH 1103J
James Baldwin’s Global Imagination
Typically offered: January
James Baldwin, one of the most important American writers of the twentieth century, left his family in Harlem for Paris in 1948. It was his first site of expatriation—moving between Switzerland and Turkey and the south of France, Baldwin called himself a “transatlantic commuter.” This course explores Baldwin’s writing across the genres of essay, poetry, and fiction that has been well-canonized as well as important writing that has been more or less forgotten. The course will consider questions of empire, postcoloniality, authenticity, voice and the politics of language in the writing we characterize as “Anglophone”. Writers to be discussed include Langston Hughes, Salman Rushdie, Shani Mootoo, Arundhati Roy, Zadie Smith, Jene Jordan, Irvine Welsh, and Junot Diaz.

LITCW-UH 1151
Global Traffic: Fictions & Films of Place and Space
Offered January
Globalization, the acceleration of transportation and information technologies, transforms the experience of distance, producing perceptions of space and time that are increasingly interconnected. It foregrounds movement and simultaneity, blurring boundaries between “real” and “virtual” worlds. Through texts emphasizing home, homelessness, migration, exile, and even loss and absence, 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-UH 1160
Global Women Writing
Typically offered: fall even years
What does it mean to be a “woman writer”? This course will explore and examine that phrase, which has flooded our culture with feminization and silencing. Students will explore what women’s writing from around the world might reveal about the relationships between gender, authority, creativity, power, mobility, and tradition. Do we assume, for instance, the existence of an essential “female” way of writing, shared by women across time and geography? Drawing on both literary and critical materials, we will consider the complexities and challenges of reading across literary tradition(s) and the ways in which writing from multiple historical and cultural situations represents intersections of gender, race, class, and nation. Writers to be considered in this course may include Virginia Woolf, Sor Juana, Mary Wollstonecraft, Lucy Mursani, Toni Morrison, Gloria Anzaldua, and Theresa Hak Kyung Cha, among others.

LITCW-UH 1140J
Writing the City
Typically offered: January
Centered around Urbanization
For the first time in history, more people live in cities than in villages. And they’re writing about it. There’s a global renaissance of books about cities from Madrid to Mumbai and Chicago. In this course, we will look at writers and filmmakers such as Jane Jacobs, Carmen Martín Gaite, Garcia Lorca, Vargas Llosa, and Mark McGann. We will explore how best to capture the urban experience. Using a variety of genres, we will examine the impact on global cities of war, gender and social inequality, writing and new media guide readers in this new landscape by charting new concepts of space and place, community, and global citizenship.
ACS-UH 1011X
Introduction to Modern Arabic Literature
Crosslisted with Arab Crossroads Studies; Arab Music Studies
ACS-UH 1411X
First Islamic World Empire: The Abbasids
Crosslisted with Arab Crossroads Studies; History Pre-Modern Pre-1800
ANTH-UH 2113
Memoir and Ethnography: Understanding Culture
Through First-Person Narrative
Crosslisted with Anthropology; Core: Arts, Design and Technology; Social Research and Public Policy
ARTH-UH 2122J
Age of Warhol
Crosslisted with Art and Art History
CADT-UH 1021
Art of Narrative Science
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology
CADT-UH 1027
Questioning and Writing the Self: Memoir and Anti-memoir
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Core: Cultural Exploration and Analysis; Core: Pathways of World Literature
CCEA-UH 1009
A Thousand and One Nights
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature Pre-Modern
CCEA-UH 1011
Law and the Imagination
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Legal Studies
CCEA-UH 1014
Money and the Good Life
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature
CCEA-UH 1019
Novels That Changed the World
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature
CCEA-UH 1044
Myth, Magic, and Representations of Childhood
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature
CCEA-UH 1047
Utopias and Dystopias
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Interactive Media
CCEA-UH 1055
Global Shakespeare
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Theater Pre-Modern
CCEA-UH 1056
Tragedy
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature Pre-Modern
CCEA-UH 1057
Our Monsters, Ourselves
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature
CCEA-UH 1060
Photography and Narrative
Crosslisted with Art and Art History; Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis
CCEA-UH 1063
Literary Translation
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1068J
City of Encounters: Literatures of Indigeneity, Migration and Settlement
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1072
Discovery and Recognition in Narrative, Film, and Drama
Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis; Core: Pathways of World Literature
CCEA-UH 1074
Interracial Literature
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature
CCEA-UH 1076
Gender and the Future of Normal
Crosslisted with Core: Cultural Exploration and Analysis; Theater
CCEA-UH 1082
Literature of Migration
Crosslisted with Core: Cultural Exploration and Analysis
CCEA-UH 1083
A Thousand and One Nights
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature
CCEA-UH 1084
Archives, Methods, Screens
Prerequisite: FILMM-UH 1111, FILMM-UH 1011X, ARTH-UH 1110X, ARTH-UH 2118X, IM-UH 1012, IM-UH 1013, MUSIC-UH 1004, MUSIC-UH 1005 Crosslisted with Art and Art History; Film and New Media; Interactive Media; Media, Culture and Communication
IM-UH 2316
Software Art: Text
Recommended Prerequisite: IM-UH 1010, IM-UH 2310, or CS-UH 1001 Crosslisted with Interactive Media 2 credits
THEAT-UH 1514
African Women Playwrights
Crosslisted with African Studies; Theater
ADVANCED LITERATURE ELECTIVES
LITCW-UH 2310
History of Drama and Theater
Offered occasionally
Crosslisted with Theater
Examines selected plays central to the development of world drama, with critical emphasis on a cultural, historical, and theatrical analysis of these works. Texts are drawn from the major periods of Greek and Roman drama; Japanese classical theater; medieval drama; theater of the English, Italian, and Spanish Renaissance; French neoclassical drama; English Restoration and 18th-century comedy; and Russian dramatic traditions. Styles to be considered include romanticism, naturalism, realism, antirealism, and postcolonial theater.
LITCW-UH 2312X
Masterpieces of Pre-Modern Arabic Literature in Translation
Offered occasionally
Crosslisted with Arab Crossroads Studies Pre-Modern
This course explores a selection of canonical and non-canonical works of literature from pre-Islamic Arabia to the so-called 19th-century Arab Renaissance. Through this course students will examine poetic and prosaic texts, while revising their understanding of literary genres and categories, especially in relation to the tradition of Arabic literature. Students will also learn about the major approaches to the study of this literary tradition, while immersed themselves in its rich language, imagery and historical moment. Readings include selections from: pre-Islamic heroic poetry; Umayyad love poetry; Abbasid courtly poetry and its influence on the Andalus; libertine poetry in all its registers from the early Abbasid to the Mamluk period. Prose literature will include the Qur’an; hadith; apocrypha of the prophets; picareque maqāmāt; The Arabian Nights; and proto-novels from the 19th century.
LITCW-UH 2313J
Tales that Travel: Storytelling and Storytellers in Eurasia, 10th-16th centuries
Typically offered: January odd years Pre-Modern
Long before modern media sent stories around the world at lightning speed, good tales traveled. This course explores the travel of tales and considers the ways in which a common culture of story and storytelling can be found throughout pre-modern Europe, Middle East, South and East Asia. Drawing on stories and scholarship from many different traditions, it examines the role of storytelling in human culture, discusses the performance and circulation of stories, and reflects on examples of the types of tales that traveled, including tales of origin, of wisdom (and folly), of trickery (and truthfulness), of success (and failure), of youth and age, of love and the battle of the sexes, and many others.
LITCW-UH 2314J
New York Urbanism: Poetry, Art and Architecture Since 1900
This class will study the interactions among 20th and 21st century literature, art and architecture in New York City. How has New York been imagined, celebrated, critiqued, analyzed by the poets, architects, artists who have lived and worked here since 1900? What functions has the city taken on for those many cultural producers who have arrived here from across the globe, and across the US? We will look at case studies of writers, artists and architects coming from China, Mexico, Germany, Italy, England, Holland, Puerto Rico, Missouri, Ohio, New Jersey, Massachusetts, and Rhode Island. James, Hughes, O’Hara, Baraka, Garcia Lorca, Mayer, Notley, Torres, Alurista, Matta-Clark, Hammons, Smithson, Kooihaas, Mies van der Rohe, Piano, Ligon, Acconci, Rosler, Zoe Leonard, René Green, and Kara Walker will be read in relation to larger literary and political movements including Nuyorican Poetics, the New York School, Language writing, Feminism, the Black Arts Movement, Queer liberation, the Tianamen Square Protests, Minimalism, Conceptual Art, The Pictures Group. There will be afternoon field trips to the sites discussed in class, and stops for representative New York food.
LITCW-UH 2315X
Postcolonial Turn
Typically offered: spring
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Film and New Media; History
In postcolonial texts, representation and revolution intersect, as authors, filmmakers, and theorists
re-invent literary and cinematic forms and seek to reconcile colonialism, nationalism, and modernity. Through this course, students will compare British, Caribbean, Latin American, South Asian, and African texts, including novels by Conrad, Rushdie, and Salih; films by Pontecorvo and Sembene; and selections from the critical writings of Anderson, Fanon, Said, and Spivak. Students will examine contradictions between Enlightenment concepts of reason, universal freedom, and rights, which established the common humanity of mankind while simultaneously justifying European sovereignty over non-Western peoples. The course examines how tradition and modernity; savagery and civilization; religion and secularism; self and other; subjectivity and collectivity; and violence and non-violence played a role in empire and decolonization while challenging received understandings of universalism. Finally, students examine how postcolonial studies is being re-shaped and in turn re-shaping understandings of the ‘Arab Spring’ and the Anthropocene.

**LTWC-UH 2330**

**Modern Epic: Tolstoy, Joyce, and García Márquez**

Offered occasionally. This course will examine three “encyclopedia” texts (War and Peace, Ulysses, and One Hundred Years of Solitude) that rehearse and interrogate inherited paradigms of cultural identity, purpose, and destiny. Through sustained attention to formal and ideological tenets of these specific texts, the students will also be invited to draw comparisons with similar themes in other traditions of South Asia, East Asia, and Western Europe.

**LTWC-UH 2361**

**Travel, Geography, and Imagination in Arabic and Islamic Literatures**

Offered occasionally Crosslisted with Arab Crossroads Studies Pre-Modern

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 texts including geographic treatises, popular epics, travelers’ accounts, geographical works and Sufi mystical treatises from many different regions of the Islamic world, ranging from West Africa to South East Asia. Exploiting the movement of people, goods, and ideas within and across literary cultures, the students will also be invited to draw comparisons with similar themes in other traditions of South Asia, East Asia, and Western Europe.

**LTWC-UH 2331**

**Magic Realism**

Offered occasionally

How do global cultural forms emerge? This course charts Magic Realism, a staple of global art, film, and literature since 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.

**LTWC-UH 2340**

**Inventions of Love: East and West**

Typically offered: fall even years

Crosslisted with Arab Crossroads Studies Pre-Modern

From the early Islamic poetry of Majnūn Layla to the modern poetry of Mahmoud Darwish, poets and writers in Arabic have long attempted to address the mysterious forces involved in creative expression. What did writers imagine was the origin of poetic inspiration? How did love (earthly or divine) figure in the poetic persona and works of writers? How was poetic creation different from other states such as madness or prophecy? How did medical, philosophical, legal and ethical discourses of the Middle East, Africa, and Asia apprehend questions of poetry and madness? Is the representation of poetic madness and inspiration in Arabo-Islamic discourse similar or different from other traditions? This course will explore these themes and others in great detail through the intensive study of early Islamic poetry, Sufi mystics, maqāmāt, The Arabian Nights, and Persian romances, as well as numerous philosophical, ethical, and medical treatises.

Students will also be invited to draw comparisons with similar themes in other traditions of South Asia, East Asia, and Western Europe.

**LTWC-UH 3313**

**Global Text: Ulysses**

Typically offered: fall

Is there such a thing as global cultural heritage? This course presents a case study that resituates James Joyce’s monumental novel Ulysses, a book that describes a single day in a single city and so thoroughly inherited paradigms of cultural identity? How is the English body imagined, and what happens to English bodies when they venture—perhaps even to travel? How was poetic creation different from other states such as madness or prophecy? How did medical, philosophical, legal and ethical discourses of the Middle East, Africa, and Asia apprehend questions of poetry and madness? Is the representation of poetic madness and inspiration in Arabo-Islamic discourse similar or different from other traditions? This course will explore these themes and others in great detail through the intensive study of early Islamic poetry, Sufi mystics, maqāmāt, The Arabian Nights, and Persian romances, as well as numerous philosophical, ethical, and medical treatises.

Students will also be invited to draw comparisons with similar themes in other traditions of South Asia, East Asia, and Western Europe.

**LTWC-UH 3313**

**Global Text: Moby-Dick**

Typically offered: fall odd years

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 visual arts. The course poses three sets of questions: 1) In what ways does Melville adopt a “worldly” approach to bearing a global text that is “worldly” in its outlook and its self-conscious positioning within Western literary history. The course contextualizes the novel within Joyce’s oeuvre through readings of Dubliners, Stephen Hero, A Portrait of the Artist as a Young Man, and selections from Finnegans Wake and within the histories of epic and Anglophone modernism. The course brings together the very number of scholarly methodologies to bear on Joyce’s work including close reading, deconstruction, distant reading, and global literary, modernist, postcolonial, psychoanalysis, and reader response.

**LTWC-UH 3315**

**Early Modern English Drama: Staging the World**

Typically offered: spring even years

Prerequisites: LTWC-UH 1001, LTWC-UH 1002, THEAT-UH 1011 or Instructor Approval

Crosslisted with Theater Pre-Modern

Doomed lovers, military conquest, imported luxury goods, political treachery, religious conversion, spectacles and pirates. These are some of the plot elements that figured stereotypes and representations of national identity. For the poet Aimé Cesaire, from the tiny island of Martinique, there was the master narrative of the middle passage, that brought to the Americas; there was the movement of labor and capital that circled the Caribbean in slavery’s after-life; and there was the circulation of ideas that produced the spirituals and songs of Black America.

This course examines a range of narratives of flight—that of the refugee, the immigrant, the exile, the migrant worker—in fiction, poetry, film, theater, and painting and music. It also examines critical theories of migration on refugeeism, displacement, and immigration, and in order to ask: How does “flight” produce new aesthetic forms? How have scholars theorized the range of contemporary and problematic artistic representations of displacement? Along the way, we will read about Iraqi refugees, Vietnamese “boat people”, Indian Indians, the Jewish dispossessed of World War II, the Irish Luck, the French windmill (to consider the ocean still to cross (une mer encore à traverser) in relation to two contemporary crises: flight across the Mediterranean and the refugee Rohingyas of Myanmar.

**LTWC-UH 3318**

**Arts of Attention: Reading Global Modernisms**

Typically offered: fall

How do works of literature capture, hold, and train our attention? We live in a time when attention is a commodity, that is to say, that is transformed into a marketable economic value. This course will explore the confluences of literary and visual media and asks the question: Why is the issue of attention—how it is constructed, what it means to be “English.”—the focus of this course? The course will examine the intersection of identity and nation as these ideas are insisted upon and fractured in the popular imagination of the theater. Questions will be asked: how is the self constructed in relation to the world? Which figures of the “Other” become passionately important and how does this re-invent literary and cinematic forms and seek to reconcile colonialism, nationalism, and modernity.
of modernism elsewhere, from Europe’s Eastern margins, to the Harlem Renaissance and modern Chinese literature. Primary works by Marcel Proust, Virginia Woolf, Franz Kafka, Boris Pasternak, Lu Xun, and others. Critical, theoretical, and historical readings range from new criticism, reader response theory, structuralism, post-structuralism, to cognitive literary studies.

LITCW-UH 3350X

Literatures of the Middle East and the Maghreb
(North Africa)

Typically offered: spring
Crosslisted with Arab Crossroads Studies
Typically offered: spring

Western media tends to produce a one-dimensional view of Middle Eastern cultures. The reality of the people is often very different. How do Middle Eastern writers represent themselves and their societies in fiction? In this course, students will consider the continuities and diversities of North African and Middle Eastern cultures by analyzing modern and contemporary novels and poetry, as well as films, from and or about Morocco, Algeria, Egypt, Lebanon and Palestine. The following issues will be tackled: how do novelists translate the changes of their cultures into literary form? What literary traditions do they draw on? How do these reflect the different movements in Islam, and the other religions of the region? What kinds of worldly and personal representations emerge? How have these been changing recently, notably since the Arab Revolutions? How do novels written in English differ for a global audience from those written in Arabic? What are the effects of reading them in translation? Do the conventions of Western literary criticism work for all literatures?

LITCW-UH 3360

Postcolonial Studies

Typically offered: spring
Crosslisted with Arab Crossroads Studies

What does it mean to be “postcolonial”? How can we understand the origins of the mixture of cultures and peoples that seems to define our “globalized” age? And what are the effects, cultural and political, of living under colonial rule? The rise in interest in the ways in which these texts provide new models for modern and postcolonial modernities: Albert Camus and Franz Fanon, Simone de Beauvoir and B.R. Ambedkar, Aime Cesaire and Derek Walcott.

LITCW-UH 1501

Feature Writing

Typically offered: spring
Crosslisted with Arab Crossroads Studies

This course aims to develop students’ skills in feature writing for print and online magazines and trade journals. Emphasis will be placed on all stages of development, from a feature’s conception and research to its drafting, revision, and publication. Particular attention will be paid to research and reporting techniques as well as to the demands of writing compelling pieces of various lengths, from short-form to longer features. The course objective is to prepare students to pitch and publish material written for this course, whether in an NYUAD student publication or other venue.

LITCW-UH 1502

Travel Writing

Offered occasionally

Any Creative writing course taken at NYUAD or anywhere in the GNU

This course exposes students to a range of writing about personal travel and offers students the chance to craft travel narratives of their own of various lengths and formats. The course will focus on style, arc, pacing, scene-setting, and the aesthetic forms they take, from the Caribbean surrealists, agitating against French colonialism, and articulating an aesthetics of negritude, to expatriate South Asian artists in Paris, who find new forms of freedom in abstractionist painting. The Dalit Panthers, modeled on the Black Panthers of America, articulated an anti-caste radicalism in the context of newly liberated India, while African writers from Nigeria to Kenya wrestled with the alienating English of the British empire, and the new languages of independence. This course uses the concept of freedom, of anguish and exaltation, to think through the range of aesthetic forms that freedom takes: political, social, existential, while also interrogating the nature of caste, race, and gender-based forms of alienation. In doing so, we read some of the key figures that have shaped postcolonial modernities: Albert Camus and Franz Fanon, Simone de Beauvoir and B.R. Ambedkar, Aime Cesaire and Derek Walcott.

LITCW-UH 1505J

Is it Only Personal: The Role of “The Column” in Public Discourse

Typically offered: January

Creative Writing Electives

This course will be aimed at students who wish to write personal columns for newspapers or online forums. It will be pitched as a course around the column as a forum for expressing opinions about everything from sports to fashion to politics. In the cluttered sphere of public discourse, with increasingly niche audiences, how can we hope to make our voices heard? Is “having an opinion” all we need to build an argument or create a conversation? In this course, we will consider the shift from personal experience and observation into public discourse, and particularly into the form of “the column”: a targeted piece of writing that used to be exclusively the purview of newspapers and magazines and is now the basis of blogs, ‘zines, and even, perhaps, the tweet. Is the personal always the political? Are the old ways of writing for personal columns and newspapers still the best ways to get your narratives out there, or should we consider writing in new ways, and if so, how do we articulate that relationship for an audience who may not know or care about who we are? This workshop-based course will focus on “writing short”: 700-1500 word essays that focus on a range of topics, including cultural happenings, intellectual debates, and current events. We will visit The National, the UAE English-language paper, the daily paper that has come to represent the voice of the UAE and the Gulf. We’ll write an analytic piece, a column or a short essay about the places in which those institutions are situated. From their observations, reporting, interviews and research about what they’ve encountered, students will compose a feature-length narrative in the form of a classic “Letter From...” piece in The New Yorker magazine.

LITCW-UH 2500

Advanced Creative Writing: Nonfiction Essay

Typically offered: spring
Crosslisted with LITCW-UH 1000 or LITCW-UH 1003 or instructor permission

Creative Writing Electives

The personal is political: Popularized by feminist activists in the 1970s, this phrase suggested that mundane experience - domestic work, reproduction, childcare, as well as gendered education and socialization - were deeply implicated in larger systems of political power. Narrating those experiences, calling them into question, was a political act that stood to reconcile the individual subject with the nation making it possible. The notion has become commonplace. But how do writers - of any gender or other identity category - most effectively discuss and interrogate the political implications of their subjective experiences? What forms and platforms are most appropriate, and for which audiences or ends? In this workshop, students will draft personal essays, working on longer works of personal writing (Woolf, Orwell, Baldwin, Adichie, Coates, and others) and develop their own voices as they grapple with the politics of individual experience. Group discussions and peer workshops will be supplemented by individual conferences with the professor.

ANTH-UH 2113

Memoir and Ethnography: Understanding Culture Through First-Person Narrative

Crosslisted with Anthropology; Core: Arts, Design and Technology; Social Research and Public Policy

Citizen Writer

Crosslisted with Core: Arts, Design and Technology

FilmM-UH 1012

Forms of Writing for the Screen

Crosslisted with Film and New Media
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INTERMEDIATE CREATIVE WRITING ELECTIVES

LITCW-UH 2501 Intermediate Creative Writing: Narrative Prose - Form and Style
Typically offered: spring
Prerequisite: LITCW-UH 1003
Every serious writer at some point asks: What is form? What is style? And how do I form my own style? In this course we will write our way towards answering each of those questions. Part laboratory, workshop, playground, and bootcamp, we'll examine exemplars from modern literature, but more importantly we'll write a lot: short pieces of narrative prose (micro stories, under 200 words), allowing for the exploration of character development, discussion, and revision towards acquisition of vital skills such as crafting the perfect sentence, something is. We will sharpen your techniques in wielding them. Because writers should be limited only by attempting to express. This course will prepare you for advanced fiction workshop, and the capstone, by helping you speak more clearly on the page. For style, according to the novelist Ali Smith, "is what happens when voice and form meet and fuse into something more than both." Through the alchemy of creative writing we'll find out what that something is.

LITCW-UH 2502 Intermediate Creative Writing: Nonfiction Essay
Typically offered: spring
Prerequisite: LITCW-UH 1000 or LITCW-UH 1003 or instructor permission
The personal is political!" Popularized by feminist activists in the 1970s, this phrase suggested that mundane experience - domestic work, reproduction, childcare, as well as gendered education and socialization processes - were deeply implicated in larger systems of political power. Narrating those experiences, calling them into question, was a political act that stood to reorder society, and by extension, the nation has become commonplace. But how do writers - of any gender or other identity category - most effectively and describe and discuss the political implications of their subjective experiences? What forms and platforms are most appropriate, and for which audiences or end goals? In this workshop, students read a range of classic and recent works of personal writing (Woolf, Orwell, Baldwin, Adichie, Coates, and others) and 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.

LITCW-UH 3501 Advanced Creative Writing: Documentary Forms
Offered occasionally
Prerequisite: LITCW-UH 1003 or Instructor Consent
Crosslisted with Art and Art History; Film and New Media
This course centers on the generative intersection of art and non-fiction: in other words, documentary forms. Documentaries are compelling because they are written by a desire to investigate, educate, reveal. They often do this by claiming objectivity and reality rather than claiming subjectivity and fiction. During the semester students will therefore explore the relationship between their narratives, ethics, and point of view in three mediums: poetry, film/video, and visual art, with an emphasis on poetry and text that pushes the boundaries of conventional prose and journalism.

LITCW-UH 3502 Advanced Creative Writing: A Novel in Fourteen Weeks
Offered occasionally
Prerequisite: LITCW-UH 1003 or permission of the Instructor
An advanced fiction workshop that offers students the opportunity to hone their writing through peer critique and in-depth draft discussions. Extensive on-site reading deepens students' understanding of fiction and broadens their knowledge of the evolution of literary forms and techniques. The thematic focus of these courses will vary depending on the instructor. There may be multiple sections of this course running in the same semester, each of which may have a different topic.

LITCW-UH 3504 Advanced Creative Writing: Workshop in Poetry
Typically offered: spring
Prerequisite: LITCW-UH 1003 or instructor permission
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 role does poetry play in English if it is not your home or only language? In addition to workingshopping 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.

LITCW-UH 3505 Dramatizing History
Typically offered: fall odd years
Crosslisted with Theatre
How does the dramatist bring alive a historical epoch to enliven a work for stage, film or television? What elements are essential to create a compelling narrative in which the characters are actual people or fictionalized composites? And what ethical issues are raised in such decision-making? In this workshop students will embark on a journey to bring alive stories that hold personal significance. Whether the tales are connected to family, culture, gender or ‘race’ memory, there are certain steps that may enhance the creation and development of dramatic work based on historical information. Students will detail their personal process in both creative and critical terms.

LITCW-UH 3506 ACW: Workshop in Hybrid Forms
Typically offered: spring
Prerequisite: LITCW-UH 1003
In this advanced workshop we will write hybrid forms: works of literature that combine two or more genres, or that defy the very concept of genre. What is also interesting about the notion of hybridity is that we find many rich historical examples of this kind of literature works that predate a modern tendency to theorize genre’s defining features in order to categorize literature. Students will undertake readings and projects in the following forms: the lyric essay, novels in verse, the haibun, the list poem, non-traditional autobiography, image-text projects, the prose poem, the poet’s play, and conceptual and intermediate writing projects. We will read Claudia Rankine, Don Mee Choi, W. G. Sebald, Elias Khoury, Deepak Unnikrishnan, Paolo Javier, Biswamit Dwivedi, Carole Maso, Ed Sanders, Etel Adnan, Cecilia Vicuna, On Kawara, and Sonia Sanchez. To build a rigorous and supportive literary community, we will share our works and develop rubrics for peer critique and in-depth craft discussions. As traditions of surrealism. Students will practice writing new works from a variety of prompts, will critique others productively, and revise their work toward a final portfolio of works brought to high polish. Exemplary and representative works of contemporary fiction will be read as starting points for writing exercises, discussions of writing strategies, and toward the development of new works.

CAPSTONE EXPERIENCE

LITCW-UH 4000 Capstone Seminar
Typically offered: fall
Prerequisite: LITCW-UH 1000, LITCW-UH 1001, LITCW-UH 1002, LITCW-UH 1002, and LITCW-UH 3000
The capstone experience provides seniors with the opportunity to work closely with a faculty mentor and to complete an extensive research project on a topic of their choice or engage in an extended creative project. The program consists of a two-part capstone seminar and a year-long individualized thesis tutorial. (Students receive credit for the seminar in the fall and for the project in the spring.) During the fall semester, students define their projects, develop a bibliography, read broadly in their chosen topic, begin their research, and draft a substantial portion of the project.

LITCW-UH 4001 Capstone Project
Typically offered: spring
Prerequisite: LITCW-UH 1000, LITCW-UH 1001, LITCW-UH 1002, LITCW-UH 3000, LITCW-UH 3000, and LITCW-UH 4000
In the spring semester, students continue to work one-on-one with their capstone advisor(s) and to attend the capstone seminar. Between the seventh and eight weeks of the term, students develop a final draft of their project, which may include revision and re-articulation of key theoretical and/or aesthetic concerns. Students work with their capstone advisor(s) to produce successive drafts of the project. The capstone experience culminates in the public presentation of the capstone project and the defense of the project before a panel.

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The Music Program at NYU Abu Dhabi is committed to educating a new generation of musicians, capable of making and thinking about music from transnational and interdisciplinary perspectives. We seek to enrich the education and experience of all NYUAD students, and foster a vibrant and diverse musical community.

The music major at NYU Abu Dhabi focuses on developing well-rounded students, no matter which track they choose. In the Music Practice track, students develop an artistic practice combining composition, technology, and performance. The Music Studies track produces scholars of music with proficiency in research and a sophisticated understanding of music as a global cultural phenomenon.

Non-majors may engage with the Music Program in a variety of ways—from developing musical skills through lessons and ensembles to integrating one of our many crosslisted seminar courses into a broader program of study.

In the twenty-first century, music defies boundaries. Composers and performers now consistently stretch their art beyond the strictures of traditional instruments and sounds, and sometimes even beyond the realm of sound itself into engagement with movement and interactive media. Meanwhile, music has become a topic of cutting-edge scholarly work in such diverse disciplines as computer science, disability studies, history, neuroscience, philosophy, psychology, and sociocultural anthropology.

The Music Program fully embraces this reality. The faculty engage with multiple disciplines in their scholarly work, creative work, and teaching. The Program maintains key participation in the minors in Anthropology, African studies, Peace Studies, and Sound and Music Computing, as well as curricular synergies with Film, Theater, and Interactive Media.

By taking advantage of the uniqueness of Abu Dhabi as a cosmopolitan city and an international hub, the Music Program offers students opportunities to learn firsthand about a diverse range of traditional and popular music spanning various cultures and styles.

We connect our students to the thriving music and media scenes in Abu Dhabi, Dubai, and other dynamic urban centers in the MENA, East Africa, and India (not to mention Europe and North America), by facilitating artist visits, field trips, and various opportunities for study and internship. What is more, the close relationship between the Music Program and the NYUAD Arts Center opens many opportunities for students to engage with world-renowned artists through a range of activities, from educational workshops to recording sessions in our state-of-the-art facilities.

**Learning Outcomes**

Upon completion of the NYU Abu Dhabi Music degree, all graduates are expected to have developed:

1. Musical literacy, conceived as formal knowledge of music and musical practices from major world cultures, according to style, periodization, region, genre, and structural features.
2. Ability to communicate in written and oral form about music and music practices employing a critical vocabulary that can be applied to the analysis, interpretation, and making of music;
3. Ability to use sound equipment, and music notation, sequencing, recording, and programming software;
4. Ability to compose music in different styles for different configurations instruments voices and/or electronics;
5. Ability to proficiently play an instrument or sing with proper intonation, clear articulation and phrasing;
6. An interdisciplinary conception of music, informed by a well-grounded understanding of its historical and contemporary interrelations with other art forms and fields of inquiry and research.

Upon completion of the NYU Abu Dhabi Music Practice Track, all graduates are expected to have developed:

1. Ability to develop artistic work that reflects conceptual thought;
2. The development an original Capstone project that demonstrates autonomy and engagement with an arts practice tradition.

Upon completion of the NYU Abu Dhabi Music Studies Track, all graduates are expected to have developed:

1. The ability to read critically and engage with scholarship on music;
2. The ability to conduct original research, using library resources, archives, ethnographic methods and/or relevant new technologies, expressed in the form of a scholarly essay.

**Study Away Pathway for Music**

The study away pathway for the Music major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.
REQUIREMENTS FOR THE MAJOR IN MUSIC

The Music major requires a minimum of 13 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, Music Studies, Music Technology, and Music Theory. Different combinations of courses in the four disciplinary areas define the track for the major.

NOTE: Individual Instruction (in Performance or Composition), Group Instruction (in Performance), and Ensembles, MUSIC-UH 1410 and MUSIC-UH 1420 are 2-credit courses. All other courses in the Music Program are 4-credit courses.

COMMON TO BOTH TRACKS

5 Required courses distributed as follows:
  MUSIC-UH 1001 Music Theory & Analysis I
  MUSIC-UH 1002 Music Technology Fundamentals
  MUSIC-UH 1003 Making Music
  Either: MUSIC-UH 1004 Music Histories and Historiography 1 followed by MUSIC-UH 2005 Anthropology of Music 2;
  or MUSIC-UH 1005 Anthropology of Music 1 followed by MUSIC-UH 2004 Music Histories and Historiography 2
  1 MUSIC-UH 4000 Capstone Seminar

ARTISTIC PRACTICE TRACK

1 Elective course in Music Theory or Music Studies
20 Credits of elective course work in Music Practice and/or Music Technology including: at least two 2-credit individual instruction and/or ensemble experiences; at least two 3- or 4-credit courses in Music Practice and/or Music Technology
  1 MUSIC-UH 4001 Music Practice Capstone Project

MUSIC STUDIES TRACK

1 Elective course in Music Theory or Music Studies
16 Credits in Music Practice and/or Music Technology
  1 MUSIC-UH 4011 Music Studies Capstone Project

NOTE: Regardless of track, individual instruction cannot be taken for more than 8 credits in either instrument or composition and cannot be more than 10 credits in total.

Minor in Music

The minor in Music is designed for students who want to explore music in combination with other fields taught at NYU Abu Dhabi, or who wish to sustain their involvement with music based on their music practice before coming to NYU Abu Dhabi. The minor 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 minor 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 minor is completed.

REQUIREMENTS FOR THE MINOR IN MUSIC

2 Required courses selected from these four options:
  MUSIC-UH 1001 Music Theory and Analysis I
  MUSIC-UH 1002 Music Technology Fundamentals
  MUSIC-UH 1003 Making Music
  Either: MUSIC-UH 1004 Music Histories and Historiography 1
  or MUSIC-UH 1005 Anthropology of Music 1

2–4 Music Electives totaling at least 8 credits

Minors in Sound and Music Computing and Arabic Music Studies

Related multidisciplinary minors in these areas are described in the Multidisciplinary section of this Bulletin.

Individual Instruction in Music

Students planning to take more than a single 2-credit section of individual music instruction over the course of their academic career are required also to enroll in a 4-credit elective in the Music program for each additional 2–4 credits of individual music instruction.
MUSIC COURSES

REQUIRED COURSES

MUSIC-UH 1001
Music Theory & Analysis I
Typically offered: fall
Crosslisted with Sound and Music Computing
This course provides an intensive introduction to music theory: the study of common elements and organizing principles in music, supported by analysis of specific musical examples. This includes constructs that are utilized every day by practicing musicians: intervals, keys, scales, modes, chord progressions, rhythms, meters, and forms, among others. Aural skills and fluency with musical notation are developed throughout the course. Modal practices are examined through diverse traditions including the Arab Maqam system, modal jazz/pop/rock, and choral music of the European Renaissance, leading to a detailed study of melody, harmony, and counterpoint in diatonic tonal music. The repertoire is drawn from both “classical” (Common Practice Period) music and more recent examples of tonality, including popular music. Regular projects in directed composition will guide students through different approaches including improvisation and electronic music and the use of aural and analytical tools to create musical projects. Course work includes aural skills, musical analysis, and comprehensive written assignments.

MUSIC-UH 1002
Music Technology Fundamentals
Typically offered: fall
Crosslisted with Interactive Media; Sound and Music Computing
This course is designed for anyone interested in producing music on computer using virtual instruments, samples and microphones. Regardless of style, this course provides an overview of the basics of digital audio, physics of sound, music recording, binaural audio, musical acoustics, signal flow, sound synthesis, music production, game audio, post-production and mixing. Students will also study the elements of production design, composition, song form, and how to arrange, edit, build and shape a song using different D.A.Ws. In this course students will also learn the basics of digital audio, studio and location recording, mixing, MIDI sequencing using Logic Pro X, Pro Tools 12, Ableton Live, music production, and audio programming using Max. Students will be briefly introduced to a wide-range of applications (and careers) in music technology.

MUSIC-UH 1003
Making Music
Typically offered: spring
This course will introduce students to a foundational level of knowledge of music composition by producing work across a wide variety of different genres, styles, media and aesthetic traditions. Departing from an approach that looks at different musical systems, the course will guide students through different ways of organizing musical discourse. The emphasis will be on the practical creation of music using different approaches including improvisation and electronics, besides the more traditional paper composition. Students will be actively encouraged to perform their work, and to present other performances, including planned and free improvisation, approaches to the interpretation of contemporary music, installation work, graphic scores and other non-standard notations, as appropriate.

MUSIC-UH 1004
Music: Histories and Historiography 1
Typically offered: spring
Crosslisted with Heritage Studies; History
This course introduces students to readings and lectures on current topics in the fields of music studies and musicology with a focus on historiography, which is the study of the way history has been written. Within this broad framework, the course will engage with the study of music and its history under a number of different guises, including the historical study of music, addressing both research methodologies as well as the historical narratives used to tell the different “stories” about music history. While the course is organized thematically - providing an examination of music at its intersection with issues related to gender and sexuality, social justice and conflict, race, popular music, as well as media and technology - it is structured historically, providing a forum for an examination of music and musical practices across a wide range of historical and cultural situations from ancient times to the present. Engaging with diverse readings, this course provides a broad critical framework for the exploration of the field of music studies as a discipline that integrates the central concerns of different approaches to musicalological and historical research.

OR

MUSIC-UH 1005
Anthropology of Music 1
Typically offered: fall
Crosslisted with Anthropology; Heritage Studies
This course introduces the study of music as culture, variously called the anthropology of music or ethnomusicology. The first part of the course will look broadly at the anthropological study of music and musico-lological study of humanity, delving into scholarly writings from the early twentieth century.
Typically offered: fall

This course introduces students to readings in the anthropology of music, the recording and analysis of human practice, and its use in music studies. Students will read three full-length ethnographic books on musical topics to examine the utility of ethnographic research methods in music studies and explore the insights and dilemmas these methods present. Students will also try their own hands at ethnographic research and writing on music. Engaging with additional readings beyond those of MUSIC-UH 1005, this seminar provides students with a framework for the development of their own research within the field of music studies.

MUSIC PRACTICE ELECTIVES

MUSIC-UH 1201
Beginning Group Music Instruction—Cello
Typically offered: fall, spring
Prerequisite: MUSIC-UH 1004
Crosslisted with Heritage Studies

This course introduces students to readings and lectures on current topics in the fields of music studies and musicology with a focus on the history of music, which is the study of the way music has been written. Within this broad framework, the course will engage with the study of music and its history under a number of different guises, including the historical study of music, addressing the research methodologies as well as the historical narratives used to tell the different “stories” about music history. While the course is organized thematically providing an examination of music at its intersection with issues related to identity, intersectionality, social justice and conflict, race, popular music, as well as media and technology, it is structured historically, providing a forum for an examination of music and musical practices across a wide range of historical and cultural situations from ancient times to the present. This course introduces additional readings, providing students with a framework for the development of their own research within the field of music studies as a basis for field work and independent research.

MUSIC-UH 1202
Beginning Group Music Instruction—Clarinet
Typically offered: fall, spring

Beginning Group Music Instruction—Clarinet is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1203
Beginning Group Music Instruction—Flute
Typically offered: fall, spring

Beginning Group Music Instruction—Flute is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1204
Beginning Group Music Instruction—Oud
Typically offered: fall, spring

Beginning Group Music Instruction—Oud is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with aural skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1205
Beginning Group Music Instruction—Piano
Typically offered: fall, spring

Beginning Group Music Instruction—Piano is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1206
Beginning Group Music Instruction—Saxophone
Typically offered: fall, spring

Beginning Group Music Instruction—Saxophone is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1207
Beginning Group Music Instruction—Trumpet
Offered occasionally

Beginning Group Music Instruction—Trumpet is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1208
Beginner Group Music Instruction—Arabic Percussion
Offered occasionally

Crosslisted with Arab Music Studies

MUSIC-UH 1209
Beginning Group Music Instruction—Immersive Audio
Typically offered: fall, spring

Beginning Group Music Instruction—Immersive Audio is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with aural skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1210
Beginning Group Music Instruction—Violin
Typically offered: fall, spring

Beginning Group Music Instruction—Violin is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

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This course is designed for students wanting to continue with Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

**MUSIC-UH 1271 John Cage and New Perspectives on Performance**
Typically offered: fall
Crosslisted with Art and Art History; Theater

This course explores the work and thought of John Cage (1912-1992), arguably the most influential figure in expanding the parameters of music and performance during the 20th century. Through a series of guided readings, film screenings, practical workshops and presentations of key works by Cage and his contemporaries, we will explore new ways of 'performing', which utilize sound, theater, art, and text, opening the performative space to chance procedures, undecidability and deconstruction.

**MUSIC-UH 2201 Continuing Group Music Instruction**
Typically offered: fall, spring
Prerequisite: One Beginning Group Music Instruction course or Instructor Permission
Crosslisted with Arabic Music Studies
Dependent Upon Instrument
2 credits

This section of Group Instruction is designed for students who already have a basic level of competency with the instrument. The focus of this course is to build upon established musical skills, while working toward mastering more challenging musical repertoire.

**MUSIC-UH 2210 The Art of Song**
Offered occasionally

This course focuses on the art and practice of singing. Through a framework of practical approaches (individual instruction and ensemble practice labs), and weekly lectures, students will explore the practical and theoretical evolution of vocal repertoire and performance in relation to their own vocal development. This will lead to the application of a critically informed understanding of the development of vocal music to their own performances, reflecting stylistic changes, both temporal and global.

**MUSIC-UH 2251 Individual Music Instruction 3**
Typically offered: fall, spring
Prerequisite: MUSIC-UH 2252 and (Declared Music major/minor or one or two 4-credit seminar (i.e. non-practice) courses in Music, one of which may be taken as a corequisite)
Crosslisted with Arabic Music Studies
Dependent Upon Instrument
2 credits

Individual Instruction in Music is designed for students wanting to develop their skills in one or more musical instruments, vocal performance, or wanting to learn compositional techniques and strategies to help them create musical work under supervision.

**MUSIC-UH 4252 Individual Music Instruction 8**
Offered occasionally
Prerequisite: MUSIC-UH 4251 and (Declared Music major/minor or four 4-credit seminar (i.e. non-practice) courses in Music, one of which may be taken as a corequisite)

Individual Instruction in Music is designed for students wanting to develop their skills in one or more musical instruments, vocal performance, or wanting to learn compositional techniques and strategies to help them create musical work under supervision.

**MUSIC-UH 1613X Jazz Engaging Khaliji Musical Heritage: An Introduction to Applied Ethnomusicology**
Typically offered: January
Crosslisted with Anthropology; Arab Crossroads Studies; Arab Music Studies; Heritage Studies

This interdisciplinary course meets at the intersection of applied ethnomusicology and heritage studies. By establishing a Khaliji percussion ensemble and music diwania it paves the way for an in-depth understanding of both Khaliji Arab music, and culture more broadly. It will lay the foundation for an ongoing Khaliji percussion ensemble and community members will participate and perform on campus and locally. The class will be divided into two daily segments: a hands-on percussion workshop followed by a seminar. The seminar portion draws from the disciplines of performance studies, ethnomusicology, anthropology, documentary traditions (film), music and technology (field and studio recording), and heritage studies. An applied portion of the class will be held in Kuwait where students will have the opportunity to conduct ethnographic interviews and performances with the Mayouf Mejalli Folkloric Ensemble in their diwania. An integral part of this course will take place in the recording studio where students will perform and record with the Mayouf Mejalli Folkloric Ensemble and Boom. Dianan for the purpose of creating an ethnomusicological document.

NOTE: This course has an International Trip to Kuwait.
This course combines theory with intensive engaging with music from World War I and II, the history of the band and John Lennon's music of human experience? Can opera’s music, language and images address the historical challenges of modernity to examine works shaped by the aesthetic response? Can musical texts memorialize and piracy, topics include music copyright and and a range of other disciplines. In addition to the music as an instrument of torture in Abu Ghraib for an in-depth exploration of music, text and interpretation for the actor/singer.

MUSIC-UH 1761 Opera: Mortal Encounters-Immortal Songs
Offered occasionally

This course critically examines this terminology 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. Whether hearing John Lennon’s song “Give Peace a Chance” as a protest to the Vietnam War, or engaging with heavy metal music, one is struck by the power of music as a tool in conflictype conflict, protest and peace across a wide range of historical and cultural contexts from the 19th century to the present. Whether conflicts are waged in the name of national, ethnic, economic, or ideological conflicts, musical practices play a critical role in the complex sociological rituals of these engagements, from the military marches heralding deployment to the orchestral requiems played over the graves of the dead. Initially engaging with music from World War I and II, the seminar examines as well the period after 1945 with the birth and evolution of rock and roll, which played a critical role in the anti-war and Civil Rights movements of the 1960s. Whether hearing John Lennon’s song “Give Peace a Chance” as a protest to the Vietnam War, or engaging with heavy metal music as a contested social practice during times of conflict, violations of fundamental ethical questions. This interdisciplinary course draws on scholarship from aesthetics, ethics, musicology, military history, and philosophy, and law to provide a broad critical framework.

MUSIC-UH 1773 Musical Theater Since 1850: A Mirror of Society
Typically offered: spring

Crosslisted with Theater

This seminar examines music in relationship to conflict, protest, and peace across a wide range of historical and cultural contexts from the 19th century to the present. Whether conflicts are waged in the name of national, ethnic, economic, or ideological conflicts, musical practices play a critical role in the complex sociological rituals of these engagements, from the military marches heralding deployment to the orchestral requiems played over the graves of the dead. Initially engaging with music from World War I and II, the seminar examines as well the period after 1945 with the birth and evolution of rock and roll, which played a critical role in the anti-war and Civil Rights movements of the 1960s. Whether hearing John Lennon’s song “Give Peace a Chance” as a protest to the Vietnam War, or engaging with heavy metal music as a contested social practice during times of conflict, violations of fundamental ethical questions. This interdisciplinary course draws on scholarship from aesthetics, ethics, musicology, military history, and philosophy, and law to provide a broad critical framework.

MUSIC-UH 1721 Rock ‘n’ Roll Histories & Revolutions: Afro-American Musical Innovations to the Beatles
Offered occasionally

The exploration of rock ‘n’ roll into the popular music scene of the 1950’s took the world by surprise. Although it seemed as if the music had just come out of nowhere, it had a long evolution with roots in Afro-American music traditions. This survey examines the roots and evolution of rock ‘n’ roll, focusing in particular on the critical role it played in the anti-war and peace movements of the 1960s as well as in movements for civil rights and social justice from that time to the present. Interdisciplinary in its conception, this course draws on materials from diverse disciplines in order to provide a critical frame for the exploration of the topic. As part of the course, we will examine the music of the Beatles as well as that of other bands that came from this rich tradition of rock and roll music.

MUSIC-UH 1710 Music: Conflict, Protest, and Peace
Typically offered: spring

Crosslisted with Peace Studies

This seminar examines music in relationship to conflict, protest, and peace across a wide range of historical and cultural contexts from the 19th century to the present. Whether conflicts are waged in the name of national, ethnic, economic, or ideological conflicts, musical practices play a critical role in the complex sociological rituals of these engagements, from the military marches heralding deployment to the orchestral requiems played over the graves of the dead. Initially engaging with music from World War I and II, the seminar examines as well the period after 1945 with the birth and evolution of rock and roll, which played a critical role in the anti-war and Civil Rights movements of the 1960s. Whether hearing John Lennon’s song “Give Peace a Chance” as a protest to the Vietnam War, or engaging with heavy metal music as a contested social practice during times of conflict, violations of fundamental ethical questions. This interdisciplinary course draws on scholarship from aesthetics, ethics, musicology, military history, and philosophy, and law to provide a broad critical framework.
these sections may be taken independently, they are thought as a series. This section will introduce students to programming for the development of applications of generative music and audio, ranging from standalone musical compositions to fun and engaging musical games or intelligent musical instruments. These applications will be developed in Max, a widely used and very popular graphical programming environment for electronic music and interactive media. The course is articulated in two sections of 2 credits each (Introduction to Musical Programming I and II), each taught over seven weeks. Although these sections may be taken independently, they are thought as a series. This section will introduce the students to the Max programming environment. Introduction to Musical Programming II will introduce the students to generative music and Max for Live programming. By the end of this section students will have become familiar with the Max programming environment and its potential for developing interactive media applications.

MUSIC-UH 2413 Fundamentals of Digital Audio—Introduction to Pro Tools
Typically offered: spring
Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor
Crosslisted with Film and New Media; Sound and Music Computing
Digital audio is the basis for practically every sound recording in the 21st century. Following the rapid development of integrated circuits and in the 1960s, the transition to computers and digital equipment has changed the history of music production. During this course, students will acquire an in-depth, theoretical and practical knowledge of the industry standard Pro Tools software working with Music and Post-Production through two weekly, lab-based lessons. An emphasis will be placed on getting to know Pro Tools software. Pro Tools is the industry-standard audio production platform for music, film post-production and broadcast. Fundamentals of Digital Audio—Pro Tools class covers the core and fundamentals concepts and skills students need to operate an Avid Pro Tools HD system in a professional studio environment. After completing the material in this class, students will have essential knowledge required for a future in professional music production and post-production. This class covers specific techniques for working with Pro Tools software from initial setup to midday. Students who complete this course will have the knowledge to take the Pro Tools Certification Exam which will occur independently.

MUSIC-UH 2417 Advanced Musical Programming
Typically offered: every year
Prerequisites: One of the following (or equivalent):
(MUSIC-UH 1410 & 1420), CS-UH 1001, ENGR-UH 1000, IM-UH 1010, IM-UH 2310, IM-UH 2315 or IM-UH 2318
Crosslisted with Engineering; Interactive Media; Sound and Music Computing
This intensive course is designed to develop skills in sound synthesis techniques and procedural music through two weekly, lab-based lessons. An emphasis will be placed on getting to know Pro Tools software. Pro Tools is the industry-standard audio production platform for music, film post-production and broadcast. Fundamentals of Digital Audio—Pro Tools class covers the core and fundamentals concepts and skills students need to operate an Avid Pro Tools HD system in a professional studio environment. After completing the material in this class, students will have essential knowledge required for a future in professional music production and post-production. This class covers specific techniques for working with Pro Tools software from initial setup to midday. Students who complete this course will have the knowledge to take the Pro Tools Certification Exam which will occur independently.

MUSIC-UH 2418 Immersive Audio Storytelling for Motion Picture
Typically offered: spring
Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor
Crosslisted with Film and New Media
Sound lends depth and expands space to the two-dimensional image on screen, while locating us inside the movie environment. A crucial difference between visual and aural manipulation of the audience is that even sophisticated audiences rarely notice the soundtrack. Sounds can speak to us emotionally, and subconsciously put us in touch with a character. This course focuses on the importance of audio as a narrative medium in film. Students study how audio creates, manipulates, restoration, and mixing can go beyond the simple techniques of sound design to profoundly alter the cinematic experience. Students learn the complicated practice of making sound for multichannel in surround, down mix, and stereo formats using Isotape RX, all the while exploring the complementary lab in order to be able to follow the material. Working with Pro Tools as a creative medium, students practice non-linear content, editing to TiM, and working with the AVID S6 mixing board. Creativity and technology work in tandem in this class to create the emotional soundtrack narrative for Film. The aim for this course is to give students numerous opportunities to apply creative techniques learnt in class to make films, from capstone projects to films nominated for international film festivals.

MUSIC-UH 2419 Advanced Topics in Music Technology
Offered occasionally
Crosslisted with Interactive Media
This course will expose students to the fundamentals of audio engineering and music production technique within the studio environment. The course is focused on hands-on experience and assignment projects. The class will introduce students to everything from studio recording sessions with live instrumentalists, to producing music using software and hardware electronic instruments.

MUSIC-UH 2460 Advanced Topics in Music Technology
Offered occasionally
Crosslisted with Interactive Media
Advanced Topics course taught by affiliate or visiting Faculty.

MUSIC-UH 2801 Music Theory & Analysis II
Typically offered: spring
Prerequisite: MUSIC-UH 1001
Crosslisted with Sound and Music Computing
Further exploration of melody, harmony, and counterpoint in tonal and modal musics through projects in directed composition and analysis, transitioning into 20th-century and contemporary musical developments. Topics include small- and large-scale musical form, modulation, chromaticism, and an array of modernist and post-modernist compositional practices.

MUSIC-UH 3860 Advanced Topics in Music Theory
Offered occasionally
Innovative and rigorous courses in music theory, developed in accordance with the expertise and interests of the faculty.
CAPSTONE EXPERIENCE
(MUSIC STUDIES TRACK)

MUSIC-UH 4000
Capstone Seminar
Typically offered: fall
Prerequisite: Must be a declared Music major
The Music Program Capstone Seminar is the space where students deepen their proposed Capstone project proposals in either track for the major. This consists of weekly meetings with the Capstone advisor, complemented by a series of periodic lectures given by each full-time faculty member in the Music Program. The lecture topics relate to issues found pertinent to the development of a solid, well-grounded and rigorous project and accompanying paper. Towards the end of the semester, students are required to formally present the projects to be completed in the following semester.

MUSIC-UH 4010
Music Studies Capstone Project
Typically offered: spring
Prerequisite: MUSIC-UH 4000
The Music Studies Capstone Project provides seniors with the opportunity to work closely with a faculty mentor and to produce a senior thesis project. Music Studies projects may include theoretical, historical, and ethnographic approaches to music scholarship. This course is where the capstone prospectus developed and presented in the Music Program Capstone Seminar is finally accomplished, presented publicly, and defended before a jury.

MUSIC-UH 4001
Music Practice Capstone Project
Typically offered: spring
Prerequisite: MUSIC-UH 4000
The Music Practice Capstone Project provides seniors with the opportunity to work closely with a faculty mentor and to produce a senior thesis project. Projects may range from an original artistic practice to a theoretical, historical or ethnographic research project. This course is where the project proposal developed and presented in the Music Capstone Seminar is finally accomplished, presented publicly, and defended before a jury.
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 (PHIL-UH 1810) as early as possible—preferably before the end of their sophomore 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 Project in Philosophy, these students may elect any two additional Philosophy courses (other than Introductory Electives).

Learning Outcomes
Upon completion of the NYU Abu Dhabi Philosophy degree, all graduates are expected to have developed:

1. The ability to examine and analyze central questions in the range of philosophical areas, including practical philosophy, focusing on fundamental issues in ethics and politics; theoretical philosophy, focusing on fundamental questions in epistemology, metaphysics, philosophy of mind, philosophy of language, and philosophy of science; and the global history of philosophy from ancient to modern times
2. An understanding of the most important arguments and theories that have been offered in response to central philosophical problems, taken both from the history of philosophy and from “cutting edge” work by contemporary philosophers, as well as some familiarity with the virtues and problems associated with those respective arguments and theories
3. The ability recognize and articulate a philosophical puzzle or question that can be explicated, explored, and at least tentatively answered in an essay or paper
4. Analytic and reasoning skills, including the ability to formulate problems clearly, to arrive at philosophical positions through an informed and self-reliant process of reasoning, and to argue for these positions in an informed and self-reliant way
5. Proficiency with propositional and first-order symbolic logic and the corresponding ability to apply the tools of symbolic logic to appropriate philosophical questions and arguments
6. The ability to present philosophical arguments in rhetorically efficient forms—both written and oral—manifesting cogent reasoning, clarity of expression, and organizational skill
7. A specialization in one particular field of philosophical inquiry resulting in the production of a senior Capstone project
8. Sufficient expertise to compete effectively for places at elite doctoral programs in Philosophy in the U.S. and around the world.

The study away pathway for the Philosophy major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY
10 courses, which must include the following:

1. Introductory Elective
2. PHIL-UH 1810 Introduction to Logic
3. History of Philosophy Elective
4. Theoretical Philosophy Elective
5. Practical Philosophy Elective
6. Advanced Seminar
7. Additional Philosophy courses (other than Introductory Electives)
8. PHIL-UH 4000-4001 Capstone Project

NOTE: Only one Introductory Elective may count toward the major in Philosophy.

Minor in Philosophy
The minor 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 MINOR IN PHILOSOPHY
4 courses, which must include the following:

1. Introductory Elective
2. Other Philosophy Electives

NOTE: Introduction to Logic (PHIL-UH 1810) can be taken as one of the three other Philosophy electives. Only one Introductory Elective may count toward the minor in Philosophy.
# PHILosophY Courses

## Introductory Electives

**PHIL-UH 1101**
**Central Problems in Philosophy**
Typically offered: fall, spring
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, the nature of moral principles, and various logical paradoxes.

**PHIL-UH 1110**
**The Meaning of Life**
Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society
Do we have free will? Can we think of ourselves as responsible agents while also regarding ourselves as part of the natural order? Some philosophers have argued that if our actions are causally determined, then freedom of the will is impossible. Others have argued that freedom does not depend on the truth or falsity of causal determinism. Is free will possible in a world where every event is causally determined? Are there different kinds of freedom? If so, are all kinds of freedom equally valuable 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?

**PHIL-UH 1115**
**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?

**PHIL-UH 1117**
**Law and Philosophy**
Crosslisted with Legal Studies
This course aims to provide you with a set of analytical tools distinctive of philosophy that will help you to think systematically and critically about issues of legal relevance. We will begin by exploring foundational issues concerning the
nature of the law and its authority over us. We will then examine whether and how particular patterns of assigning legal responsibility and imposing legal obligations are justified, with an emphasis on the criminal law.

CSTS-UH 1060
Religion and Philosophy
Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

CSTS-UH 1061
Global Ethics
Crosslisted with New Core: Legal Studies; New Core: Structures of Thought and Society

LOGIC COURSES

PHIL-UH 1810
Introduction to Logic
Typically offered: fall
All philosophers are wise, and Socrates is a philosopher. Therefore, Socrates is wise. The topic of this course is the nature of this “therefore.” Logic is the science of reasoning, the study of the ways in which statements support or contradict one another. In this course, we will investigate and expose the logical structure of everyday language and see how the correctness or incorrectness of reasoning depends on this structure. To aid discussion, we will develop a formal language that makes this underlying structure more perspicuous. With this formal language as a tool, we will be able to construct deductive proofs and explore the logical relations among the various steps of complex arguments.

PHIL-UH 2810
Advanced Logic
Typically offered: spring even years
Prerequisite: PHIL-UH 1810
This course is an advanced investigation of various aspects of symbolic logic and reasoning, with an emphasis on subjects of philosophical relevance. Specific topics vary by semester, but are generally drawn from the following: modal logic (the study of reasoning about necessity, possibility, counterfactuals, and tense); meta-logic (the study of provability, completeness, and other higher-order properties of logical systems); non-classical logic (the study of three-valued logical systems, free logics, and the logic of relevance); and mathematical logic (the study of logical systems intended to model arithmetic reasoning).

PHIL-UH 2210
Classical Arabic Philosophy
Typically offered: fall even years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosstlisted with The Ancient World
An introduction to Arabic philosophy 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 for this course include knowledge, certitude, and the rules of rational debate; the metaphysical distinction between essence and existence; and the attendant notions of necessity and contingency; the medieval analysis of the soul, the psychic faculties, and moral psychology; and the role of religion in society and the analysis of religious claims within philosophy.

PHIL-UH 2211X
Ancient Mediterranean Philosophy
Typically offered: spring even years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosstlisted with The Ancient World
This course is 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, students will grapple with a range of pressing philosophical issues, 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 self-interest? What moral theories and concepts are drawn from the mind (or the soul) and the body? Since most of the philosophers that will be studied thought that philosophy must be systematic, we will also try to evaluate the strengths and weaknesses of this kind of approach to philosophical questions.

PHIL-UH 2220
Applied Ethics
Offered occasionally
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
This course is a survey of European philosophy in the nineteenth and twentieth centuries, beginning with German Idealism and proceeding through Marxism, existentialism, phenomenology, critical theory, and structuralism. This course will introduce students to many of the major thinkers and debates that arise in philosophical discussions of the arts. What is art, and how do we evaluate it? Is there a standard of taste? Are there special aesthetic properties? Is there a specific 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 sublime? What is the relation between aesthetic and moral values? Can there be great works of art that are morally bad? Why do we feel for fictional characters? Why do we enjoy horror films? How do we enjoy art? How do music express emotions? What is it to give an ‘authentic’ performance of a piece of music? How do our aesthetic appreciation of art differ from our aesthetic appreciation of nature?

PHIL-UH 2610
Ethics
Typically offered: fall odd years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
What are the most basic values? What are the ethical principles by which we should judge our actions, our words, 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? This course will grapple with these and other questions. A major goal of this course is to provide an introduction to three of the most influential theories in Western ethical philosophy: Aristotelian ethics of virtue, Immanuel Kant’s moral rationalism, and John Stuart Mill’s utilitarianism. Students will also encounter one of modern morality’s harshest critics: Friedrich Nietzsche.
Socrates was poisoned. With those vocal sounds

THEORETICAL PHILOSOPHY ELECTIVES

PHIL-UH 2410 Epistemology
Offered occasionally
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)

The course will examine various central epistemological questions, including: What is knowledge, and how does it differ from belief? Can we ever know that the world actually is the way it appears to us, or must we concede to the skeptic that we do not really know anything? Does knowledge always have to be based on secure foundations? If you know something, will you always know that you know it? Will you always be able to prove that you know it? What sort of attitude is belief, and what sort of control do we have over what we believe? What is evidence, and what is the connection between knowledge and evidence? Do we have any good reasons to believe one thing rather than others? Is it ever rational to believe in the absence of evidence? What should we do when our epistemetic peers disagree with us?

PHIL-UH 2411 Metaphysics
Typically offered: fall even years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)

Metaphysics is the investigation of the nature of reality. In this course we will wrestle with some of the most fundamental questions 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 it really under our control to decide what to believe? What is the difference between the possible and the actual? Are human actions free or causally determined? What is a person?

PHIL-UH 2412 Philosophy of Language
Offered occasionally
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)

“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? How do our words manage to pick out or describe things or events? What are these things or events in ones with which we’ve never had any contact? How does language enable us to convey thoughts about every object, idea, or creature? 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? Students will grapple with such questions and draw on writings from both classical and contemporary philosophers.

PHIL-UH 2413 Philosophy of Mind
Typically offered: fall odd years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101 - 1120)

The course will be an examination of the relationship between mind, body, and brain. How does this hunk of meat relate to the rich and varied mental lives we experience every day? We will consider various attempts to grapple with one of the oldest problems in philosophy—the mind/body problem. Topics to be covered include dualism, mentalism, behaviorism, identity theory, functionalism, the computational theory of mind, and the hard problem of consciousness.

PHIL-UH 2414 Philosophy of Science
Typically offered: spring odd years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)

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

PHIL-UH 2415 Philosophy of Mathematics
Typically offered: spring even years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101 - 1120), plus PHIL-UH 1810, unless waived by the instructor

This course examines a variety of issues in the metaphysics and epistemology of mathematics. Mathematics poses interesting questions for philosophers. Mathematical statements appear to state true truths, but it is difficult to see what the grounds of that truth are. Does mathematics somehow depend on us and our practices? Is it grounded in logic? Does it instead depend on the arrangement of some pre-existing objects, “the numbers”? These numbers appear not to be located in space-time. If they are not, how do we come to know about them? What explains the tremendous success of mathematics in providing useful applications in other disciplines? What does it take for something to count as a mathematical ‘proof’? We consider some surprising mathematical results, including Godel’s incompleteness theorems, multiple sizes of infinity, and the status of the continuum hypothesis, and examine their philosophical significance. This is a course in the philosophy of mathematics, the practice, of mathematics. No specific mathematical knowledge or skills will be assumed. Students will, however, be asked to cope with sometimes difficult and abstract mathematical concepts.

PHIL-UH 2416 Imagination
Offered occasionally
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120), plus PHIL-UH 1810, unless waived by the instructor

Images depict, words describe. A picture of the cat depicts the cat as being on the mat. The sentence ‘the cat is on the mat’ describes the cat as being in a certain state, but they do so in different ways. What is the difference in these ways of representing? What does it take for an image to depict? What makes an image depict? We will cover major theories of depiction, including resemblance, experience, recognition, pretense, and structural theories. We will then unfold the scope of inquiry to include topics such as systems of depiction, analog vs. digital representation, maps, film, comics, maps, mental imagery, and relations to the cognitive science of vision.

ADVANCED SEMINARS

PHIL-UH 3210 Topics in the History of Philosophy
Offered occasionally
Prerequisite: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy Elective (PHIL-UH 2210 - 2799)

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-UH 3610 Topics in Practical Philosophy
Offered occasionally
Prerequisite: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy Elective (PHIL-UH 2210 - 2799)

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.

OTHER PHILOSOPHY ELECTIVES

PHIL-UH 1910 Philosophy of Quantum Mechanics
Offered occasionally

Quantum mechanics (QM) continues to fascinate physicists and non-physicists alike in virtue of its strikingly unorthodox characterization of the world. Some of the counter-intuitive features we’ve learned to accept, whereas others continue to generate controversy. This course begins by introducing students to the basic structure of QM, its experimental basis, and some of the bizarre (if well-established) features of the quantum world. We then examine two conceptual problems in the theory’s foundations: the measurement problem and the problem of local beables that threaten to render the entire theoretical edifice incoherent, and survey proposed ways to address those problems. Among the interpretations of quantum mechanics, we’ll investigate are spontaneous collapse theories, pilot wave theories, and many-worlds theories, each of which aims to solve existing issues but often at the expense of raising new ones. This is not a ‘popular science’ course: we’ll be reading physicists and philosophers who engage substantively with the foundational questions. However, there are no prerequisites, and none of the texts we use presuppose any familiarity with either QM or philosophy.
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 is an academic and artistic laboratory dedicated to theater research, scholarship and practice. Reflecting the global vision of NYUAD, a cosmopolitan liberal arts university, we provide a rigorous approach to artist training, a solid scholarly foundation in theater history, theory and criticism, and exposure to a variety of transnational cultural practices through the study of theater both here and abroad. For NYUAD theater majors, making and thinking—creating and articulating—culture are inseparable tasks. Our aim is to develop artist-citizens whose theatrical contributions will expand the limits of the field and make a difference in the world. We expect NYUAD theater majors to become fearless and visionary theater makers, eager to collaborate with other artists, scientists and scholars across disciplines, and who will invent new and hybrid cultural practices that will come to define what theater will be in the 21st century. Theater and performance are collaborative arts, and at NYU Abu Dhabi students experience this in many ways: in practice-based classes and in scholarly seminars, in apprenticeships with professional companies in residence, as hosts for 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.

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 expressive and interpretive skills developed in working with dramatic material make this an excellent component of a well-rounded liberal arts education. Furthermore, theater students learn teamwork, discipline, leadership skills, effective modes of creative expression, improvisation, adaptability, and collective problem solving, as well as interpretive and textual analysis. All of these are critical skills necessary for a sustained career in the arts, and are also readily transferable to many other professions. The Theater Program at NYU Abu Dhabi 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.
Learning Outcomes
Upon completion of the NYU Abu Dhabi Theater degree, all graduates are expected to have developed:

1. An understanding of theater as a field of inquiry, research and innovation as interpreted within a framework that includes aesthetics, culture, history, theory, self, and society.
2. The ability to articulate in written and oral form concrete ideas about theater and Theater Practice while employing robust theoretical and critical underpinnings.
3. An interdisciplinary understanding of theater as a practice that interconnects a network of texts and ideas and in which the study of theater is related to other fields of scholarly endeavor.
4. Ability to use theatrical stagecraft including lighting, scenic and costume design and their corresponding technical software and digital programs.
5. Ability to create theater in a range of styles and collaborative approaches and in so doing the ability to apply a range of performance and process theories and methodologies including close reading of plays and performance texts.
6. The ability to conduct rigorous research including the use of library resources, performance archives, and digital technologies.

Upon completion of the NYU Abu Dhabi Theater Practice Track, all graduates are expected to have developed:

1. The ability to lead and collaborate on creative projects that reflect conceptual and theoretical thought;
2. The ability to explain the characteristics and development of diverse theater genres (classical, neoclassical, experimental, emergent) and world theater traditions (from Asia, Africa, the Arab World, the Americas);

Upon completion of the NYU Abu Dhabi Theater Studies Track, all graduates are expected to have developed:

1. The ability to communicate original critical and theoretical arguments (both written and oral) and in so doing demonstrate effective use of evidence, citation, archival support and use of digital technologies.

Study Away Pathway for Theater
The study away pathway for the Theater major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Requirements for the Major
11 courses, distributed as follows:

2 Required courses:
THEAT-UH 1010 Making Theater
THEAT-UH 1011 Thinking Theater

6 Electives: (must include at least one from Art Practice & one from History, Theory, Criticism)
1 Elective: from another Arts Program
2 THEAT-UH 3090 Capstone Seminar and THEAT-UH 4001-4002 Capstone Project A & B

Minor in Theater
The minor 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 minor 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 minor in Theater an excellent component of a well-rounded liberal arts education.

Requirements for the Minor in Theater
4 courses, distributed as follows:

1 THEAT-UH 1010 Making Theater
1 THEAT-UH 1011 Thinking Theater
2 Electives from within the Theater major
## THEATER COURSES

### REQUIRED COURSES

| THEAT-UH 1010 | Making Theater | Typically offered: spring  
Working as a performance company, students learn the fundamentals of collaborative theater making. Acting and performance are central to the process, but so is the recognition that a performance takes place in a space that has to be invested with rules and conventions before it can tell a story. Exploring the possibilities offered by these rules and conventions is key to understanding the potential for theater as a means of expression and mode of knowledge. Combining the tools and techniques of Aristotle, Stanislavsky, Meyerhold, Brecht, Grotowski, Brook, and Bogart, students work in groups to devise and stage silent stories as well as textual scenes to explore what it means to create a theatrical experience. All students participate as directors, actors, designers, and audience, and discuss each other’s work in order to develop a clearer and more objective relationship to their own. |
| THEAT-UH 1011 | Thinking Theater | Typically offered: fall  
This seminar offers an overview of theatre and dramatic literature, in public, and in everyday life. The aim of this class is to provide a performance vocabulary that will serve as a foundation and framework for advanced studies. Although this is not a survey of theatre history, the course will connect it to physical action; connecting it to physical action; responding fully to one’s acting partner; personalizing fictional material; and exploring the role of actor-as-creator via games, improvisations, and exercises; scene work; ensemble techniques; and solo performance. |
| THEAT-UH 1111 | Creating Original Work | Typically offered: spring  
This class explores devising as a means of innovating both process and form. Students will research and experiment with historical approaches to the devised process, while also building their own short-form performance pieces in order to gain insight into the nature of a process journey; develop a more intimate understanding of their own identities as creative problem-solvers; learn how to constructively engage critical conversations about work that is still in process; gain experience in the use of creative process as a form of research. |
| THEAT-UH 1112 | Fundamentals of Playwriting | Typically offered: fall  
Croslisted with Literature and Creative Writing  
This course introduces students to the art and craft of playwriting by drawing from Eastern, Western, Middle Eastern and African traditions. The course engages students in a rigorous study of form, content, structure and philosophy in order to arrive at a methodology that each writer can adapt and develop in order to write plays that are ambitious in terms of the ideas and forms they deal with. The main objectives are: to develop one’s voice as a playwright; to develop tools and techniques to realize that voice; to write a one act play. |
| THEAT-UH 1114J | “Under the Radar” at The Public Theater | Typically offered: January  
This course focuses on attending Under the Radar (UTR), the leading international experimental theatre festival that takes place in NYC in January. Under the Radar Festival (UTR) in Greenwich Village in New York City, an intercultural and global city, has presented some 229 theatre companies from 42 countries since its first season in 2005. The “trippy, unsettling, and affectionate” (Green) experimental festival with its budget of approximately $500,000 is one of the most important festivals in the United States for contemporary artists. The three components of the festival programming Joe’s Pub, Incoming, and the works that fall under the title Under the Radar challenge conventional theatre and performance by aiming to present the most significant aesthetic and political work of the moment. Under the Radar is housed in New York’s most prominent downtown theatrical institution, the Public Theater, which has its own traditions and prestige. Under the Radar has a different axis of aesthetics that nevertheless shares the Public’s longstanding mission to support a diverse range of contemporary work. |

### ARTS PRACTICE ELECTIVES

| THEAT-UH 1110 | Fundamentals of Acting | Typically offered: fall  
Croslisted with Film and New Media  
Students begin to build a performance vocabulary by using a range of techniques for translating the actor’s imagination into stage action. Students are introduced to the internal and external demands of turning creative impulse into behavior, and explore acting fundamentals such as exploring text by connecting it to physical action; responding fully to one’s acting partner; personalizing fictional material; and exploring the role of actor-as-creator via games, improvisations, and exercises; scene work; ensemble techniques; and solo performance. |
Body at Work: Movement for the Artist
Typically offered: fall
A voice and movement course for actors, musicians, and visual artists. Students will engage the body as an expressive tool in support of artistic craft and technique and build confidence in the 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. Class will focus on the kinetic application of movement in the art-making process, using core energy, dynamics, breath connection, strength, flexibility, range of motion, stamina, and relaxation techniques in order to strengthen our creative output. The goal is a free voice in a free body, to express thought and emotion with openness and truth.

Design for Performance
Typically offered: fall
In this course students learn to create visceral, theatrical experiences that tell clear stories through deep investigation of visual components 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.

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

Unmasking the Actor
Typically offered: spring
Unmasking the Actor is a course based on the performance philosophy and practice of Jacques Lecoq, in which an investigation of the mechanics of the body is applied to dramatic creation on different acting traditions. Students analyze their body and movement with four different kinds of mask: Neutral mask, Larval mask, Commedia dell’Arte mask and the smallest mask in the world, the red nose of the clown. In this process, the disguise drives the students to discover emotions, movements and thoughts far from their habitual body language. Through the disguise, they reach self-awareness and learn how to enjoy their presence on stage. Combining the methods of Jacques Lecoq, Giuseppe Rosso and Philippe Gaulier the course guides students through analysis of stage performance and its effects.

THEAT-UH 1125J
Dramaturgy of Disruption
Typically offered: January
Engaging The Theater as an inherently physical and interdisciplinary art form, this course disrupts traditional modes of storytelling, collaboration, and theater making. Framing dramaturgy as the contemporary mode of the theater, the course investigates a range of dramaturgical approaches for rehearsal, collaboration, architecture, space, and performance. In doing so, we will look at dramaturgies across art forms and geographies and land them in theater practice. Furthermore, this course engages students in a detailed approach of Theater Mitu’s training methodology in Théâtre de la Voix. This demanding physical training will lay the foundational discipline to garner successful models of artistic, explorative, and creative dramaturgies. Ultimately this class proposes dispenses; as a means towards innovation and a richer understanding of what it is to be an artist and a human.

Directing
Typically offered: fall
Crosslisted with Film and New Media
What brings a play to life? What story do you most want to tell? Who is your audience, and why? What is the collaborative environment you seek? This course explores conceptual and practical approaches to directing a play, in addition to script discovery and analysis, emphasis is placed on the development of each student’s unique and collaborative point of view and the craftsmanship of the director in the directorial state. Strategies addressed include: the conflation of performance, of thought and emotion with openness and truth. The course investigates a range of dramaturgical approaches for rehearsal, collaboration, architecture, space, and performance. In doing so, we will look at dramaturgies across art forms and geographies and land them in theater practice. Furthermore, this course engages students in a detailed approach of Theater Mitu’s training methodology in Théâtre de la Voix. This demanding physical training will lay the foundational discipline to garner successful models of artistic, explorative, and creative dramaturgies. Ultimately this class proposes dispenses; as a means towards innovation and a richer understanding of what it is to be an artist and a human.

Installation
Typically offered: spring
Installation is a hybrid genre which escapes traditional modes of performance and expands the spectator’s awareness of the surrounding environment engaging him into an active perception of the three-dimensional space and, consequently, of the everyday leaving condition. Originating from the avant-garde’s attempt to supplant the structural limitations of perspective which ‘bound the spectator to a single point of view’ (Claire Bishop), installation emerged in the 1960s and the 1970s as a critique of the pure, autonomous work of art. This course will approach Installation as a methodological framework across cultural, social, and political discourses in order to analyze new models of spectatorship that expand the limits of what could be identified or recognized as art: installations can be participatory or not, can involve performers or lack human presence, can be site-specific or nomadic, can intervene in urban context or taking place in nature, can be durational or limited in time, material or immaterial.

Character and Action
Typically offered: spring
Prerequisite: THEAT-UH 1120, THEAT-UH 1120, or THEAT-UH 1122
Students develop advanced performance skills by using techniques associated with the methodologies of Philippe Gaulier, Shin’ichi Suzuki, Stanislavski, Anne Bogart, and Yoshi Oida, among others. Training exercises are used to develop kinesthetic awareness, focus, listen, develop character, action, creativity, imagination, collaboration, and exploration. 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.

Directing
Typically offered: fall
Crosslisted with Film and New Media
What brings a play to life? What story do you most want to tell? Who is your audience, and why? What is the collaborative environment you seek? This course explores conceptual and practical approaches to directing a play, in addition to script discovery and analysis, emphasis is placed on the development of each student’s unique and collaborative point of view and the craftsmanship of the director in the directorial state. Strategies addressed include: the conflation of performance, of thought and emotion with openness and truth.
THEAT-UH 1512 Representing the Real
Typically offered: spring
This course examines how theatrical simulations of reality from the mid-20th century until now inform our understanding of the world in which we live. Particular attention is given to how theater artists and theorists have tried to intervene in the course of history by constructing their own version of events. Course reading includes a wide range of plays that directly engage real events across a broad spectrum of personal, social, political and historical circumstances by using witness accounts, film footage, photographs, documents, legal transcripts, interviews, and the reality and fiction of staged objects. Students will gain an understanding of the performativity of bodies, memory, nation, terror, and the archive.

THEAT-UH 1514 African Women Playwrights
Typically offered: fall even years
Crosslisted with African Studies; Literature and Creative Writing
This 7-week (or 14-week) reading, writing intensive course focuses on the structural and narrative diversification of dramatic texts, intended for production, written by African women. Across the 54 sovereign nations, the women's writings unabashedly confront a range of pressing cultural, political, and personal issues: from agency, identity, tradition, education, faith, modernism, racism, and class, to sex, marriage, and the intersectionality of blackness, African-ness (and/or Arab-ness), and womanhood. This course will address these various foci through works by such dramatists as Andiash Kisata, Sitawa Murugao, Meza Worku, Nathalie Etolke, Wrotele Wacinyiga, Dania Guria, Fatima Gailalie, Penina Mlomo, Ama Ata Aidoo, Efsa Sutherland, Osoyne Tesse Omwene, Julie Okoh, Sindwe Magona, Malika Ndlovu, Gcina Mhlophe, Violette Sibanyenge, Diana Ngwenya, and Dalia Basiouny. The foundational critical theories are in post-colonialism and feminism, critical race theory, and diasporic studies.

THEAT-UH 1515 History of Community Based Performances
Typically offered: spring
As cultural practices and public arts, community based performances are forged by intense collaborations between artists and specific residents and localities. Together they combine performance, participatory production and reception with broad ideas of the cultural, political and social engagements within which communities seek representation and agency. This course offers a global historical overview of case studies that integrate performance aesthetics and traditions with various ideas of community and citizenship. Case studies such as Bread and Puppet, Negro Ensemble and El Teatro Campesino in the US, The Arena Theater of Sao Paulo in Brazil, Theater for Development initiatives in Africa and Asia, as well as directors Augusto Boal, Luis Valdez, Utpal Dutta, Giampaolo Mignogna, Ngugi wa Thiongo illustrate the study of community building, performance ethnography and performance of culture this course offers.

Typically offered: January
What are the similarities and differences in experimental performances in Paris and New York? What are the theoretical underpinnings of these performances? To answer these questions we will examine both historical and contemporary performances and theories. New York: happenings, postmodern dance, environmental theatre, Richard Foreman, Robert Wilson, The Performance Group, etc. Paris: roots of the avant-garde: Alfred Jarry, Antonin Artaud, dada, surrealism, theatre of the absurd. Contemporary Paris performances: Ariane Mnouchkine/Théâtre du Soleil, Jerome Bel, Iv van Hove, Philippe Quesne/Vivarium Studio, etc. Students may attend performances, view media, go to the Théâtre du Soleil, Centre Pompidou, and the Palais de Tokyo. Several French scholars and artists will visit the class. Schechner will point out other Parisian cultural venues: Maison des Arts Creati, Louise, Musee D’Orsay, etc.

THEAT-UH 1518 Spectacle and Surveillance
Typically offered: fall
Spectacle and surveillance have emerged as key concepts articulating the relationship between power and performance in contemporary societies. This course will interrogate these two phenomena from the perspective of theater as one of the earliest technologies for watching and being watched. We will begin with examples of spectacle and surveillance prior to the advent of electronic media, such as courtly theater in 17th century Europe and the role of eavesdropping in dramatic literature. We will then consider how the advancement of capitalism and technology further institutionalized spectacle and surveillance as modes of managing colonialism, race, gender, security, consumption, and automation. Critical literature will include works by Michel Foucault, Guy Debord, Karl Marx, Siegfried Kracauer, Konstantin Stanislavski, Susan Glenn and Amy Louise Wexler, among others. The course will also examine artists that incorporate questions of surveillance and spectacle as material for their own work including the Situationists, Surveillance Camera Players, Julia Scher, Mel Chin, and Trevor Paglen, among many others.

THEAT-UH 1520 Dramaturgy
Typically offered: fall
Coined in the 18th century by the German playwright Gotthold Lessing, dramaturgy is the examination of the coherence of historical and theatrical contexts of a play including its period, style, references, characters, and structure in relation to a specific production. Since Lessing, dramaturgy has acquired additional definitions and working methods all of which also focus on the consistency of meaning within the play or in the production. Exactly what dramaturgs and how they do it, is the lynchn of the course. Beginning with Irving Goffman’s sociological dramaturgy and its notions of the self as a product of social relations including scenes and interactions, continuing with textual dramaturgy, production

CCEA-UH 1055 Global Shakespeare
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Literature and Creative Writing Pre-Modern
CCEA-UH 1076 Gender and the Future of Normal Crosslisted with Core: Cultural Exploration and Analysis; Literature and Creative Writing
LITCW-UH 2310 History of Drama and Theater Crosslisted with Literature and Creative Writing
MUSIC-UH 1271 John Cage and New Perspectives on Performance Crosslisted with Art and Art History; Music History of Community Based Performances
MUSIC-UH 1713 Musical Theater Since 1850: A Mirror of Society Crosslisted with Music

TOPICAL RESEARCH

THEAT-UH 3910 Directed Study
Typically offered: by Application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

THEAT-UH 3150 Capstone Project A
Prerequisite: THEAT-UH 3090
2 credits
These two mandatory and sequential 2-credit courses provide seniors with a clearly articulated, year-long work process and support structure within which to bring their theater capstone projects to fruition. The course sequence includes regular meetings and workshops discussions of topics such as process, research, and collaboration in art practice and scholarship. The Capstone Project Supervisor who oversees the course sequence works in tandem with capstone advisors and (as applicable) theater program production staff. Students are further supported in the development of their capstone writing, presentation, and digital archiving skills.

THEAT-UH 4001 Capstone Project B
Prerequisite: THEAT-UH 4001
2 credits
These two mandatory and sequential 2-credit courses provide seniors with a clearly articulated, year-long work process and support structure within which to bring their theater capstone projects to fruition. The course sequence includes regular meetings and workshops discussions of topics such as process, research, and collaboration in art practice and scholarship. The Capstone Project Supervisor who oversees the course sequence works in tandem with capstone advisors and (as applicable) theater program production staff. Students are further supported in the development of their capstone writing, presentation, and digital archiving skills.
The minor in Anthropology helps students gain an understanding of cultural forms and their historical transformations. A minor 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 minor 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 NYU Abu Dhabi listed below, some 120 anthropology electives exist across the NYU global network.

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

1. Introduction to Anthropology
2. Electives

ANTHROPOLOGY COURSES

REQUIRED COURSES

AANTH-UH 1010
Introduction to Anthropology
Offered occasionally
Crosslisted with Social Research and Public Policy
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

AANTH-UH 2110J
Anthropology of Indigenous Australia: Art, Politics and Cultural Futures
Offered occasionally
Crosslisted with Museum and Cultural Heritage Studies
This course offers an introduction to some current issues in the anthropology of Indigenous Australia, considering a range of Aboriginal forms of social being, ranging historically and geographically and focusing on the changing relationships between Indigenous people and the settler nation of Australia. Students 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 first thought that Aboriginal people and their culture would “die out” and later that they would be simply “assimilated,” the course traces a history of Indigenous people from urban and remote communities intervening on what Stanner called “the great Australian silence” and asserting their right to a cultural future. This includes assessing the contentious history of debates over the very rights of representation of Aboriginal culture and realities. This course makes use of museums in Sydney, and prominent Indigenous scholars and artists will present work relevant to the theme.

ANTH-UH 2111
India: Topics in Anthropology & History
Offered occasionally
Crosslisted with Social Research and Public Policy
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.

AANTH-UH 2112J
Cities and Globalization: Buenos Aires and Beyond
Typically offered: January
Crosslisted with Urbanization
This course will examine current transformation apace across Latin American cities involving rapid urbanization, the growth of neoliberal developments and the transformation of creative industries and economies across the region. We will focus on post 1980s transformations when we see new modes of globalization across the region that presented new openings but also constraints in regards to the development of enclave urbanism, new types of segregation and new imaginaries of class and “urban” identities. Throughout, Buenos Aires will provide a case study and laboratory to explore some of these contemporary issues in greater detail. Special attention will be paid to the use of culture in urban development, such as through the rise of urban tourism and the marketing and internationalization of tango. Readings will be drawn from geography, urban studies, anthropology and cultural studies. Our discussion will also be enriched through films, guest speakers, guided tours, and among other exercises geared at enriching students’ appreciation of contemporary Buenos Aires.

AANTH-UH 2113
Memoir and Ethnography: Understanding Culture Through First-Person Narrative
Typically offered: spring
Crosslisted with Core: Arts, Design and Technology; Literature and Creative Writing; Social Research and Public Policy
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.
Memoir is the best-selling genre in contemporary literature. Indeed, our fascination with all things autobiographical attests to the importance of examining one’s own experience in order to understand larger issues concerning culture, community, race, gender and even social and global transformations. Narrative Ethnography is also a form of writing which uses the first person pronoun. In this genre, "participant observation" - actually experiencing 'other'. What are the differences between memoir and ethnography? What kinds of knowledge travel in each? How does writing in the first person challenge other modes of knowledge production? How might memoir and ethnography contribute to our understanding of cultural and cross-cultural dialogue, while providing a post-colonial critique? In this course we examine the rhetorical and aesthetic rules that govern these genres, as well as the way they create social imaginations that go on to live political lives in the world.

ANTH-UH 211X
Listening to Islam
Typically offered: spring
Crosslisted with Arab Crossroads Studies; Music; Theater

What kinds of knowledge pass through the ear? In this course we understand Islam from the vantage point of aesthetics (from the Greek aesthethai, to perceive). In particular, we explore sound knowledge - the kind of knowledge that comes through listening when we listen to Islam? And how does the concept of samaa - spiritual listening - inform the sound worlds of Islam? Examining Sunni and Shi’ite rituals, as well as celebrations, festivals, commemorations and ceremonies, we will read about and experience Islamic forms of expression order to understand the power of aesthetic performance in its local expression and on the global stage.

ANTH-UH 211Y
Anthropology of Forced Migration
Typically offered: fall
Crosslisted with Peace Studies; Social Research and Public Policy

This course explores the lived experiences of exiles, refugees, and forced migrants, through anthropological texts on displacement, encampment, resettlement, asylum, memory, and belonging. It looks at how forced migrant identities are formed and transformed, and at notions of home, and belonging. The class examines interactions between forced migrants, aid agencies, governments and the UNHCR. The course explores each stage of forced migration, the institutions refugees encounter, the factors behind human movement, and the anthropology of social crisis. It also examines processes of flight and displacement in ethnography. We will also study the experience of encampment and its effect on social organizations, memory and identity. The class examines critiques of humanitarian assistance, scrutinizing micro-level practices of aid along with concerns regarding the modern state, its obligations, constraints, and approach to citizenship and belonging. The class then addresses asylum, immigration and the anthropology of borders and border crossing. To conclude, the course considers integration and resettlement, examining how people make a new life in a different culture.

ANTH-UH 2116
Displacement and Dispossession in the Modern Middle East
Typically offered: fall
Crosslisted with Arab Crossroads Studies; History; New Core: Structures of Thought and Society; Peace Studies; Social Research and Public Policy

Dispossession and forced migration have come to be a defining feature of the contemporary Middle East. Yet involuntary movement of peoples has indelibly marked the region throughout the last 150 years. This course examines the history of forced migrancy through an anthropological lens, engaging with concepts such as: space and place; ethnicity, identity; belonging, nationalism; cosmopolitanism, hybridity, and local conviviality; resilience, as well as the forced migrations of the Circassians from the border lands of Imperial Russia, the Armenians, and the Kurds from Anatolia, and Palestinians, Iraqis and Syrians under Levant. The course addresses these dispossession as part of the clash of empire, carried further by the colonial, neo-colonial as well as the contemporary neo-conservative political encounters. It engages with the ways in which these peoples have developed a local cosmopolitanism and examines whether such local conviviality can survive the current displacement and eviction of peoples from Syria.
Language is the principal means through which humans communicate and a major vehicle in the development of thought, culture, and aesthetic expression. Studying language makes one aware of other conceptual and cultural worlds and able to reach more effectively into those worlds and bridge cultures. NYUAD language courses are structured to increase competency at every level in speaking, writing, reading, and listening skills. Every language course introduces cultural material that highlights the connectedness of language, culture, and thought. Students who choose to acquire a new language or to pursue advanced 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 NYU Abu Dhabi.

Languages offered at NYU Abu Dhabi through regular coursework are Arabic, Chinese and French. 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 one semester at NYU’s other portal campus in Shanghai, and are able to begin or continue learning Chinese at NYU New York or NYU Shanghai, while students of French are able to take advantage of the numerous French language offerings at NYU’s global network site in Paris.

Students who wish to advance their proficiency in languages other than Arabic, Chinese and French may take advantage of the immersive language instruction offered at NYU’s global network sites in Accra, Berlin, Buenos Aires, Madrid, Tel Aviv, and Prague. Non-credit language courses are also offered in 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.

Minor in Arabic
The goal of the minor in Arabic is to provide students with the proficiency to understand and use the Arabic language. The minor 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 minor are required to take the following three courses: Intermediate Arabic 1 & 2 (or equivalent) and Colloquial Arabic (or equivalent). The minor in Arabic is open only to students for whom Arabic is not the first language. However, exceptions can be considered for native speakers who have had no formal schooling in Arabic.

REQUIREMENTS FOR THE MINOR IN ARABIC
3 courses, distributed as follows:
1 ARABL-UH 2110 Intermediate Arabic 1 (or equivalent)
1 ARABL-UH 2120 Intermediate Arabic 2 (or equivalent)
1 Colloquial Arabic (or equivalent), selected from:
   ARABL-UH 2210J Colloquial Arabic: Emirati
   ARABL-UH 2211 Colloquial Arabic: Levantine
   ARABL-UH 2212 Colloquial Arabic: Egyptian

Minor in Chinese
The goal of the minor in Chinese is to provide NYUAD students with the opportunity to receive more systematic training, understand better the Chinese language, and enhance their proficiency level. The minor is useful for many careers and academic specializations that require practical fluency in Modern Standard Chinese.

REQUIREMENTS FOR THE MINOR IN CHINESE
Students who wish to pursue a minor in Chinese are required to take 16 credits of Chinese language courses through the Advanced 2 level. Elementary Chinese 1 and Elementary Chinese 2 do not count toward fulfilling the requirements.

If Advanced II is reached prior to fulfilling the 16 credits, a higher-level language course (i.e. past Advanced II) must be taken to fulfill the remaining credits. Substitute courses needed to satisfy the 16 points can be courses or directed studies that are conducted in a Chinese language, either Mandarin or another recognized language such as Cantonese. Such courses are offered in both New York and Shanghai and include Cantonese language classes and subject matter classes such as literature taught in Mandarin.

No more than two transfer courses (8 credits) may be accepted toward the minor, subject to review by and approval of the Head of the Chinese Program.

4 courses, distributed as follows:
1 CHINL-UH 2001 Intermediate Chinese 1
1 CHINL-UH 2002 Intermediate Chinese 2
1 CHINL-UH 3001 Advanced Chinese 1
1 CHINL-UH 3002 Advanced Chinese 2
ARABIC LANGUAGE COURSES

ARABL-UH 1110 Elementary Arabic 1
Typically offered: fall
This course is designed for learners who have no prior knowledge of Arabic. This course builds on the knowledge and skills that students acquire in Intermediate Arabic 1 (ARABL-UH 1120) which is a prerequisite course for this class. This is a full semester (or equivalent session) conversation-based course during which students continue learning Standard Arabic (MSA) at a university level or its equivalent as determined through a placement test. This is a full semester course (or equivalent session) conversation-based course during which students focus on the communicative skills, and develop automated production skills necessary for this course to function in an Arabic speaking environment. It is designed to build student’s abilities in listening and speaking. At the end of the semester students should be able to use the language and cultural expressions to make requests, express, and describe preferences. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, oral film summary, oral interviews, a homestay, and an oral final exam.

ARABL-UH 2122 Colloquial Arabic: Egyptian Dialect
Typically offered: spring
Prerequisite: ARABL-UH 2110
This course builds on the knowledge of Standard Arabic to include proficiency in Colloquial Emirati Arabic as a conversation-based course during which students focus on the communicative skills, and develop automated production skills necessary for this course to function in an Arabic speaking environment. It is designed to build student’s abilities in listening and speaking. At the end of the semester students should be able to use the language and cultural expressions to make requests, express, and describe preferences. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, weekly oral exams, presentation skills, oral film summary, oral interviews, a homestay, and an oral final exam.

ARABL-UH 2213 Colloquial Arabic: Levantine Dialect 1
Typically offered: fall
Prerequisite: ARABL-UH 2110
This course complements the student’s knowledge of Standard Arabic to include proficiency in Levantine Arabic, one of the major Arabic dialects, with an emphasis on daily life tasks, conversational fluency, and cultural sensibility. A prerequisite for this class is Intermediate Arabic 1 (ARABL-UH 2110) or an equivalent proficiency level determined through a placement test. This is a full semester conversation-based course during which students focus on the communicative skills, and develop automated production skills necessary to function in an Arabic speaking environment. It is designed to build student’s abilities in listening and speaking. At the end of the semester students should be able to use the language and cultural expressions to make requests, express, and describe preferences. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, weekly oral exams, presentation skills, oral film summary, oral interviews, a homestay, and an oral final exam.

ARABL-UH 2213 Colloquial Arabic: Levantine Dialect 2
Typically offered: spring
Prerequisite: ARABL-UH 2110
This course builds on the knowledge of Standard Arabic to include proficiency in Levantine Arabic, one of the major Arabic dialects, with an emphasis on daily life tasks, conversational fluency, and cultural sensibility. A prerequisite for this class is Intermediate Arabic 1 (ARABL-UH 2110) or an equivalent proficiency level determined through a placement test. This is a full semester conversation-based course during which students focus on the communicative skills, and develop automated production skills necessary to function in an Arabic speaking environment. It is designed to build student’s abilities in listening and speaking. At the end of the semester students should be able to use the language and cultural expressions to make requests, express, and describe preferences. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, weekly oral exams, presentation skills, oral film summary, oral interviews, a homestay, and an oral final exam.

ARABL-UH 2213 Colloquial Arabic: Levantine Dialect 3
Typically offered: fall
Prerequisite: ARABEL-UH 2110
This course builds on the knowledge of Standard Arabic to include proficiency in Levantine Arabic, one of the major Arabic dialects, with an emphasis on daily life tasks, conversational fluency, and cultural sensibility. A prerequisite for this class is Intermediate Arabic 1 (ARABL-UH 2110) or an equivalent proficiency level determined through a placement test. This is a full semester conversation-based course during which students focus on the communicative skills, and develop automated production skills necessary to function in an Arabic speaking environment. It is designed to build student’s abilities in listening and speaking. At the end of the semester students should be able to use the language and cultural expressions to make requests, express, and describe preferences. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, weekly oral exams, presentation skills, oral film summary, oral interviews, a homestay, and an oral final exam.

ARABL-UH 2213 Colloquial Arabic: Levantine Dialect 4
Typically offered: spring
Prerequisite: ARABL-UH 2110
This course builds on the knowledge of Standard Arabic to include proficiency in Levantine Arabic, one of the major Arabic dialects, with an emphasis on daily life tasks, conversational fluency, and cultural sensibility. A prerequisite for this class is Intermediate Arabic 1 (ARABL-UH 2110) or an equivalent proficiency level determined through a placement test. This is a full semester conversation-based course during which students focus on the communicative skills, and develop automated production skills necessary to function in an Arabic speaking environment. It is designed to build student’s abilities in listening and speaking. At the end of the semester students should be able to use the language and cultural expressions to make requests, express, and describe preferences. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, weekly oral exams, presentation skills, oral film summary, oral interviews, a homestay, and an oral final exam.

ARABL-UH 2213 Colloquial Arabic: Levantine Dialect 5
Typically offered: fall
Prerequisite: ARABEL-UH 2110
This course builds on the knowledge of Standard Arabic to include proficiency in Levantine Arabic, one of the major Arabic dialects, with an emphasis on daily life tasks, conversational fluency, and cultural sensibility. A prerequisite for this class is Intermediate Arabic 1 (ARABL-UH 2110) or an equivalent proficiency level determined through a placement test. This is a full semester conversation-based course during which students focus on the communicative skills, and develop automated production skills necessary to function in an Arabic speaking environment. It is designed to build student’s abilities in listening and speaking. At the end of the semester students should be able to use the language and cultural expressions to make requests, express, and describe preferences. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, weekly oral exams, presentation skills, oral film summary, oral interviews, a homestay, and an oral final exam.

ARABIC LANGUAGE COURSES
literacy, this course adheres to the communicative method and focuses on fluency in conversation, accuracy in pronunciation, and the stimulation of intercultural communication. Through extensive and intensive listening, at-home recording, and in-class role play and interaction, the course creates an immersive environment to help students develop the production skills necessary to function among Emirati speakers in a variety of settings. Students will have the opportunity to interact with guest lecturers from a variety of fields, to work with language partners, and to visit a number of cultural sites in the UAE.

ARABL-UH 3110
Advanced Arabic 1
Typically offered: fall
Prerequisite: ARABL-UH 2120
This course is designed to help students reach an advanced level of proficiency through analysis of authentic Arabic texts addressing a wide range of political, social, religious, and literary themes. A prerequisite for this course is Intermediate Arabic 2 or, for students joining from outside NYU Abu Dhabi, an equivalent proficiency level determined through a placement test. The course emphasizes integrating the four language skills: listening, speaking, reading, and writing. At the end of the course students should be able to understand the main ideas and supporting details of authentic oral and written texts; draw conclusions about the author’s attitude; employ analytical reading and critical thinking; analyze various linguistic aspects in a text; and evaluate the content and organizational aspects of a specialized article. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, presentations, essay writing, and a final exam.

ARABL-UH 3120
Advanced Arabic 2
Typically offered: spring
Prerequisite: ARABL-UH 3110
This course builds on previously acquired knowledge and skills. A prerequisite for this class is Advanced Arabic 1 or, for students joining from outside NYU Abu Dhabi, an equivalent proficiency level determined through a placement test. This is a full semester course (or equivalent session) during which students work on reinforcing formal Arabic language skills to prepare them for a full engagement in their society, culture, and heritage through Word. Students self-driven and autonomously responsible for their own learning. They actively participate in selecting class material and engage in peer reviewing. Students will focus on understanding and learning some of Arabic’s major rhetorical styles used in original Arabic literature both classical and contemporary. By the end of this class students should be able to produce publication-quality output and engage in more critical study of the main intellectual debates in Arab life today. Types of tasks and assignments required for this course include daily reading and listening assignments, weekly presentations and essay writing, writing book reviews, and a final project.

ARABL-UH 3211
Colloquial Arabic: Levantine Dialect 2
Typically offered: spring
Prerequisite: ARABL-UH 2211
This course complements the student’s knowledge gained in Levantine 1. A prerequisite for this class is Advanced Arabic 1 or, at an equivalent level as determined through a placement test. This is a conversation-based course during which students focus on the communicative skills, and develop autonomy and production skills necessary to function in an Arabic speaking environment. Class discussions are relevant to Shami culture, encouraging engagement and exploration of the themes through folklore, song, films, etc. It is designed to build student’s abilities in listening and speaking. At the end of the semester students should be able to use the Shami dialect to participate in conversations by using linguistic and cultural expressions to make requests and, compare, express, narrate and describe preferences. Assignments required for this course include daily homework assignments, weekly oral entries, presentation skits, oral film summary. This course includes oral interviews, a homestay, guest speakers, and an oral final exam.

ARABL-UH 3450
Directed Study in Arabic Language
Typically offered: by Application
Topics relating to Arabic Language as arranged.

ARABL-UH 4019
Arabic Cultural Explorations
Typically offered: spring even years
Prerequisites: ARABL-UH 2210J and ARAB-UH 3120
This course wraps up the student’s sequenced language learning experience and work as an opportunity to explore the cultural and artistic diversity of the Arab world using the acquired language skills. Students cap their language achievement by analyzing such cultural forms as literature, song, film, folklore, etc., in the original language. The course includes fourteen modules: twelve already set, and two final modules to be worked out over the semester by two student teams. The modules center on key texts in categories like language, place, family, and customs, which inform and shape modern Arab identities.

CHINL-UH 1101
Elementary Chinese 1
Typically offered: fall
Open to students with little or no training in Chinese, this course is designed to develop and reinforce language skills in listening, speaking, reading, and writing as Chinese language relates to everyday life situations. The objectives are: to master the Chinese phonetic system (pinyin and tones) with satisfactory pronunciation; to understand the construction of commonly used Chinese characters (both simplified and traditional) and learn to write them correctly; to understand and use correctly basic Chinese grammar and sentence structures; to build up essential vocabulary; to read and write level appropriate passages; to become acquainted with aspects of Chinese culture and society related to the course materials.

CHINL-UH 1102
Elementary Chinese 2
Typically offered: spring
Prerequisite: CHINL-UH 1101
A continuation of Intermediate Chinese I, focusing on semi-formal usage of Chinese language when discussing more academically-inflected cultural or social topics.

CHINL-UH 2001
Intermediate Chinese 1
Typically offered: fall
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 focus is the improvement of reading comprehension and writing skills. The objectives are: to further improve oral communicative competence and to master the Chinese phonetic system (pinyin and tones) with satisfactory pronunciation; to understand and use correctly basic Chinese grammar and sentence structures; to build up essential vocabulary; to read and write level appropriate passages; to become acquainted with aspects of Chinese culture and society related to the course materials.

CHINL-UH 3001
Advanced Chinese 1
Typically offered: fall
Prerequisite: CHINL-UH 2002
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 focus is the improvement of reading comprehension and writing skills. The objectives are: to further improve oral communicative competence and to master the Chinese phonetic system (pinyin and tones) with satisfactory pronunciation; to understand and use correctly basic Chinese grammar and sentence structures; to build up essential vocabulary; to read and write level appropriate passages; to become acquainted with aspects of Chinese culture and society related to the course materials.

CHINL-UH 3100
Directed Study
Typically offered: by Application
Topics relating to Chinese Language as arranged.
Typically offered: fall
This course is designed for students who have no or very little experience in French. Students who have taken French language classes before will be required to take a placement test. The course introduces students to the French language and emphasizes verbal communication, beginning writing, and oral presentation. The strong communicative and cultural approach of the course is designed around a modular structure which spirals and expands on topics and grammar laid out in a visual and contextualized format. Students are encouraged to communicate in French using simple and basic conversation modeled after examples studied in class. This interactive approach will also give the students an opportunity to stimulate their listening/reading/speaking and writing skills. The textbook used in this course is accompanied by an electronic Student Activities Manual companion (eSAM) housed at its website in an interactive format. In addition, the students will have the opportunities to give oral presentations, read and discuss excerpts of newspapers articles and literary pieces; write longer essays; watch and discuss short films, etc.

FRENLI-UH 2002 Intermediate French 2
Typically offered: spring
Prerequisite: FRENLI-UH 2001
FRENLI-UH 2002 is the continuation of Intermediate French 1. The course is built upon the knowledge acquired in the Intermediate French 1 level and is designed for students who have covered the basic mechanics of the French language necessary to communicate effectively and confidently in any group setting. In this course, students will continue to discuss more complex texts and literary pieces; write essays; watch and discuss short films, give oral presentations, and more.

FRENLI-UH 3000 Advanced French
Typically offered: spring
Prerequisite: FRENLI-UH 2002
In this class, the students will have an opportunity to strengthen all skills (reading, writing, listening, speaking), with an emphasis placed on the oral and written expression, in both the informal and formal context. Through guided discussions based on contemporary French/Francophone pieces of Literature, as well as French/Francophone cultural materials, the students will strengthen their knowledge of grammar, expand their vocabulary, and improve their oral production. Activities in the class will include presentations (exposés oraux) and other online assignments. This course is ideally suited to the students who have successfully completed the intermediate sequence here in Abu Dhabi or at another global site, or to those who have been placed by the online NYU placement test at the advanced level.

Program Overview
The MFA in Art & Media is a full-time, studio-intensive interdisciplinary degree program that sits at the crossroads of practice and theory, tradition and change in the arts. The MFA program combines contemporary art and media practices with cultural heritage, art theory, media studies, and emerging technologies. Through critique and studio based instruction the MFA allows students to mix and blend concepts, skills, approaches and traditions from various topics across classes and seminars. Coursework and academic requirements are designed to foster the development of students who can think and create in novel and interdisciplinary ways. Students are asked to work across concepts and traditions to make a body of work that may not be in a single transition or body of knowledge. Courses emphasize artistic experimentation within a context of historical, cultural, and theoretical study.

The MFA in Art & Media 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.

Program Structure
Students are required to complete 60-credits over two years of study and can choose to work in-depth in a particular area or across multiple arts disciplines, including: Sculpture, Photography, Printmaking, Fiber Art, Painting & Drawing, Digital Art, Design, Digital Media, and Transmedia (video, performance, digital). The program comprises eight required courses, including multiple instances of two distinct Critique classes; five studio electives and a required non-credit mid-program review at the end of the first year. Students have the option to complete two of their five elective courses during NYU’s J-term semester. The final semester of year two includes an 8-credit MFA thesis project and exhibition. The MFA thesis will culminate with a 90-minute oral defense in the NYUAD art gallery before a faculty panel.

Research and Arts Practice
The goals of the program are manifold. It seeks to provide a flexible, supportive, and advanced studio-based learning environment that allows students to integrate art, media and design production, in combination with other disciplines, through creative processes that remix theory, methodology and practice. Its multidisciplinary coursework bridges disciplinary skills and diverse bodies of knowledge. The program is structured to ensure that students develop advanced research skills for visual and academic...
investigations in the areas of art, media and design practice and theory. Students will learn the perceptual and analytical skills used by artists and designers to engage with and move more thoughtfully through cultural spaces, environments, institutions, and the societies from which they come.

The MFA fosters competency in research, material knowledge, analysis, decision making, brainstorming and teamwork. Students will learn to visualize problems and ideas in novel ways, connect seemingly unconnected phenomena and concepts, and provide valuable insights into and solutions to contemporary problems. Such work contributes to our aesthetic and social development and drives cultural, technological, and economic innovation.

**Studio Spaces**
NYU Abu Dhabi offers state-of-the-art production facilities in sculpture, design, printmaking, fiber art, photography, interactive media, painting and drawing, fiber arts, digital art, sound art, and film. Students enrolled in the program will be assigned large private studios which will serve as a core teaching and research spaces.

**Learning Outcomes**
Upon completion of the NYU Abu Dhabi MFA in Art & Media, all graduates are expected to have developed:
1. **Artistic Inquiry, Production, and Experimentation:** Students make artworks that demonstrate a facility with artistic inquiry. Their art works are brought to a high polish and are suitable for exhibition. Materials and modes of display are treated with expertise and fluency, and this is evidenced in final exhibitions as well as open studio events throughout their two-year program.
2. **Art Discourse and Research:** Students learn and use art historical and practice-based terminology to discuss their own work, the work of others, and to interpret and explain artworks. They can relate what they analyze to the wider discourse of visual arts in contemporary culture, regionally and globally. Students demonstrate capability in information gathering, documentation, investigation, analysis, interpretation, and evaluation of sources about artworks and practices. This is evidenced in written artist statements, informal talks about their works, and in their written reviews of other artworks.
3. **Professional Development and Leadership:** Students understand career models and issues in professional ethics, and understand their unique position, regionally, in contributing to the development of arts programming and communities. As students they are involved in regional cultural organizations and seek to create opportunities for the growing regional art community. Students are adept at initiating or originating and uniting others around a shared goal or practice and incorporating perspectives of others as well as their own in an initiative. This is evidenced in artist-as-curator events, formal and informal studio visits across Abu Dhabi and within the NYU AD community, as well as artists actively writing reviews and participating in the discourse of art regionally.
4. **Visual Communication and Literacy:** Students are accomplished at representing their ideas visually and symbolically. Students are adept at analyzing, interpreting, and explaining images, and can relate what they analyze to the wider discourse of visual arts in contemporary culture, regionally and globally. Students demonstrate proficiency in manners of engaged, rigorous, and careful evaluation, interpretation, and explication.

Information on Institutional Research Policies and Policies and Procedures on Projects, Theses, and Dissertations, including registration, proposal submission and approval, selection of principal supervisor, graduate committees, seminar requirements, external readers, final examinations/defenses, revisions, award of degree, intellectual property rights and copyrights; can be found online at https://nyuad.nyu.edu/en/research/services-and-support.html.

**MFA Course Descriptions**
The eight required courses provide MFA students with a foundation in all of the degree program learning outcomes. Students are also expected to complete five studio electives and can choose to work in-depth in a particular area or across multiple arts disciplines, including: Sculpture, Photography, Printmaking, Painting & Drawing, Digital Art, Fiber Art, Design and Transmedia (video, performance, digital).
REQUIREMENTS FOR THE MAJOR
14 courses, distributed as follows:

7 Required courses:
VISAR-GH 5001 Graduate Critique Seminar I
VISAR-GH 5002 Graduate Critique Seminar II
VISAR-GH 5003 Graduate Critique Seminar III
VISAR-GH 5051 Individual Studio Critique and Review I
VISAR-GH 5052 Individual Studio Critique and Review II
VISAR-GH 5053 Individual Studio Critique and Review II
VISAR-GH 5060 Writing for Artists

1 Special Topics in Art and Media (selected from the following):
VISAR-GH 5710 Textility and the Textile Imaginary
VISAR-GH 5720 Art Practice in the Anthropocene
VISAR-GH 5730 Archives, Methods, Screens
VISAR-GH 5740 Documentary Forms in Visual Art, Video, and Short Film
VISAR-GH 5750 Deleuze
VISAR-GH 5760 Social Public Works
VISAR-GH 6720 An Explorative Grammar for Sculpture

5 Studio Elective courses (partial listing):
VISAR-GH 5110 Photography - Alternative Processes
VISAR-GH 5120 Casting and the Multiple
VISAR-GH 5130 Advanced Sculpture - Installation and Hybrid Forms
VISAR-GH 6110 Text-Image/Image-Text

1 Review, Seminar and Final Project courses consisting of:
VISAR-GH 6000 MFA Mid-Program Review
VISAR-GH 6050 MFA Thesis Defense
VISAR-GH 6005 Thesis Project and Exhibition

MASTER OF FINE ARTS
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1

Fall Semester

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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>Graduate Critique Seminar I</td>
<td>(4 CREDITS)</td>
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<tr>
<td>Individual Studio Critique &amp; Review I</td>
<td>(4 CREDITS)</td>
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<tr>
<td>Studio Elective</td>
<td>(4 CREDITS)</td>
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<td>Studio Elective</td>
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Spring Semester

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<tr>
<td>Individual Studio Critique &amp; Review II</td>
<td>(4 CREDITS)</td>
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<td>Special Topics in Art &amp; Media</td>
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<td>Studio Elective</td>
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J-Term

0-CREDIT MID-PROGRAM REVIEW

YEAR 2

Fall Semester

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<td>Individual Studio Critique &amp; Review III</td>
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<td>Writing for Artists</td>
<td>(4 CREDITS)</td>
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<td>Studio Elective</td>
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Spring Semester

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<td>MFA Thesis Project &amp; Exhibition</td>
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<tr>
<td>Studio Elective</td>
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J-Term

OPTIONAL 2-TERM STUDIO ELECTIVE | (4 CREDITS) |
This course is designed to help third semester MFA students to become/becoming a working artist. Additionally, this seminar is dedicated to the artistic creation, presentation, discussion and critique of graduate student artwork.

VISAR-GH 5001 Graduate Critique Seminar I
This seminar is dedicated to the artistic creation, presentation, and critique of graduate student artwork. Students will be introduced to a diverse range of theoretical and philosophical positions and approaches. Students will be required to present their work, articulating the ideas and processes within their practices through visual presentations, group critiques and ongoing peer-to-peer dialogue while developing a robust and well-grounded thesis which will result in the creation of a thorough and personalized annotated bibliography. Also in this course students will be introduced to the broader, global art context into and from which they will be creating their works. Through the direct experience of visiting the most prominent art institutions in the Emirates, students will have the opportunity to understand the particular affinities, concerns and practices of local and regional artists, the institutions that support them, and how this may inform their own practices and research agendas.

VISAR-GH 5002 Graduate Critique Seminar II
Prerequisite: VISAR-GH 5001
There is no one formula that spells success in the art world, and there are a wide variety of ways that artists organize themselves and their studios. Through examining critical texts about studio practice and studio management, students in this course will learn about, engage, and make interventions into the critical discourses around the following topics: the studio as a physical space, the role of fabrication, labor, authorship, and conceptual and material practices that problematize these aspects of being/becoming a working artist. Additionally, and similarly to the focus of this course, is dedicated to the artistic creation, presentation, discussion and critique of graduate student artwork.

VISAR-GH 5003 Graduate Critique Seminar III
Prerequisite: VISAR-GH 5002
This course is designed to help third semester MFA candidates to focus their work on what they will present for their thesis show. The work in this class can be a culmination of work from the previous two Graduate Critics’ Seminars with the additional focus of curating a final works list for the thesis exhibition, and also to focus on drafting the critical paper that accompanies the exhibit. Students will be required to design their exhibition scenarios and begin fabrication of the final works, and draft appropriate accompanying exhibition documents. Therefore, and similarly to GCS I and II, the heart of this course is dedicated to research-led practice, presentation, discussion and critique of graduate student artwork.

VISAR-GH 5051 Individual Studio Critique & Review I
This course is composed of one-on-one studio critiques with the core MFA faculty. Students will meet regularly with their faculty advisor and this class will provide a platform for the MFA student to present their work and the aesthetic, technical, and expressive concepts underlying it. Critiques offer constructive assessment of the graduate students’ work-in-progress in relation to contemporary and historical practice, social and cultural issues, technical and formal concerns and related interdisciplinary interests.

VISAR-GH 5052 Individual Studio Critique & Review II
Prerequisite: VISAR-GH 5051
This course is composed of one-on-one weekly studio critiques with faculty and visiting artists. Students will also be expected to produce an artist’s statement. The second part of the semester is devoted to putting these skills into professional practice, as students write reviews of curated works and exhibitions, personal essays, curatorial proposals, creative pieces, and use writing as a tool to expand their studio practice.

VISAR-GH 5710 Textility and the Textile Imaginary
This special topics seminar regards textility as a dispositif through which art-making where repetition, patterning, the grid, piecing, and hybridity are fore-fronted and can be traced to a textile practice. Concerned more with textility as an action and outcome than with actual fiber as a medium, the course nonetheless investigates the properties specific to fiber. During the fall of 2021, the NYUAD Gallery will put on an exhibition on this very theme. The seminar, situated, a good part of the time, in the gallery - looking at contemporary and historical examples of the themes and proposals raised by the course. Guest speakers and artists will visit the gallery to give talks and some artists will also visit our seminar to discuss their practices and thoughts on textility. The global art market has noted, recently, that textiles are “hot” - they are becoming popular, or at least more visible, as a medium. Exhibitions devoted to the fiber arts are now accepted as valid curatorial projects.

VISAR-GH 5720 Art Practice in the Anthropocene
We are living in an age where human life acts as an agent of geologic impact. First coined “the Anthropocene” by Paul J. Crutzen (2000), the term has caught on swiftly, much like the rapid pace characterizing this epoch. From population booms to ecological collapse, from rising sea levels and temperatures to mass extinctions, the anthropocene’s many crises demand our attention - and our scholarship, creativity, and action. The course investigates the anthropocene from diverse perspectives and studies the art practices that exemplify them (see weekly subheadings). Ultimately, students will create research-based projects that contribute to artistic discourse about the unique challenges and potentials of our time.

VISAR-GH 5730 Archives, Methods, Screens
This course focuses on practice-led research and research-led practice as methodologies for thinking about art and media in relation to archives and screens. Its central argument is that making and studying are not separate activities that corrupt one another, but instead entwined and mutually constitutive activities that augment creativity and curiosity. Assignments encourage students to understand how making and studying in non-hierarchical and non-sequential ways. By emphasizing feminist, postcolonial, transnational, indigenous, and technohuman approaches, the course shifts attention from dominant modes, such as flat-on-the-screen, time-based commercial films as entertainment to immersive, interactive, locative, auto-generative, network, nonlinear, and other modes for producing research through arts practice and producing arts practice through research.

VISAR-GH 5740 Documentary Forms: Visual Art, Video, Short Film, and Text
This course centers on the generative intersection of studio and research - that is to present and document forms. Documentary film has a relatively long tradition and discourse. After early 20th century documentary film, came the 1990s “documentary turns” in visual art, followed by an outpouring of what has been called “documentary poetry” into the 2000s, with classes and critical work on documentary poetry currently exploding. The course focuses on working with an historical document & place, the interview, the observational mode - we will make work that explores the relationship between non-fiction, aesthetics, ethics, and point of view. Students are encouraged to apply concepts and ideas from the course into their studio practices. The final project will consist of non-fiction discoveries, and while not necessarily brought to completion, the projects may be sketches or instigators for future projects.

VISAR-GH 5750 Deleuze
Deleuze
This seminar is intended to introduce students to the work of the French philosopher and his collaborator Felix Guattari. Through their two major works, Anti-Oedipus and A Thousand Plateaus (both with the subtitle of “capitalism and schizophrenia”), Deleuze and Guattari (D&G) created a new field of critical theory for the end of the 20th century that is uniquely their own and still vitally useful for making sense of the extreme commodity economies we live in today. This seminar will offer an introduction to Deleuze and Guattari, covering the fields of psychology, linguistics, art (making and looking), war, becoming, intensity, immanence, and metaphysics (among other topics), the pair has influenced many contemporary
philosophers and critical theorists such as Elizabeth Grosz, Fred Moten, and others. Artists in particular seem to be drawn to this work owing to its ethos of creativity (poetics), and D&G’s rhizomatic methodologies. Students in this course, through close reading, writing, and discussion, will attempt to synthesize as many of D&G’s ideas as possible into their own artistic research and studio practices, and at the same time create and suggest new interventions into these discourses.

VISAR-GH 5760

Social Public Works
Can public works invite us to collectively imagine and potentially build new forms of social relations? How can we understand the relationship between ethics and aesthetics in the context of what we call political art? This course seeks to explore the “social turn” in the arts as a dynamic discursive field of encounters and synergies, where poetic and imaginary forms of togetherness and emancipation can arise.

We will critically analyze contemporary models of socially engaged art in their interrelation with the politics of public space drawing on an extensive program of exhibition visits, guest lectures, screenings and theoretical readings from a wide range of disciplines including art history, critical theory, philosophy, urban and curatorial studies. Students will engage with the work of major artists such as O’Toole Nkanga, Michael Rakowitz, Harun Farocki, Hiroyuki Steyerl, CAMP, Lawrence Abu Hamdan, Maria Thereza Alves, Trevor Paglen, Emily Jacir, Trevor Paglen, Emily Jacir, Sanja Iveković, Jennifer Allora & Guillermo Calzadilla, Marwa Arsanios, Hiwa K., Regina Jose Galindo, and others, all toward developing strategies for producing bodies of work and work in multiple. The class will also work with a local foundry (Al Jaber, Mussafah) to see industrial production techniques and cast their own projects.

VISAR-GH 5130

Advanced Sculpture—Installation and Hybrid Forms
This graduate studio course is intended to familiarize students with several casting techniques involving plaster, alginate, slip, wax, and metal. In parallel to this studio work, we will examine artists who use casting, the concept of the multiple, and/or mass production in their work – artists such as Rachel Whiteread, Ai Wei Wei, Antony Gormley, Donald Judd, Eva Hesse, Seth Price, Karin Sander, Jane Alexander, Judith Shea, The Fluxus Group, and others, all toward developing strategies for producing bodies of work and work in multiple. The class will also work with a local foundry (Al Jaber, Mussafah) to see industrial production techniques and cast their own projects.

VISAR-GH 5120

Casting and the Multiple
This graduate studio course is intended to familiarize students with several casting techniques involving plaster, alginate, slip, wax, and metal. In parallel to this studio work, we will examine artists who use casting, the concept of the multiple, and/or mass production in their work – artists such as Rachel Whiteread, Ai Wei Wei, Antony Gormley, Donald Judd, Eva Hesse, Seth Price, Karin Sander, Jane Alexander, Judith Shea, The Fluxus Group, and others, all toward developing strategies for producing bodies of work and work in multiple. The class will also work with a local foundry (Al Jaber, Mussafah) to see industrial production techniques and cast their own projects.

VISAR-GH 5110

Photography: Alternative Processes
Students learn the history, theory and practice of a variety of photographic techniques including a variety of silver and non-silver processes in photography, such as Cyanotypes, Van Dyke Brown Prints and traditional Silver Printing.

VISAR-GH 6050

MFA Thesis Defense
Prerequisites: Completed fourth and final semester of the MFA program
0 credits

The MFA Thesis experience will culminate with a final project. Every semester, particularly in studio-based instruction, presents students with a mini-exhibition scenario and this is located in their studio. The idea is that the scale is larger and the sense of “finality” is in place during the last year of the degree. So the preparation for the thesis is in fact always occurring in each semester through studio work and critique.

STUDIO ELECTIVE COURSES

VISAR-GH 5110
Photography: Alternative Processes

Students learn the history, theory and practice of a variety of photographic techniques including a variety of silver and non-silver processes in photography, such as Cyanotypes, Van Dyke Brown Prints and traditional Silver Printing.

VISAR-GH 5120
Casting and the Multiple

This graduate studio course is intended to familiarize students with several casting techniques involving plaster, alginate, slip, wax, and metal. In parallel to this studio work, we will examine artists who use casting, the concept of the multiple, and/or mass production in their work – artists such as Rachel Whiteread, Ai Wei Wei, Antony Gormley, Donald Judd, Eva Hesse, Seth Price, Karin Sander, Jane Alexander, Judith Shea, The Fluxus Group, and others, all toward developing strategies for producing bodies of work and work in multiple. The class will also work with a local foundry (Al Jaber, Mussafah) to see industrial production techniques and cast their own projects.

VISAR-GH 5130
Advanced Sculpture—Installation and Hybrid Forms

This graduate studio course is intended to familiarize students with several casting techniques involving plaster, alginate, slip, wax, and metal. In parallel to this studio work, we will examine artists who use casting, the concept of the multiple, and/or mass production in their work – artists such as Rachel Whiteread, Ai Wei Wei, Antony Gormley, Donald Judd, Eva Hesse, Seth Price, Karin Sander, Jane Alexander, Judith Shea, The Fluxus Group, and others, all toward developing strategies for producing bodies of work and work in multiple. The class will also work with a local foundry (Al Jaber, Mussafah) to see industrial production techniques and cast their own projects.

VISAR-GH 6110
Text-Image / Image-Text

This course begins with the premise that text and image are not necessarily in opposition or competition. In the discourse of fine art in the west, however, the decorated word, the unwritten word) written exposition describing the specific artistic problems that generated the body of work. This statement will include a discussion of the methods, media, and format used, the relationship of the student’s work to the influences of other artists and styles, and other issues (such as social or psychological questions) of relevance to the work. While the final semester is devoted to solving the installation challenges of a student’s work, the entirety of the degree builds up to this moment when a student has made a sufficient body of work to show as a thesis project, or has conducted enough experiments that will lead to a final project. Every semester, particularly in studio-based instruction, presents students with a mini-exhibition scenario and this is located in their studio. The idea is that the scale is larger and the sense of “finality” is in place during the last year of the degree. So the preparation for the thesis is in fact always occurring in each semester through studio work and critique.

VISAR-GH 6005
Thesis Project and Exhibition

Prerequisites: Completed fourth and final semester of the MFA program
8 credits

During the spring semester of their second year, MFA students will mount a public presentation of artworks, demonstrating the achievements in the student’s area of specialization. The candidate, in consultation with their Graduate Faculty Advisor and Thesis Review Committee, is responsible for selecting the content and curating the exhibition. Students will produce an extensive (ca. 5,000-word) written exposition describing the specific artistic problems that generated the body of work. This statement will include a discussion of the methods, media, and format used, the relationship of the student’s work to the influences of other artists and styles, and other issues (such as social or psychological questions) of relevance to the work. While the final semester is devoted to solving the installation challenges of a student’s work, the entirety of the degree builds up to this moment when a student has made a sufficient body of work to show as a thesis project, or has conducted enough experiments that will lead to a final project. Every semester, particularly in studio-based instruction, presents students with a mini-exhibition scenario and this is located in their studio. The idea is that the scale is larger and the sense of “finality” is in place during the last year of the degree. So the preparation for the thesis is in fact always occurring in each semester through studio work and critique.
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 capstone project enables students to work closely with NYUAD faculty.

Finally, the Social Sciences at NYU Abu Dhabi 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. The Foundations of Social Science courses are the principle vehicle for interdisciplinary knowledge formation. In addition, the Political Science major includes many courses that are crosslisted with economics, psychology, and philosophy. 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.

NYU Abu Dhabi and NYU’s 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 (MPA) in five years. For further details on admission to the program, see pp. 250–251.
Foundations of Social Science (FSS) has four components that focus on (1) intellectual traditions in the social sciences, (2) global development in historical perspective, (3) quantitative reasoning and numeracy and (4) gateway courses into the majors.

Students come to NYU Abu Dhabi with a great diversity of backgrounds in terms of their grasp of societal development and globalization, with a vision that is often narrowed by regional foci of high school curricula. FSS is designed to broaden and amplify students’ understandings of the world and global processes. Required and elective courses in each of the majors will be able to build on this foundation, thereby fostering intellectual growth.

Beyond their role in the programs, Foundations of Social Sciences courses are open to all students and will deliver high value to any student curious about the development of societies and social thought; the substance and skills students learn in these courses will be applicable across the liberal arts spectrum. They are designed to foster informed world citizenship.

SOCIAL SCIENCE FOUNDATIONS COURSES

REQUIRED COURSES

SOCSU-UH 1010Q
Statistics for the Social and Behavioral Sciences
Typically offered: fall, spring
Prerequisite: MATH-UH 1000A
Crosslisted with Economics; Political Science; Social Research and Public Policy
This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions. Applications to empirical situations in the Social Sciences are an integral part of the course.

SOCSU-UH 1011
Global Economic, Political and Social Development since 1500 (GEPS)
Typically offered: fall, spring
Crosslisted with Economics; Political Science; Social Research and Public Policy
Why did some countries industrialize before others? Why was it Europeans that conquered the world? How can we explain the great divergence in per capita income across countries? What are the social and political impacts of economic growth? What is the role of political institutions in underpinning economic progress? This course addresses these and other similar questions using simple tools from across the social sciences. Particular emphasis is placed on understanding the role of economic incentives and political institutions in underpinning economic and social development.

OR

HIST-UH 1020
History and Globalization
Crosslisted with Economics; History; New Core: Structures of Thought and Society; Political Science; Previous Core: Structures of Thought and Society; Social Research and Public Policy

SOCIAL, POLITICAL AND ECONOMIC THOUGHT

Foundations of Modern Social Thought
Typically offered: fall, spring
Crosslisted with Economics; Political Science; Social Research and Public Policy
This course addresses major works of social thought from the beginning of modern era through the 1920s. Attention will be paid to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.

SOCSU-UH 1311
Introduction to Political Theory
Typically offered: spring
Crosslisted with Economics; Political Science; Social Research and Public Policy
In a world where interests and values often conflict, how should societies be governed? Which form of government is best? Have we reached what Francis Fukuyama famously termed ‘The End of History’—the notion that there are no serious contenders to liberal democracy? Subjects in this course include ancient and modern theorists such as Aristotle, Machiavelli, Montesquieu, and Burke as well as contemporary Chinese critics of Western liberal democracy.

GATEWAY COURSES

1 course required per Social Science major

SOCSU-UH 1111
Markets
Typically offered: fall, spring
Crosslisted with Business and Organizational Studies; Economics; Leadership and Social Entrepreneurship; Social Research and Public Policy
This course offers students an introduction to how economists look at the world and approach problems. It focuses on individual economic decision-makers (households, business firms, and government agencies) and explores how they are linked together and how their decisions shape our economic life. Applications of supply and demand analysis and the role of prices in a market system are explored. Students are also exposed to game theory, the theory of the competitive firm, the idea of market failure, and policy responses. The course relies on cases and examples and incorporates readings from classical and contemporary sources to shed light on modern economic principles and their application to solving the problems that face the global economy.
SOCSC-UH 1112 Introduction to Political Thinking
Typically offered: fall, spring
Crosslisted with Political Science; Social Research and Public Policy
This course provides an introduction to some of the central questions in the study of politics and the theories used by political scientists to understand the world. Among other questions, students will consider why we live in nation states, why peaceful solutions can be so elusive, and why the will of majority often goes unrealized. The course focuses on individual decision makers in the world of politics (citizens, voters, legislators) and explores how they are linked together and how their decisions shape political outcomes. The course also explores how political institutions, such as electoral rules or the design of legislatures, can structure the interaction and what to do once the data is in. The course is practice oriented: the course will use a lot of examples and students will create their own survey design. Students will spend more than a quarter of the course learning Stata. At the end of this course students will be able to design and implement their own, high quality survey. Moreover, students will question much of the data that is collected by others because they know all the things that can go wrong in the process.

SOCSC-UH 2211 Survey Research
Typically offered: fall, spring
Prerequisites: SOCSC-UH 1010Q
Crosslisted with Economics; Political Science; Social Research and Public Policy
This course will teach students how to design and implement a survey and what to do once the data is in. The course relies on cases and examples and incorporates readings from classical and contemporary sources to illustrate how these theories of political behavior and institutions can shed light on current political events.

SOCSC-UH 1113 introduction to the Study of Society
Typically offered: fall, spring
Crosslisted with Social Research and Public Policy
How is social order possible? How does it emerge, how is it maintained, and how does it change? This course will approach these questions from the perspective of the social sciences. The course relies on cases and examples and incorporates readings from classical and contemporary sources to illustrate how these theories of political behavior and institutions can shed light on current political events.

SOCSC-UH 2221 Introduction to Game Theory
Typically offered: fall, spring
Prerequisite: SOCSC-UH 1010Q
Crosslisted with Economics; Political Science; Social Research and Public Policy
This course provides an introduction to some of the central questions in the study of politics and the theories used by political scientists to understand the world. Among other questions, students will consider why we live in nation states, why peaceful solutions can be so elusive, and why the will of majority often goes unrealized. The course focuses on individual decision makers in the world of politics (citizens, voters, legislators) and explores how they are linked together and how their decisions shape political outcomes. The course also explores how political institutions, such as electoral rules or the design of legislatures, can structure the interaction and what to do once the data is in. The course is practice oriented: the course will use a lot of examples and students will create their own survey design. Students will spend more than a quarter of the course learning Stata. At the end of this course students will be able to design and implement their own, high quality survey. Moreover, students will question much of the data that is collected by others because they know all the things that can go wrong in the process.

SOCSC-UH 2210 Research Design & Causality in Social Science
Typically offered: spring
Prerequisite: SOCSC-UH 1010Q
Crosslisted with Economics; Political Science; Social Research and Public Policy
This course will provide students with the “foundations” to undertake research in social science. You will learn how to identify an interesting research question. You will be introduced to different approaches that social scientists take to answer these questions. And because many of the questions we are interested in are causal (What leads to Y? What is the impact of X?), you will learn about different strategies to get at causality. You will also discuss other key issues related to good research like transparency and ethics. This class is hands on. During the course you will create your own research design. Furthermore, we will make use of examples to critically evaluate existing research. This class is highly recommended to students who plan to write a capstone or a research paper.

SOCSC-UH 2213 Textual Analysis for the Social Sciences
Typically offered: fall
Prerequisites: (ECON-UH 2020 or POLS-CSC-UH 2210) and familiarity with Rare
Crosslisted with Economics; Political Science; Social Research and Public Policy
The computational analysis of large amounts of written material is becoming increasingly popular in the social sciences. Recent research has used textual analysis to examine, for example, attitudes, culture, and resistance. This approach, however, raises many questions. What are textual data actually showing us? How representative are textual datasets? Does textual analysis provide insight into social mechanisms and causal processes? This course will address these, and related, questions by providing a foundational introduction to textual analysis for the social sciences. Students will read a combination of early, theory-oriented articles and recent, cutting-edge research. In addition, students will learn how to conduct textual analysis for the social sciences through a series of labs and an original final project.

SOCSC-UH 3210 Advanced Game Theory
Typically offered: fall, spring
Prerequisite: MATH-UH 1021 (or equivalent), or consent by Program Head
Crosslisted with Economics; Mathematics; Political Science; Social Research and Public Policy
This course continues the study of game theory and its applications to the social sciences. The course is divided into two parts. Part 1 studies non-cooperative game theory: Nash equilibrium in static games; extensions such as subgame perfection for dynamic games of complete information; Bayesian Nash equilibrium for static games with incomplete information; and sequential equilibrium (with refinements) for dynamic games with incomplete information. Applications to the social sciences include strategic choice of electoral platforms, collusion, lobbying, and the bargain 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 formation, gameplay 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.

SOCSC-UH 3220 Econometrics
Typically offered: fall, spring
Prerequisites: ECON-UH 2020 and, either MATH-UH 1021 (or equivalent) or SOCSC-UH 1201
Crosslisted with Economics; Political Science; Social Research and Public Policy
This course focuses on the application of statistics and economic theory to problems of formulating and estimating models of economic behavior. Matrix algebra is developed as the main tool of analysis in regression. The course acquaints students with basic estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroscedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation models and the concept of identification is also provided.

SOCSC-UH 3221E Experimental Methods in the Social Sciences: Taking the Lab to the Field in India
Typically offered: January
Crosslisted with Economics; Political Science; Social Research and Public Policy
This course introduces the basic concepts of elementary game theory in a way that allows students to use them in solving simple problems. Topics include: the basics of cooperative and non-cooperative game theory; basic solution concepts such as Nash equilibrium and the core; and the extensions of these solutions to dynamic games and situations of incomplete information. Students are exposed to a variety of applications, including with varied and useful applications: zero-sum games; the Prisoner’s Dilemma; coordination games; the Battle of the Sexes; repeated games; and elementary signaling games. The course relies on a wide array of example applications of game theory in the social sciences.
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 and 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:

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

Electives are categorized into tracks and culminate in a track-specific Capstone Seminar.

Students are required to take two courses to develop their mathematical skills. Students are offered two choices in order to complete this requirement: they can take either a sequence of courses that is offered by the Mathematics group (MATH-UH 1013 and 1021), or one that is offered as part of the social science courses (SOCSC-UH 1101 and 1201).

Students who place directly into Calculus at the Math placement test are strongly encouraged to follow the MATH-UH 1013 and 1021 sequence.

Students who intend to pursue graduate studies in Economics (such as a PhD) are advised to follow the MATH-UH sequence as it opens the door to higher level mathematics courses offered on campus. It should be noted that students who choose the social science courses will typically not have access to higher level mathematics courses in the MATH-UH catalog since these would require, at a minimum, to have completed MATH-UH 1021.

Students who intend to pursue graduate studies in Economics are strongly advised to take some courses from the Theory track. In particular, students are advised to take Advanced Microeconomics (ECON-UH 3910) and Advanced Macroeconomics (ECON-UH 3940), two courses that are paramount for graduate studies in economics.

The study away pathway for the Economics major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Learning Outcomes

Upon completion of the NYU Abu Dhabi BA in Economics degree, all graduates are expected to have developed:

1. Critical Thinking: Students can analyze the essentials of a problem logically and independently. They understand basic micro and macro-economic concepts and can relate them to real life situations. They can choose and execute modeling strategies with guidance.
2. Written and Oral Communication: Students can write coherent and accurate reports on current economic events and on their own empirical work. They have the ability to deliver oral presentations that explain economic concepts and they know how to defend their economic analysis effectively and accurately. They demonstrate computer literacy in the preparation of reports and presentations.
3. Project Management: Students can work towards solutions with persistence and relatively little guidance. They know how to manage their time and resources effectively and collaborate with team members smoothly.
4. Proficiency in Microeconomic analysis. Sufficiently prepared to understand the main contribution of current research in microeconomics and its relation to the real world.
5. Proficiency in Macroeconomic analysis. This extends the critical thinking capacity and requires the understanding of models and data on economic development, growth, and fluctuations. Students are sufficiently prepared to understand
the main contribution of current research in macroeconomics and its relation to policy analysis in the real world.

6. Proficiency in Empirical analysis. This extends the critical thinking capacity and requires knowledge of current statistical software and data management tools. Students understand economic history and economic theories sufficiently to be able to formulate testable hypotheses. They can collect and use economic data from a wide variety of sources to test the validity of hypothesized relationships empirically with relatively little guidance.

To declare a major, students must meet with the Program Head to discuss their plan of study.

REQUIREMENTS FOR THE MAJOR
18 courses, distributed as follows:

4 Foundations of Social Science courses:
  SOCSC-UH 1010Q Statistics for the Social and Behavioral Sciences
  SOCSC-UH 1011 Global Economic, Political, and Social Development since 1500 (GEPS)
  one Social, Political, and Economic Thought (SPET) course
  SOCSC-UH 1111 Markets
9 Required courses:
  ECON-UH 2010 Intermediate Microeconomics
  ECON-UH 2020 Intermediate Macroeconomics
  ECON-UH 2030 Data Analysis: Economics
  ECON-UH 3010 Economics of Imperfect Markets
  ECON-UH 3030 Economic Growth
  ECON-UH 4000 Economic Policy
  MATH-UH 1013Q Calculus with Applications to Economics
  SOCSC-UH3220 Econometrics
2 Economics electives;

While students testing out of Calculus with Applications need not replace those credits to complete the major, students placing out of Markets must take an additional economics elective to complete either the major or the minor.

Minor in Economics
The minor in Economics is open to all NYUAD students. Students who elect to pursue the minor are required to take five courses:
3 Foundations of Social Science courses: Statistics for the Social and Behavioral Sciences, Global Economic, Political, and Social Development in Historical Perspective (GEPS), and Markets, and two additional courses in Economics, designated by ECON-UH, ECON-UA, ECON-UB, or ECON-SHU, as electives.

REQUIREMENTS FOR MINOR IN ECONOMICS
5 courses, distributed as follows:

3 Foundations of Social Science courses
  SOCSC-UH 1010Q Statistics for the Social and Behavioral Sciences
  SOCSC-UH 1011 Global Economic, Political, and Social Development since 1500 (GEPS)
  SOCSC-UH 1111 Markets
2 Economics Electives.

While students testing out of Calculus with Applications need not replace those credits to complete the major, students placing out of Markets must take an additional economics elective to complete either the major or the minor.
## ECONOMICS SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu/grids

### YEAR 1

**Fall Semester**
- **“SPET”**
- **Statistics for Social Sciences**
- **General Elective**
- **First-Year Writing Seminar**

**Spring Semester**
- **Markets**
- **Calculus with Economic Applications**
- **General Elective**
- **Colloquium**

### YEAR 2

**Fall Semester**
- **“GEPS”**
- **Intermediate Micro-Economics**
- **Data Analysis**
- **Multivariable Calculus for Economics**

**Spring Semester**
- **Imperfect Markets**
- **Intermediate Macroeconomics**
- **General Elective**
- **Core**

### YEAR 3

**Fall Semester**
- **Economics Elective**
- **Economics Elective**
- **General Elective**
- **Core**

**Spring Semester**
- **Economic Growth**
- **Econometrics**
- **Economics Elective**
- **Core**

### YEAR 4

**Fall Semester**
- **Capstone Seminar**
- **Economic Policy**
- **General Elective**
- **Core**

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

## ECONOMICS COURSES

### REQUIRED SOCIAL SCIENCE COURSES

**SOCSC-UH 1010Q**
**Statistics for the Social and Behavioral Sciences**
Typically offered: fall, spring
Prerequisite: MATH-UH 1000A and MATH-UH 1000B
Crosslisted with Political Science; Social Research and Public Policy
This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions. Applications to empirical situations in the Social Sciences are an integral part of the course.

**SOCSC-UH 1011**
**Global Economic, Political and Social Development since 1500** (GEPS)
Typically offered: fall, spring
Crosslisted with Political Science; Social Research and Public Policy
Why did some countries industrialize before others? Why was it Europeans that conquered the world? How can we explain the great divergence in per capita income across countries? What are the social and political impacts of economic growth? What is the role of political institutions in underpinning economic progress? This course addresses these and other similar questions using simple tools from across the social sciences. Particular emphasis is placed on understanding the role of economic incentives and political institutions in underpinning economic and social development.

**SOCSC-UH 1310**
**Foundations of Modern Social Thought**
Typically offered: fall, spring
Crosslisted with Political Science; Social Research and Public Policy
The course addresses major works of social thought from the beginning of modern era through the 1920s. Attention will be paid to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.

**SOCSC-UH 1311**
**Introduction to Political Theory**
Typically offered: fall
Crosslisted with Political Science; Social Research and Public Policy
In a world where interests and values often conflict, how should societies be governed? Which form of government is best? Have we reached what Francis Fukuyama famously termed ‘The End of History’ - the notion that there are no serious contenders to liberal democracy? Subjects in this course include ancient and modern theorists such as Aristotle, Machiavelli, Montesquieu, and Burke as well as contemporary Chinese critics of Western liberal democracy.

**SOCSC-UH 1201**
**Thought and Society**
Typically offered: fall
Prerequisites: ECON-UH 2020 and, either MATH-UH 1021 (or equivalent) or SOCSC-UH 1201
Crosslisted with Political Science; Social Research and Public Policy
This course focuses on the application of statistics and economic theory to problems of formulating and estimating models of economic behavior. Matrix algebra is developed as the main tool of analysis in regression. The course acquaints students with basic estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroscedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation models and the concept of identification is also provided.

**SOCSC-UH 1300**
**Social and Political and Economic Thought (SPET) course, selected from:**

**SOCSC-UH 1310**
**Foundations of Modern Social Thought**
Typically offered: fall, spring
Crosslisted with Political Science; Social Research and Public Policy
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Typically offered: fall, spring

Prerequisites: SOCSC-UH 1010 or equivalent (or Math Placement Test) or a major in economics. This course introduces the students to the field of economics in a non-mathematical setting. It covers the principles of supply and demand, market equilibrium, and the role of prices in resource allocation. The course also discusses the role of government in the economy, including fiscal and monetary policies. The goal is to provide students with a solid understanding of how the economy works and how it is affected by various factors.
showing empirical regularities in human behavior. Data analysis on various examples such as criminal activity, the determinants of car accidents, the role of television on the development of cognitive skills of kids or the role of public policies (education, development and health) will be used to draw first principles of decision-making behavior. From these principles, it develops a theory of human interactions and develops welfare criteria to assess the efficiency and inefficiencies of these interactions and economic equilibria. It then studies various topics: the regulation of firms, the art market, bubbles, city development, discrimination. Note: This course is better suited for students having never studied economics before, but students with prior knowledge are also welcome.

ECON-UH 2322E
Neuroeconomics
Offered occasionally
Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1111
The course presents an introduction to new methods and techniques and recent results from the fields of Psychoeconomics and Neuroeconomics. We will discuss alternative models of decision making arising in psychology, as e.g. prospect theory or dual-process theories, and the process data on which they are based, as e.g. response times. Special emphasis will be placed on neuroscientific techniques as fMRI and the EEG. The discussion of the techniques will be focused on examples where they have been applied to specific microeconomic settings, ranging from intertemporal decision making to prosocial behavior. Other exemplary topics covered in the course include self-control depletion and the effects of time pressure and cognitive load.

ECON-UH 3300
Topics in Behavioral and Experimental Economics
Offered occasionally
Prerequisite: ECON-UH 2320 or ECON-UH 2310EQ
In this course students work through academic research papers in the area of XX that are closely connected to the research interests of the professor. One of the outcomes is a research proposal that each student prepares. Students can take multiple versions of this course for credit.

ECON-UH 3310E.J
Economic Decisions and the Brain
Offered occasionally
What drives economic decisions? How much risk should you accept? How much money should you save, how should you negotiate with others? Can you trust your gut? Modern research in economics has clearly shown that humans are not fully rational, impulse-free decision makers. But how are decisions actually made then, and how can we improve them? This course will review experimental evidence on the many mistakes and biases that humans fall prey to and look at evidence from psychology and neuroscience illustrating the origins of those mistakes. We will use that evidence to illustrate models of decision making arising from economic and psychological principles, for example, expected utility theory vs. prospect theory, exponential discounting vs. hyperbolic discounting, and the way, we will discuss related evidence from brain scanning and imaging studies and process data (response times, eye tracking) and what they have to say about economic decisions.

ECON-UH 4210
Advanced Econometrics
Typically offered: fall
Prerequisites: SOCSC-UH 3220
The course presents advanced econometric methods for cross-sectional, time series and panel data. It introduces estimation methods such as Maximum Likelihood and Generalized Method of Moments for univariate and multivariate linear and nonlinear micro-econometric models, including discrete choice, censored regression and sample selection models. Attention is next turned to time series models, such as stationary ARMA and autoregressive distributed lag models with dynamic causal effects, and issues that arise when nonstationarity is present, such as structural breaks, trends, unit roots and cointegration. The course proceeds to introduce static and dynamic panel data models along with appropriate methodology such as fixed and random effects. It finally considers methods for high-dimensional (“big”) data, such as regularization, principal component and factor analysis, and offers an introduction to non-parametric estimation. The students will apply the methods to real data using appropriate econometric packages such as STATA and R.

EGRN-UH 4422
Data Analysis for Urban Systems
Prerequisite: EGRN-UH 2110
Crosslisted with Engineering
2 credits
SOCSC-UH 3221J
Experimental Methods in the Social Sciences:
Taking the Leap to the Field in India
Crosslisted with Political Science; Social Research and Public Policy

DATA SCIENCE AND ECONOMETRICS TRACK

ECON-UH 3210
Quantitative Methods of Applied Economics
Typically offered: spring
Prerequisites: ECON-UH 2020, and POLSCI-UH 2211, or SOCSCI-UH 3220
Crosslisted with Political Science
The purpose of this course is to introduce students to an applied, intermediate level of quantitative and econometric analysis. The first part of the course will focus on multiple regression analysis. The second part covers experimental and non-experimental methods that are often used in empirical research and evaluation. The course is intended to give students hands-on experience with real data and real analysis. Here students become sophisticated consumers of relatively advanced statistical techniques, as well as to provide students practical knowledge to conduct their own empirical analyses. Many applications will use data from developing countries.
ECON-UH 2451X
Economic History of the Middle East
Offered occasionally
Prerequisite: SOCSC-UH 3111
Crosslisted with Arab Crossroads Studies; History Pre-1800
The Middle East was the cradle of civilization and one of the most vibrant regions of the world for thousands of years. Since the Middle Ages, however, it has been surpassed by Europe in economic performance. This course explores this reversal in fortune. Was it due to culture, religion, law, geography, agrarian structure, globalization, or state policy? What attempts have been made to catch up with the West? Which have been successful? How has the history of the Near East compared to that of other parts of the world and what light do those comparisons shed on the region's experience?

ECON-UH 3400
Topics in Development and Economic History
Offered occasionally
Prerequisite: SOCSSC-UH 3220
In this course students work through academic research papers in the area of XX that are closely connected to the research interests of the professor. One of the outcomes is a research proposal that each student prepares. Students can take multiple versions of this course for credit.

ECON-UH 3410
Development and Public Policy
Offered occasionally
Prerequisites: SOCSSC-UH 1010Q and SOCSSC-UH 1111
This course will cover the international aspects of contemporary economic development and poverty reduction in developing countries, including the various dimensions of globalization (trade, migration, capital movements, knowledge transfer, global public goods...), the potential conflicts of interest between developed and developing countries, the need for global governance and the role of international organizations.

ECON-UH 3450
A History of the Modern World Economy
Offered occasionally
Prerequisites: ECON-UH 2020 or POLSCI-UH 2211
Crosslisted with Political Science
The modern world economy is marked by large disparities in incomes between countries. Why are some countries rich, while others are poor? This course explores the origins of this “Great Divergence” in living standards between countries, focusing on the way in which geography, colonialism, culture, and globalization have spurred or hindered economic development across the globe.

ECON-UH 3460
Poverty
Offered occasionally
Prerequisites: ECON-UH 2010 and (ECON-UH 2020 or SOCSSC-UH 3220)
Crosslisted with Political Science; Social Research and Public Policy
International organizations today define poverty as having to live with less than USD 1.90 a day at the prices observed in advanced countries. With such a definition, there are today less than 1 billion poor people in the world, or 13 percent of the global population. With the same definition, there were more than 90 percent two centuries ago. This seems indeed a huge progress. Yet, there are serious questions behind that definition and those figures. Why USD 1.90 a day? Where does this figure come from? How satisfactory is a definition of poverty that implies that there is practically no poor person in the United States or Europe today? Should poverty be measured with a pure monetary metric? How should the subjective and social aspect of poverty be taken into account? Alternative definitions often paint a much less optimistic landscape, with poverty diminishing much more slowly and in some cases not at all. More fundamentally, how is it the case that, even with the 1.90 USD a day definition, there still are countries today where about half the population is below that level? What are the obstacles these countries face in trying to access a higher standard of living? ECON-UH 3110
Economic Development and Environmental Change in China
Crosslisted with Environmental Studies; History; Social Research and Public Policy
ECON-UH 3910
Advanced Microeconomics
Typically offered: fall
Prerequisite: ECON-UH 2010 and MATH-UH 1021 (or equivalent), or consent by Program Head
Building on foundations laid down in courses in Microeconomics at the intermediate level, 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 under adverse selection and moral hazard. This course involves a more formal analysis than that used in Intermediate Microeconomics. The course is math-intensive and requires a strong working knowledge of calculus and linear algebra.

ECON-UH 3911
De Gustibus Non est Disputandum
Offered occasionally
Students will be introduced to the so-called “non-economic” aspects like social interactions, trust, solidarity, fairness, emotions or cultural and social norms become increasingly acknowledged in various important economic and social policy areas like prime, moral and cultural conflicts, the welfare state and economic development. The purpose of this course is to introduce the basic tools of microeconomic analysis and other fields (sociobiology, evolutionary anthropology, network theory, population dynamics) to such issues, emphasizing the role of endogenous preferences, culture, social norms and social interactions and their implications for markets, communities and institutions.

ECON-UH 3912
Economics of Networks: Theory and Applications
Typically offered: fall
Prerequisite: ECON-UH 2010 and MATH-UH 1021 or equivalent
Crosslisted with Political Science; Social Research and Public Policy
Our opportunities and our choices are shaped by our connections. The awareness that connections matter, are investments in them, and these investments give rise to networks of friendship, the World Wide Web, supply chains, research alliances, transport links, and social networks which we see around us. These observations have inspired an exciting new research program which examines the origins and the implications of networks. The lectures in this course provide a rigorous introduction to this research.

ECON-UH 3913
Market Design
Typically offered: spring
Prerequisite: ECON-UH 2010
Traditional economics studies how markets price and allocate scarce resources, and how prices adjust to equalize supply and demand. While markets may work well, there are many cases where the market mechanism fails and intervention is required. This course studies institutions designed to re-design. Worse, there are also cases where prices and, hence money transfers, cannot be used to properly allocate resources. For institutions where the money transfers are not possible, economists have been at the forefront of the design of auction mechanisms — e.g. to sell radio spectrum, electricity etc. For cases where money transfers are not possible, economists have designed market-like
mechanisms to allocate resources - e.g. assigning students to schools, assigning organ transplants such as kidneys etc. The course will illustrate how macroeconomic theory is used to solve important practical resource allocation problems, in instances where there were no good solutions prior to the microeconomists’ help.

**ECON-UH 3920J**

**Collective Welfare and Distributive Justice**

Typically offered: spring

Prerequisite: ECON-UH 2010

This course explores the contribution of macroeconomic analysis to the normative issues surrounding the design of collective decision processes (voting rules, bargaining protocols), and the fair distribution and exploitation of scarce resources through prices or other market mechanisms. Attention is on the rigorous modeling of individual and collective welfare, and the logical difficulties of combining economic efficiency with the requirements of end-state and procedural justice. Applications include the Gini and other inequality indices, the Borda and Condorcet voting rules, the design of tax schedules, fair division of an inheritance, overcoming the tragedy of the commons, and more.

**ECON-UH 3940**

**Advanced Macroeconomics**

Typically offered: spring

Prerequisites: ECON-UH 2010, ECON-UH 2030 and MATH-UH 1021 (or equivalent), or consent by Program Head

This course provides a formal study of aggregate, dynamic, stochastic, and economic analysis, with attention paid first to the determination of the level of income and employment. Next, the class will examine theories and the policies associated with inflation and hyperinflation, entitlement reforms, and the formation of optimal monetary and fiscal policies. Throughout the course modern computational methods will be introduced and applied to solve economic models.

**HIST-UH 3317J**

**A History of Economic Thought from Adam Smith to the Euro-crisis**

Crosslisted with History

**POLSC-UH 2525J**

**Power Relations Theory**

Prerequisite: SOCSC-UH 1111

Crosslisted with Political Science

**SOCSC-UH 3210**

**Advanced Game Theory**

Typically offered: spring

Prerequisite: MATH-UH 1021 (or equivalent) or consent by Program Head

Crosslisted with Mathematics, Political Science; Social Research and Public Policy

**SRPP-UH 2417**

**Global Stratification**

Crosslisted with Legal Studies; Political Science; Social Research and Public Policy

**ENTREPRENEURSHIP AND FINANCE TRACK**

**ECON-UH 1550J**

**Euro-American Financial System in Crisis**

Typically offered: January

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, threatened the euro and the European Union, and represent great challenges to US and European governments, financial institutions and their regulators. The German government, based in Berlin, is a key decision maker in the efforts to stabilize the euro, the weaker Eurozone member countries and the European banking system, and the European Central Bank, another key player, is not far away in Frankfurt. This course provides a broad ranging exploration of these issues for students with only general knowledge of finance and economics.

**ECON-UH 2502J**

**Household Finance**

Typically offered: January

Prerequisites: MATH-UH 1013Q and SOCSC-UH 1111

Household Finance is the field of study of how individuals make their financial decisions: how they choose a mortgage to buy a house, how they decide to invest their savings, how much insurance coverage they want to undertake, whether households have the financial capabilities to make sound decisions and how they do when confronted with financial markets and individuals. This course reviews the academic literature on households’ financial decisions, focusing on the determinants of investors’ financial choices. It will show how purely attitudes towards risk, regret and ambiguity affect their choices and how these can be measured. The course emphasizes the role of informal institutions - such as trust and social capital - in shaping the adoption of financial instruments and the functioning of retail financial markets.

**ECON-UH 2510**

**Foundations of Financial Markets**

Typically offered: fall, spring

Prerequisites: BUSUR-UH 1501, SOCSC-UH 1010Q and SOCSC-UH 1111

Crosslisted with Business and Organizational Studies

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 systems and the behavior of their participants. The course examines the role of informal institutions - such as trust and social capital - in shaping the adoption of financial instruments to enhance return and manage risk.

**ECON-UH 2511**

**Financial Systems**

Offered occasionally

Prerequisite: SOCSC-UH 1111

Recent global financial turbulence has demonstrated both how important the financial system is to the world economy and how complex it is. Financial systems are centered on key institutions, instruments and markets. But they also involve governments, public policy and regulation. They span the globe from the US, the EU, Japan, Russia, China and the Emerging Markets. In critical ways, country-level financial architectures are integrating to form a more seamless, high-performance whole. This is good for efficiency, innovation and growth, yet it also amplifies problems during times of crisis.

**ECON-UH 2512**

**FinTech Innovation: Finance, Technology, Regulation**

Typically offered: spring

Crosslisted with Legal Studies

FinTech innovation is the hottest topic in Financial Services and touches all aspects of industry transformation. Digitizing a financial institution or competing with established players requires an interdisciplinary approach. For FinTech entrepreneurs and investors to be capable of creating or evaluating innovative business models that can generate revenues they need business knowledge on 3 key areas: Finance (quantitative methods and behavioral finance), Technology (artificial intelligence, blockchain, API) and Regulation (FDIC, PSD2, GRDP). In this course we will cover these key three areas and study their implications for FinTech founders and investors, established financial institutions and regulators.

**ECON-UH 2513J**

**Social Entrepreneurship for Economic Development (SEED): India**

Typically offered: January

Crosslisted with Leadership and Social Entrepreneurship

Social Entrepreneurship for Economic Development (SEED): India. The development of homegrown, community-owned business is a critical element for the economic success of any society, and yet it is not a major area of focus for development institutions and nonprofits in their work with vulnerable populations around the world. Social Entrepreneurship for Economic Development (SEED), India is a unique educational experience that combines theory and experiential learning in an effort to harness the talents of low-income populations to generate sustainable businesses. The objectives are to (1) develop prototypes of social ventures that can help solve a social need in a rural community in India, and, with this foundation, (2) develop an entrepreneur for each of the volunteer staff of one of India’s leading education-oriented nonprofits, Educate Girls. SEED will also build on the experiences of NYU’s Stern International Volunteers (SEED) course, which has helped incubate several community-owned businesses and educational initiatives in rural Ghana.

**ECON-UH 2514**

**Economics of Sovereign Wealth Funds**

Typically offered: spring

Prerequisite: SOCSC-UH 1010Q, SOCSC-UH 1011 and SOCSC-UH 1111

Sovereign wealth funds (SWFs) are key actors in the global financial landscape of the twenty-first century. These funds manage assets worth more than 7 trillion of US dollars and have grown much more rapidly than any other class of large global investors and thus appear set to strongly influence international investing for the foreseeable future. Yet, in spite of their size and relevance, SWFs are still quite poorly understood. What explains their momentous rise? What is the economic rationale for their establishment? How do they differ...
Typically offered: fall
This course analyzes the drivers of asset prices
ECON-UH 1010
Law in Entrepreneurship
Crosslisted with Leadership and Social Entrepreneurship; Legal Studies
POLSUH 2290
Business, Politics, and Society
Crosslisted with Political Science
GLOBAL MACROECONOMICS TRACK
ECON-UH 2610
International Economics
Typically offered: spring
Prerequisite: ECON-UH 1111
Examining both macro and micro aspects of the globalization of world economies, this course begins with the fundamentals of trade: comparative advantage, gains from trade, the price of factors of production, and the implications of labor and capital mobility. The second part of the course covers the role of money and finance in global economic activity. Topics include: the roles of the exchange rate; current and capital accounts as key variables in international economic relations; purchasing power parity and interest rate parity; the international effects of macro policy and government exchange rate policies; the role of oil exports in the world economy; and the role of international economic organizations such as the International Monetary Fund and the World Trade Organization.
ECON-UH 2620J
Understanding Financial Crises
Typically offered: January
Prerequisite: SOCSC-UH 1111
The purpose of this course is to understand the key facts and basic mechanisms concerning financial crises and related topics. The course will first begin 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 very simple canonical models, with emphasis on intuition and insight over model technicalities. Once these foundations are established, the course will open up on a series of topics with mixed themes such as crises and long run growth; inequality and crises, structural adjustments. An in-depth study of major crises episodes, such as the Great Depression, the US Financial Crises of 2007-2008, and the Euro Crisis will be offered.

ECON-UH 2621J
Crisis, Policies and their Aftermath
Typically offered: January
The purpose of this course is to review the key facts and understand the mechanisms at work before, during and after financial crises. Located in Paris, a specific focus will be given to European developments in the wake of the sovereign crisis. The course will be divided into two parts. It will start by looking at the main empirical evidence about financial crises. This evidence will be used to establish a "typology" around the canonical models of bank runs, sovereign defaults, and currency collapses. These empirical facts and the derived typology will equip students with the tools to analyze the causes of crises, the policy responses that have triggered, and their long-run economic and financial consequences.

ECON-UH 3600
Topics in International and Macroeconomics
Offered occasionally
Prerequisite: SOCSC-UH 3220
In this course students work through academic research papers in the area of XX that are closely connected to the research interests of the professor. One of the outcomes is a research proposal that each student prepares. Students can take multiple versions of this course for credit.

ECON-UH 3630
Public Economics
Typically offered: spring
Prerequisites: ECON-UH 1010 and ECON-UH 2030
This course is about the economic activities of the government, largely revenue raising and spending, in a global context. The course considers market failures; the evaluation of public expenditures; and the incidence, efficiency, and effects of various taxes. The primary purpose is to use economic tools (mainly microeconomics) to study the impact of government policy on the distribution of resources. Topics include: government goods and services; public goods and externalities; public choice; important issues of government expenditure, taxation, and activity (e.g., international public goods, institutions, competition and coordination, education, social security and health care); fiscal federalism (including European integration); and mechanisms of political influence (e.g., elections and lobbying).
ECON-UH 3640
Monetary Economics and Policy
Offered occasionally
Prerequisite: ECON-UH 2030
Central Banks across the world are tasked with maintaining price stability and possibly consider economic growth as a secondary objective, but why do independent central banks exist? What are the many roles modern Central Banks must satisfy? Why do people hold cash and are blockchain technologies going to change the way people trade? What are considerations for stabilization policies and why can economies typically not achieve full employment and zero inflation? What are optimal currency areas and why does monetary policy have to consider fiscal policy?

LABOR AND HEALTH ECONOMICS TRACK

ECON-UH 1701
Economics of Gender
Typically offered: fall
Prerequisite: SOCSC-UH 1010Q
Crosslisted with Social Research and Public Policy
The role of women in the economy changed drastically in the 20th century. Many women around the world enjoy unprecedented freedom to decide what to study, where to work, and when to have a family, nowadays. These changes coupled with the evidence of a persistent gap in the earnings of men and women around the world raise important questions about family planning, female participation in the labor force, and public policy. These questions are at the center of this course. That is, we will explore how men and women make decisions about work and family that have a long-lasting impact on their lives. Using insights from economic theory and empirical data—predominantly from Europe, the USA and the UAE—the course covers topics such as the different incentives for men and women to study and participate in the labor market, as well as explore the reasons behind gender differences in earnings and employment. Students will learn about trends in fertility and marriage rates, and discuss recent government policies aimed at combating discrimination, encouraging women to participate in the labor force, and achieving a better work-life balance.

ECON-UH 2711
Health Economics
Offered occasionally
Prerequisites: SOCSC-UH 1010Q, SOCSC-UH 1111
This course will focus on the application of economic principles to examine issues in health economics. The first part of the course will focus on theoretical models of supply and demand for health and health care, and the transformation of health care into health. We will then apply these models to understand how health insurance markets work, the importance of externalities in health and health care, the interaction between markets for health and labor, and the role of government intervention in health care provision. We will also discuss key characteristics of current health care programs in the United States and elsewhere. Overall, this course will be a combination of discussion of important issues in health care, learning models that are helpful in explaining various aspects of health care and understanding what is known empirically. By the end of the course, students should be able to use economic reasoning to think critically about health-related policy issues.

ECON-UH 3710
Economics of Education
Offered occasionally
Prerequisites: ECON-UH 2010 and (ECON-UH 2020 or SOCSC-UH 3220)
Crosslisted with Education
This course will study the Economics of Education. This is an important area of investigation both because of its inherent interest to all of us involved in education and for its policy relevance. The course will use the tools of microeconomics, macroeconomics and econometrics that you have accumulated over your undergraduate studies. Students will refresh these tools as part of the lectures. The course is organized around traditional economic themes of demand, supply, equilibrium and government policy.

ECON-UH 4020
Capstone Seminar
Typically offered: fall
Prerequisites: Any ECON-UH 32XX course and SOCSC-UH 3220
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-UH 4030
Capstone Seminar - Behavioral and Experimental
Typically offered: fall
Prerequisites: Any ECON-UH 33XX course and SOCSC-UH 3220
By reading and discussing research papers in a specific subfield of Behavioral or Experimental Economics students acquire familiarity with current research methods and topics. Topics vary from semester to semester.

ECON-UH 4040
Capstone Seminar - Development and Economic History
Typically offered: fall
Prerequisites: Any ECON-UH 34XX course and SOCSC-UH 3220
By reading and discussing research papers in a specific subfield of Development or Economic History students acquire familiarity with current research methods and topics. Topics vary from semester to semester.

ECON-UH 4050
Capstone Seminar - Entrepreneurship and Finance
Typically offered: fall
Prerequisites: Any ECON-UH 35XX course and SOCSC-UH 3220
By reading and discussing research papers in a specific subfield of Entrepreneurship or Finance students acquire familiarity with current research methods and topics. Topics vary from semester to semester.

ECON-UH 4060
Capstone Seminar - Global Macroeconomics
Typically offered: fall
Prerequisites: Any ECON-UH 36XX course and SOCSC-UH 3220
By reading and discussing research papers in a specific subfield of Entrepreneurship or Finance students acquire familiarity with current research methods and topics. Topics vary from semester to semester.
GLOBAL STUDIES TRACK: ECONOMICS

In addition to providing its students with a rigorous theoretical foundation and methodological training in the study of human decision-making, considered in relation to the economic tasks of life, the NYUAD Economics program believes in the importance of pre-professional training as a preparation both for advanced study and global careers.

The Global Studies Track in Economics is designed to combine the study away opportunities for NYUAD students at the NYU campuses in the United States in New York or Washington, DC and at the NYU campus in Abu Dhabi with the experiential education and pre-professional opportunity for a paid internship in the United States over the summer.

Students apply and are admitted to this track through a competitive process, which requires:

1. GPA of no less than 3.5 in required major courses;
2. Cumulative unofficial GPA of no less than 3.5;
3. Completion of the following prerequisites before starting the US component of the program: Markets, Statistics for the Social Sciences, Calculus with Applications, Multivariable Calculus, Intermediate Microeconomics, Intermediate Macroeconomics, and Data Analysis; Completion of Economics of Incomplete Markets is highly recommended;
4. For students specializing in Finance, the additional courses Introduction to Accounting and Foundation of Financial Markets must also be completed before departure;
5. Presentation of a four-year academic plan for the timely completion of the major and all other degree requirements;
6. Statement of purpose, including an academic rationale for participating in the program, a plan for developing a capstone research proposal, and a plan for career development and securing a summer internship;
7. Official declaration of the major at the time of application for the program;
8. Approval of the Program Head for Economics, the Dean of Social Sciences, and the Office of Global Education.

The program requires the following academic sequence:

- Fall semester junior year at NYU New York or NYU Washington, DC.
- Spring semester junior year at NYU Abu Dhabi.
- Summer internship in a field related to Economics, Finance, Business or Organizational Studies in the United States. NOTE: Students must secure their own summer internships. The typical duration of the internship is 8 to 10 weeks. If needed, students can apply for funding through the existing summer funding process.
- Students must apply in December of their sophomore year for the full program and commit to it if approved.

For additional information contact the Office of Global Education.
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 four required Foundations of Social Science courses (Introduction to Political Thinking; Statistics for the Social and Behavioral Sciences; Global Economic, Political, and Social Development since 1500; Social, Political, and Economic Thought), two introductory electives, two methods electives, one breadth elective, and two electives from any of the following areas: Political Theory and Institutions; Comparative Politics; and International Politics. During their senior year, every student majoring in Political Science takes a two-course sequence of seminars, culminating in the production of a Capstone in Political Science. During the first semester, students in Capstone Seminar 1 develop a research question, construct a research design that allows them to test potential answers to that question, and collect relevant data. During the second semester, in Capstone Seminar 2, students implement their proposed research designs, analyze the results, and write their senior theses.

The study away pathway for the Political Science major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Learning Outcomes
Upon completion of the NYU Abu Dhabi Political Science degree, all graduates are expected to be able to demonstrate:

1. Capacity to engage the professional literature and acquire familiarity with analytical concepts and principles that are essential for political thinking and understanding of political phenomena
2. Ability to compare and analyze political systems, the structure of political institutions, and the role of political actors in shaping political life
3. Ability to use the central concepts and methods to analyze international relations and patterns of conflict and cooperation in international affairs as well as ability to describe strategic interactions of states, international organizations, and non-state actors across a variety of substantive domains, including war, terrorism, trade, finance, environment, and human rights
4. Distinguish systematic normative inquiry from other kinds of inquiry within the discipline of political science and ability to apply abstract theory to concrete problems by using the ideas of political theorists to address contemporary social issues such as affirmative action and capital punishment
5. Information technology skills to collect data, present, and document empirical regularities in a wide range of social phenomena, with a particular emphasis on politics
6. Ability to analyze data and employ qualitative and quantitative methods including research design to conduct rigorous investigation and analysis of a wide range of social phenomena, with a particular emphasis on politics
To declare a major, students must meet with the Program Head to discuss their plan of study.

**REQUIREMENTS FOR THE MAJOR**
13 courses, distributed as follows:

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<tr>
<th>Requirement</th>
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<tr>
<td>4 Required courses</td>
<td>SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences</td>
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<td>SOCSC-UH 1011 Global Economic, Political, and Social Development since 1500 (GEPS)</td>
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<td>SOCSC-UH 1112 Introduction to Political Thinking</td>
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<td>2 Introductory electives</td>
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<td>2 Area electives</td>
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<td>1 Breadth elective</td>
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<td>2 POLSC-UH 4000 – 4001 Capstone Seminar and Project</td>
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**Minor in Political Science**
The Political Science minor is open to all NYUAD students. The minor requires *Introduction to Political Thinking* and any three Political Science elective courses—except those identified as “Methods Electives”.

**REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE**
4 courses, distributed as follows:

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<th>Requirement</th>
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<tr>
<td>1</td>
<td>SOCSC-UH 1112 Introduction to Political Thinking</td>
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<td>3</td>
<td>Political Science non-Methods Electives from within the Political Science major</td>
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**POLITICAL SCIENCE**

**SAMPLE SCHEDULE**
Alternative sample schedules are available at nyuad.nyu.edu/grids

**YEAR 1**

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<td>WRITING SEMINAR</td>
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<td>Spring</td>
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<td>STATISTICS FOR SOCIAL SCIENCES</td>
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SOCSC-UH 1010Q Statistics for the Social and Behavioral Sciences
Typically offered: fall, spring
Prerequisite: MATH-UH 1000
Crosslisted with Economics; Social Research and Public Policy
This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; hypothesis tests; analysis of variance; linear regressions. Applications to empirical situations in the Social Sciences are an integral part of the course.

SOCSC-UH 1011 Global Economic, Political and Social Development since 1500 (GEPS)
Typically offered: fall, spring
Crosslisted with Economics; Social Research and Public Policy
Why did some countries industrialize before others? Why was it Europeans that conquered the world? How can we explain the great divergence in per capita income across countries? What are the social and political impacts of economic growth? What is the role of political institutions in underpinning economic progress? This course addresses these and other similar questions using simple tools from across the social sciences. Particular emphasis is placed on understanding the role of economic incentives and political institutions in underpinning economic and social development.

OR
HIST-UH 2010 History and Globalization
Crosslisted with Economics; History; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society; Social Research and Public Policy

SOCSC-UH 1112 Introduction to Political Thinking
Typically offered: fall, spring
Crosslisted with Social Research and Public Policy
This course provides an introduction to some of the primary questions in the study of politics and the theories used by political scientists to understand the world. Among other questions, students will consider whether we live in nation states, why peaceful solutions can be so elusive, and why the will of majority often goes unrealized. The course focuses on individual decision makers in the world of politics (citizens, voters, legislators) and explores how they are linked together and how their decisions shape political outcomes. 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 theories of political behavior and institutions can shed light on current political events.

One Social, Political and Economic Thought (SPET) course, selected from:

SOCSC-UH 1310 Foundations of Modern Social Thought
Typically offered: fall, spring
Crosslisted with Economics; Social Research and Public Policy
This course addresses major works of social thought from the beginning of modern era through the 1920s. Attention will be paid to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.

OR
SOCSC-UH 1321 Introduction to Political Theory
Typically offered: fall
Crosslisted with Economics; Social Research and Public Policy
In a world where interests and values often conflict, how should societies be governed? Which form of government is best? Have we reached what Francis Fukuyama famously termed “The End of History” – the notion that there are no serious contenders to liberal democracy? Subjects in this course include ancient and modern theorists such as Aristotle, Machiavelli, Montesquieu, and Burke as well as contemporary Chinese critics of Western liberal democracy.

POLSC-UH 2211 Data Analysis
Typically offered: fall, spring
Crosslisted with Economics; Social Research and Public Policy
This course is 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 like 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.

POLSC-UH 3211J Social Media and Political Participation
Typically offered: January
Crosslisted with Social Research and Public Policy
In this course we examine the effect of social media on political participation. Social media is defined as any activity taken by ordinary citizens (i.e., not “elite” political actors such as politicians) in the political realm. In this course, we explore theories of political behavior and then examine the relationship between social media and politics. Students work towards a final project involving both quantitative and qualitative analysis of social media usage by a member of the United States Congress and will be taught how to use the programming tools necessary to analyze social media data themselves as part of preparing for this final project.

POLSC-UH 3312J Social Media and Political Participation
Typically offered: January
Crosslisted with Social Research and Public Policy
In this course we examine the effect of social media on political participation. Social media is defined as any activity taken by ordinary citizens (i.e., not “elite” political actors such as politicians) in the political realm. In this course, we explore theories of political behavior and then examine the relationship between social media and politics. Students work towards a final project involving both quantitative and qualitative analysis of social media usage by a member of the United States Congress and will be taught how to use the programming tools necessary to analyze social media data themselves as part of preparing for this final project.

POLSC-UH 3312J Social Media and Political Participation
Typically offered: January
Crosslisted with Social Research and Public Policy
In this course we examine the effect of social media on political participation. Social media is defined as any activity taken by ordinary citizens (i.e., not “elite” political actors such as politicians) in the political realm. In this course, we explore theories of political behavior and then examine the relationship between social media and politics. Students work towards a final project involving both quantitative and qualitative analysis of social media usage by a member of the United States Congress and will be taught how to use the programming tools necessary to analyze social media data themselves as part of preparing for this final project.

POL Sci-1010Q Social and Behavioral Sciences
Typically offered: fall, spring
Prerequisite: MATH 1000
Crosslisted with Economics; Social Research and Public Policy
This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; hypothesis tests; analysis of variance; linear regressions. Applications to empirical situations in the Social Sciences are an integral part of the course.

SOC Sci-1011 Global Economic, Political and Social Development since 1500 (GEPS)
Typically offered: fall, spring
Crosslisted with Economics; Social Research and Public Policy
Why did some countries industrialize before others? Why was it Europeans that conquered the world? How can we explain the great divergence in per capita income across countries? What are the social and political impacts of economic growth? What is the role of political institutions in underpinning economic progress? This course addresses these and other similar questions using simple tools from across the social sciences. Particular emphasis is placed on understanding the role of economic incentives and political institutions in underpinning economic and social development.

OR
HIST-UH 2010 History and Globalization
Crosslisted with Economics; History; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society; Social Research and Public Policy

SOC Sci-1112 Introduction to Political Thinking
Typically offered: fall, spring
Crosslisted with Social Research and Public Policy
This course provides an introduction to some of the primary questions in the study of politics and the theories used by political scientists to understand the world. Among other questions, students will consider whether we live in nation states, why peaceful solutions can be so elusive, and why the will of majority often goes unrealized. The course focuses on individual decision makers in the world of politics (citizens, voters, legislators) and explores how they are linked together and how their decisions shape political outcomes. 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 theories of political behavior and institutions can shed light on current political events.

One Social, Political and Economic Thought (SPET) course, selected from:

SOC Sci-1310 Foundations of Modern Social Thought
Typically offered: fall, spring
Crosslisted with Economics; Social Research and Public Policy
This course addresses major works of social thought from the beginning of modern era through the 1920s. Attention will be paid to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.

OR
SOC Sci-1321 Introduction to Political Theory
Typically offered: fall
Crosslisted with Economics; Social Research and Public Policy
In a world where interests and values often conflict, how should societies be governed? Which form of government is best? Have we reached what Francis Fukuyama famously termed “The End of History” – the notion that there are no serious contenders to liberal democracy? Subjects in this course include ancient and modern theorists such as Aristotle, Machiavelli, Montesquieu, and Burke as well as contemporary Chinese critics of Western liberal democracy.

POL Sci-2211 Data Analysis
Typically offered: fall, spring
Crosslisted with Economics; Social Research and Public Policy
This course is 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 like 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.

POL Sci-3211J Social Media and Political Participation
Typically offered: January
Crosslisted with Social Research and Public Policy
In this course we examine the effect of social media on political participation. Social media is defined as any activity taken by ordinary citizens (i.e., not “elite” political actors such as politicians) in the political realm. In this course, we explore theories of political behavior and then examine the relationship between social media and politics. Students work towards a final project involving both quantitative and qualitative analysis of social media usage by a member of the United States Congress and will be taught how to use the programming tools necessary to analyze social media data themselves as part of preparing for this final project.
POLSC-UH 2312 Political Economy of Development
Typically offered: Spring
Crosslisted with Urban Economics
It is now widely acknowledged that politics plays a central role in influencing economic development. This makes the course study of development a central area of research. While a student with an introductory background to political economy will have familiarity with theories based on voting, this course will teach the students about the six factors that explain why some countries are rich and democratic while others are poor, corrupt, and unstable. After discussing the real meaning of development and its connection to social sciences, we will discuss how political economy can contribute to the understanding of scientific and artistic flourishing. The course will involve a discussion 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-UH 2315 Justice: Political Theory & Practice
Offered occasionally
This course invites 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 of government, whether 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 if they are unjust.” To what extent are our contemporary social, political, and economic institutions just? How would we know? In this course, we will explore three fundamental questions into the ideal of a just society and what place 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? Of esteem, reputation? Equality for different religious and cultural groups? 3. Can a society ensure both liberty and equality? Or are these warring political values?

POLSC-UH 2317 Identity and Culture in Politics
Typically offered: Winter
Crosslisted with New Core: Structures of Thought and Society
What role does identity play in politics? Does culture influence political behavior? What is culture? In this course students examine the formation and role of identity in politics - and how identity and culture affect outcomes such as public goods provision, intergroup violence, ideational segregation, and economic growth. Here, identity is not treated as fixed but as constructed, and its formation itself an outcome to be explained. Students will examine identity and its role to distributive politics, representation, political mobilization, conflict, and coordination. Similarly, culture is not treated as static, but is dynamic. Students will seek to understand how changing cultural beliefs and values over time will affect on their behavior, and assess different approaches to the study of culture.

POLSC-UH 2318 Indian Political Thought: ideas of India
Offered occasionally
As an economic, military, and cultural power expands, it becomes increasingly important for observers to understand the ideas that have shaped and continue to shape its political trajectory. This is especially so because India’s experiment with constitutional democracy constitutes the most significant attempt to date to establish this form of government in the midst of an explicitly territorial, partitioned, and highly divided society. In this seminar we will examine these ideas in depth. We will study the theories fashioned by the leading Indian intellectuals and statesmen, including Swami Vivekand, Aurobindo Ghosh, Gopal Gokhale, Lalajpat Rai, Bal Gangadhar Tilak, Mohandas Gandhi, Rabindranath Tagore, Vinayak Savarkar, M. N. Roy, B. R. Ambedkar, Jawaharlal Nehru, and Ram Manohar Lohia. We will also examine the debates of the Constituent Assembly, which explicated the principles and institutions underpinning the Indian Constitution. We will also study how the Indian Constitutionamma. We will also study how the Indian Constitution

POLSC-UH 2319 Civil Liberties: Legal and Moral Perspectives
Typically offered: January
Crosslisted with New Core: Structures of Thought and Society
This course examines the political, legal, and moral underpinnings of civil liberties. Political membership is not only required by law, but also by forms of political participation, morality, language and religion. The course will also engage students in a discussion of the nature of above-mentioned civil liberties and the duties that accompany them. Finally, students will be asked to explore the ideas of political participation and to consider the relationship between political participation and political decision-making. Students will be encouraged to reflect on how their own participation in political decision-making is influenced by their own beliefs and values. The course will be taught by Dr. Sarah Scott, a political scientist who specializes in the study of political participation and the role of political participation in the political process.

POLSC-UH 2320J Diversity and Society
Typically offered: January
Crosslisted with Legal Studies
Immigration in Europe, demographic change in the United States, accumulation of inequalities across social groups, and the problems attached to conceptualizing empathy as a political force, especially in contexts of diversity and rapid social change, will be examined. The course will focus on the study of modern social groups and the way they are represented in legal instruments such as the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights. The course will also examine the ways in which legal instruments such as the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights are interpreted and applied in different legal contexts.

POLSC-UH 2321J Political Economy of the United States
Typically offered: Winter
Crosslisted with New Core: Structures of Thought and Society
The course will examine major constitutional controversies within the context of wider debates in political and legal theory. Readings will include Supreme Court cases and changes in constitutional and political legal theory. Topics will include a mix of federalism, separation of powers, privacy, free speech, religion, race, and gender. We will also focus on how political and legal theory helps us to consider these topics in tandem.

POLSC-UH 2322J The Politics of Belonging: Membership, Communities, Nations, and Boundaries
Typically offered: Autumn
Crosslisted with Social Research and Public Policy
The aim of this course is to explore the nature, scope, means and limits of belonging in modern political societies. The course will focus on the study of the nature and scope of political membership, the role of the state, and the relationship between the state and the individual. The course will also consider the role of political participation in the political process.

POLSC-UH 2323J Suffering and Politics
Typically offered: January
Crosslisted with New Core: Structures of Thought and Society
Is suffering a purely private experience or does it have important political dimensions? What are the intersections between suffering and power? What would public policies look like, that would have the minimization of suffering as their main goal? This course traces the political relevance of suffering, from the late 19th century to our time, focusing on how human vulnerability comes to be seen as a reality humans could or should do something about at the dawn of the Enlightenment. We will consider the problems attached to conceptualizing empathy as a political force, especially in contexts of diversity and rapid social change, in the legal and moral underpinnings of political participation and the role of political participation in the political process. The course will be taught by Dr. Sarah Scott, a political scientist who specializes in the study of political participation and the role of political participation in the political process. The course will also examine the ways in which legal instruments such as the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights are interpreted and applied in different legal contexts.

POLSC-UH 2324J The Politics of Belonging: Membership, Communities, Nations, and Boundaries
Typically offered: Autumn
Crosslisted with Social Research and Public Policy
The aim of this course is to explore the nature, scope, means and limits of belonging in modern political societies. The course will focus on the study of the nature and scope of political membership, the role of the state, and the relationship between the state and the individual. The course will also consider the role of political participation in the political process.
This course examines how legislation and regulation influence the structure of financial markets, and how players in these markets intervene in the political process to create or modify legislative and regulatory outcomes. Particular emphasis will be placed on the United States, although international comparisons will also be present. The approach will be similar to that used in microeconomics, except that transactions will be made through voting institutions rather than through economic exchange.

**Comparative Politics Electives**

**POLSC-UH 2327**

**Political Parties**

Typically offered: fall

Political parties have been core features of regimes across the world for the last two-hundred years. As such, understanding the role of parties is essential for the study of both political institutions and political behavior. In this course, we examine parties from both a theoretical and empirical lens. We begin by examining why parties form and then proceed to study how they function, what their roles are in both governmental institutions and electoral politics, how they change or die, and other similar questions. For all cases, we draw on historical and contemporary examples from around the globe. Particular emphasis will be placed on understanding the present-day rise of populism and its effects on destabilizing political party systems across the globe.

**POLSC-UH 2328**

**Comparative Politics of Southeast Asia**

Typically offered: fall

Prerequisites: POLSC-UH 1110 or SCOC-UH 1011, or POLSC-UH 111

This course is an introduction to Southeast Asian comparative politics. Over the past two decades, Southeast Asia has been a particularly dynamic region of the world. The course explores the history of colonialism, the diversity of political regimes across the region, the challenges of economic development, social complexities, and international relationships with Great Powers, in and across Southeast Asian nations. The first part of the course reviews the politics of individual Southeast Asian nations, including Burma/Myanmar, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam - and to a lesser extent, Singapore and Cambodia. The second part turns to a series of thematic discussions on issues related to ASEAN nations' constructive engagement, conflict management, and international relations to non-ASEAN states/actors.

**POLSC-UH 2410X**

**Comparative Politics of the Middle East**

Typically offered: fall

Recommended Prerequisite: POLSC-UH 1111

Studying comparative politics sheds light on political outcomes in the Middle East and North Africa (MENA) by examining divergent trajectories among countries in the region. As such, the course will focus on both the modern political history of MENA states since independence up to the contemporary period, but with an emphasis on the application of social-scientific theories that explain these historical processes. The topics of this course include the dynamics of authoritarianism and democracy in the Arab region, political Islamist movements, the weight of its professional and entrepreneurial middle classes, and the role of women and the unemployed in maintaining the regime. Students will also examine the organization of the state, including the military and the intelligence services, the role of parliament and elections, and the distribution of wealth.

**POLSC-UH 2411**

**Politics, Social Change & Development in South Asia**

Offered occasionally

Recommended Prerequisite: POLSC-UH 1111

How did the borders of South Asian countries come to be formed? What explains the variation in the types of regimes - democratic and authoritarian - across South Asia? To what extent do these countries vary in the structure of their states as well as regimes? How does ethnic diversity affect the politics of South Asian countries? What is the pattern of economic growth across these countries, and what explains differences between rich and poor? What explains the high levels of violence in some South Asian countries and patterns of violence across these countries? The aim of this course is to provide a broad overview of Eastern European politics over the course of the 20th century and into the present

**POLSC-UH 2412**

**Power and Politics in America**

Typically offered: fall

Recommended Prerequisites: SCOC-UH 1010Q and SCOC-UH 1110

This course has as a central focus the political institutions of the United States and the effects of those institutions on policy outcomes. The course also places these institutions in the context of those of other wealthy democracies, as a means of illustrating several of the unique features of US political institutions. Topics covered in the course include the separation of powers, the role of social movements, and single-member district electoral rules.

**POLSC-UH 2414**

**African Politics**

Typically offered: fall

Crosslisted with African Studies

The goal of this course is to introduce participants to the study of African politics from multiple methodological approaches and in a number of African contexts. The course begins with an examination of the historical roots of contemporary African politics, exploring how pre-colonial institutions and colonialism shaped African politics at independence. Next the course will survey the political ideologies and the strategies of leaders post-independence and the factors shaping those strategies. The course includes an examination of the causes and consequences of poor governance, and evaluates the patterns of democratization on the continent. The course concludes with a discussion of present-day challenges: electoral malfeasance, public health crises, the “new” populism, and China in Africa.

**POLSC-UH 2415**

**Democracy and Development in Eastern Europe and Russia**

Offered occasionally

The aim of this course is to provide a broad overview of the Eastern European politics over the course of the 20th century and into the present

**Comparative Political Economy**

Typically offered: spring

Crosslisted with Economics

This course focuses on how legislation and regulation influence the structure of financial markets, and how political institutions affect world economic development? Students will address these topics by analyzing historical evidence with modern tools from economics and political science.
Typically offered: January

There are not many individuals in the world, who do not know Israel. Who did not hear something, good or bad, about it? Many have strong opinions about this turbulent country. During the term the students will be introduced to content from two perspectives in an attempt to foster understanding of this turbulent country. One - the chronological framework, of the Jewish people in general and the Israeli society in particular. Two - examine the content, stressing existential issues and ideological positions that guide this society or tear it from within. The course will have three segments: 1. The Jewish people from ancient history up until contemporary significance. A comprehensive exploration of history, diasporas, prominent people, influential communities. Changes, trends and dynamics. 2. The inner Israeli story. The keys for its importance is the map of its well-acted forces. A learning of its fundamental political ideologies, powers and significant institutions. Its demography and religious compositions and the crucial role of the Trauma (the Holocaust) as the corner stone of national strategy. Israel and the neighborhood. Exploring the potentials frictions between Israel and the region.

**POLSC-UH 241X**

**Health and Governance**

**Crosslisted with African Studies**

Health outcomes, such as infant and child survival, have improved dramatically over the past two decades, even in the world’s poorest countries. Yet every year, there are millions of preventable deaths. Many of these deaths occur in countries with very poor governance. What is the relationship between health and governance? How does the provision of effective health services affect government legitimacy, and vice versa? What are the roles of actors in health care provision, and under what circumstances can the work of these actors be beneficial or detrimental to health outcomes and governance? What role do international organizations play in improving global health? The course examines these questions, and includes case studies of global health successes and failures, including smallpox eradication and the recent Ebola outbreak in West Africa. Students will explore both historical and contemporary health issues, drawing on insights from political science, biology, and economics.

**POLSC-UH 2420J**

**Who Are You Israel? A look into the Old-New Middle East**

Typically offered: January

Crosslisted with Arab Crossroads Studies

There are not many individuals in the world, who do not know Israel. Who did not hear something, good or bad, about it? Many have strong opinions about this turbulent country. During the term the students will be introduced to content from two perspectives in an attempt to foster understanding of this turbulent country. One - the chronological framework, of the Jewish people in general and the Israeli society in particular. Two - examine the content, stressing existential issues and ideological positions that guide this society or tear it from within. The course will have three segments: 1. The Jewish people from ancient history up until contemporary significance. A comprehensive exploration of history, diasporas, prominent people, influential communities. Changes, trends and dynamics. 2. The inner Israeli story. The keys for its importance is the map of its well-acted forces. A learning of its fundamental political ideologies, powers and significant institutions. Its demography and religious compositions and the crucial role of the Trauma (the Holocaust) as the corner stone of national strategy. Israel and the neighborhood. Exploring the potentials frictions between Israel and the region.

**POLSC-UH 2421X**

**Political Economy of the Middle East**

Typically offered: spring

Prerequisite: SOCSU-UH 1112

This course examines the political ramifications of the way that economic resources are produced and distributed in the Middle East with Africa (MENA). Students will examine a range of political-economic issues both in historical context and current debates. The class will cover post-colonial development initiatives and their long-term ramifications on MENA states; current issues of economic redistribution, social services and inequality; the implementation of liberalization programs and the rise of crony capitalism; the role of oil in economic development and state formation in the Gulf; and the ramifications of widespread youth unemployment in the region. Students will be required to write a research paper examining data on a current political-economic topic from the region and its relevance to politics in one or more Middle Eastern countries.

**POLSC-UH 2422X**

**North African Politics**

Typically offered: spring

Prerequisite: SOCSU-UH 1112 or POLSC-UH 1111

Crosslisted with African Studies

Political economy entails understanding the profound ways that politics is affected by the accumulation and redistribution of economic resources. As a region, the Middle East and North Africa has its own set of political-economic issues that the class will explore: economic development & inequality, state formation, oil and natural resource markets, and corruption and business politics. Furthermore, students will write an original research paper that identifies an important research topic in political economy and engages in data collection and analysis.

**POLSC-UH 2522J**

**Global Crisis in the European Context**

Typically offered: January

Political and economic crises around the world in recent years have been attributed to the globalization of trade, finance, and human flows. In this course we will address the central characteristics of the most recent wave of globalization, engaging with the analyses of leading scholars of this recent wave across multiple disciplines. We will also evaluate the potential causal links between the economic phenomena described in the above literature and recent political crises in several countries, most notably Greece, Poland, Hungary, France, the UK, and Turkey.

**POLSC-UH 2412**

**Making Sense of US Politics Today**

Typically offered: fall

Prerequisite: SOCS-UH 1112

U.S. politics in many ways remains uncharted territory as the presidency of Donald J. Trump progresses toward the end of its first term. In this course, we will undertake an in-depth examination of elections, politics and governance in the current tumultuous American political landscape. We’ll begin by looking at the Middle East with Africa (MENA). Students will examine a range of political-economic issues both in historical context and current debates. The class will cover post-colonial development initiatives and their long-term ramifications on MENA states; current issues of economic redistribution, social services and inequality; the implementation of liberalization programs and the rise of crony capitalism; the role of oil in economic development and state formation in the Gulf; and the ramifications of widespread youth unemployment in the region. Students will be required to write a research paper examining data on a current political-economic topic from the region and its relevance to politics in one or more Middle Eastern countries.

**POLSC-UH 2411J**

**Political Economy of the Middle East**

Typically offered: spring

Prerequisite: SOCSU-UH 1112 or POLSC-UH 1111

Crosslisted with African Studies

This course examines the political ramifications of the way that economic resources are produced and distributed in the Middle East with North Africa (MENA). Students will examine a range of political-economic issues both in historical context and current debates. The class will cover post-colonial development initiatives and their long-term ramifications on MENA states; current issues of economic redistribution, social services and inequality; the implementation of liberalization programs and the rise of crony capitalism; the role of oil in economic development and state formation in the Gulf; and the ramifications of widespread youth unemployment in the region. Students will be required to write a research paper examining data on a current political-economic topic from the region and its relevance to politics in one or more Middle Eastern countries.

**POLSC-UH 2422X**

**North African Politics**

Typically offered: spring

Prerequisite: SOCSU-UH 1112 or POLSC-UH 1111

Crosslisted with African Studies

Political economy entails understanding the profound ways that politics is affected by the accumulation and redistribution of economic resources. As a region, the Middle East and North Africa has its own set of political-economic issues that the class will explore: economic development & inequality, state formation, oil and natural resource markets, and corruption and business politics. Furthermore, students will write an original research paper that identifies an important research topic in political economy and engages in data collection and analysis.

**POLSC-UH 2522J**

**Global Crisis in the European Context**

Typically offered: January

Political and economic crises around the world in recent years have been attributed to the globalization of trade, finance, and human flows. In this course we will address the central characteristics of the most recent wave of globalization, engaging with the analyses of leading scholars of this recent wave across multiple disciplines. We will also evaluate the potential causal links between the economic phenomena described in the above literature and recent political crises in several countries, most notably Greece, Poland, Hungary, France, the UK, and Turkey.

**POLSC-UH 2511**

**International Organizations**

Typically offered: spring

Crosslisted with Peace Studies; Social Research and Public Policy

This course covers the formal theory of international cooperation, including the reasons why countries choose to cooperate, the process of engaging 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-UH 2513J**

**Political Conflict and Economic Development**

Typically offered: January

Crosslisted with Film and New Media; Peace Studies

This course will examine the role of international organizations in preserving cultural memory. The course studies organizations that collect this material and examines the cultural purposes they serve. It presents theoretical frameworks for understanding the habit of collecting and its relation to memory. BA is a fascinating site for learning what role media can play in remembering the “Dirty War” (1976-1983) still marks its institutions; its impact of censorship and human destruction still shape the daily work of archivists. While grassroots activity includes the presence of the “disappeared,” cultural institutions, as well as families, can confront the complete loss of an archive. Recently, new laws have supported the establishment of multiple memorialization sites; and understanding “Things as Bridges” to social experience e.g. memory and history as graspable through encounters with objects. The course links to broader matters of social justice and human rights.

**POLSC-UH 2516**

**United Nations**

Offered occasionally

This course examines the United Nations’ origin, processes and impact within both global and local contexts. The UN system, comprised of multiple
This course focuses on the politics of nuclear weapons, and study the histories of various nuclear powers in some of the literature on the spread of contagious diseases and facilitating negotiations to limit climate change's impact. While its status as the primary way to understand states in international organizations is undisputed, its member states limit the UN's authority and both governments and NGOs frequently critique its structure and effectiveness. This course rigorously explores why the UN was established in 1945, how it has evolved, what challenges it faces today and whether avenues exist for meaningful organizational reform. The course will provide students with a better understanding of both the theory and the practice of the UN's activities and will encourage students to use different theoretical approaches and available empirical evidence evasively about how the UN can more effectively address global challenges.

POLSC-UH 2522J
Global Crisis in the European Context
Typically offered: January
This course examines around the world in recent years have been attributed to the globalization of trade, finance, and human flows. In this course we will address the central characteristics of the most recent wave of globalization, engaging with the analyses of leading scholars of this recent wave across multiple disciplines. We will also evaluate the potential causal links in the economic phenomena described in the above literature and recent political crises in several countries, most notably Greece, Poland, Hungary, France, the UK, and Turkey.

POLSC-UH 2524J
Space Diplomacy
Typically offered: January
Can you imagine a day without satellites? You will be astonished about the number of things you cannot do anymore if this happens. Students will explore the importance of space activities for life on Earth and for sustainable development. The course will provide an in-depth knowledge of the major space programs developed in international cooperation, showing how space is a tool for diplomacy. It will give an overview of the status of the development of the space sector in the world, and of the various kinds of organizations that operate in the space sector. Students will learn key elements for defining and developing new space programs in cooperation at international level, and will reflect on the importance of foreign aid. For instance, recently US President Trump has told NATO member states that they need to spend more on defense. Using a model of collective action we will see what can happen, much more than that NATO allies and how changes in threats over time have affected the imbalance in spending. The course assumes no prior mathematical modeling, although students should not be afraid of math.

POLSC-UH 2519
Nuclear Politics
Offered occasionally
Crosslisted with Peace Studies
This course focuses on the politics of nuclear weapons. Why do states seek nuclear weapons? What explains how governments try to build and deploy new nuclear weapons? What is the relationship between states in international crises? What explains the variation of states’ reactions to another state's pursuit of nuclear technology? When do non-proliferation deals emerge, and what explains their content? To answer these questions, we will review the relevant academic literature on the spread of nuclear weapons, and study the histories of various nuclear powers in some of the literature. This course will cover uses game theory, there are no prerequisites for this course.

POLSC-UH 2522J
Global Crisis in the European Context
Typically offered: January
Planet, political economy, and foreign policy theories have been applied to negotiate on space activities in an international system. The course seeks to familiarize students with analytical tools that help build solid actors in today's international political economy.

POLSC-UH 2523J
Power Relations Theory
Typically offered: January
Prerequisite: SOCS-UH 3131
Crosslisted with Economics
This course will introduce to theories of negotiation and the international legal bases for diplomatic relations. The course will then transition into a closer examination of the different types of diplomacy that states undertake, such as bilateral, multilateral, coercive, developmental, and crisis-driven diplomacy. The course will be taught with a focus on real cases of diplomacy in action allowing students to better understand the strategies that states pursue to secure their national security objectives, both successfully and unsuccessfully.

POLSC-UH 2524J
Space Diplomacy
Typically offered: January
Prerequisite: SOCS-UH 3101
Crosslisted with Economics
This course examines around the world in recent years have been attributed to the globalization of trade, finance, and human flows. In this course we will address the central characteristics of the most recent wave of globalization, engaging with the analyses of leading scholars of this recent wave across multiple disciplines. We will also evaluate the potential causal links in the economic phenomena described in the above literature and recent political crises in several countries, most notably Greece, Poland, Hungary, France, the UK, and Turkey.

POLSC-UH 2525J
International Diplomacy in Theory and Practice
Typically offered: Crosslisted with Legal Studies
This course explores the role of diplomacy in statecraft, and how governments use various methods of negotiation to pursue outcomes that advance their national interests. Students will be introduced to theories of negotiation and the international legal bases for diplomatic relations. The course will then transition into a closer examination of the different types of diplomacy that states undertake, such as bilateral, multilateral, coercive, developmental, and crisis-driven diplomacy. The course will be taught with a focus on real cases of diplomacy in action allowing students to better understand the strategies that states pursue to secure their national security objectives, both successfully and unsuccessfully.

POLSC-UH 2527
Politics of International Law
Offered occasionally
Recommended Prerequisite: POLSC-UH 1112
Crosslisted with Legal Studies
This course draws on readings from the disciplines of political science and international law to examine how strategic and international domestic politics influence international law, and vice versa. Core topics include treaties and custom; state responsibility; bargaining and cooperation in the enforcement of international law; commitment and compliance; and the role of international courts and tribunals. Special coverage is given to the use of force, international criminal law, human rights law, and landmark cases from the International Court of Justice, International Criminal Court, United Nations tribunals, European Court of Justice, and World Trade Organization. An original research project, homework, and exams are required.

POLSC-UH 3510
International Political Economy
Offered occasionally
Prerequisite: POLSC-UH 1112
This course serves as an introduction to the 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 build solid actors in today's international political economy.

POLSC-UH 3517J
International Building
Offered occasionally
Crosslisted with Peace Studies
This course examines around the world in recent years have been attributed to the globalization of trade, finance, and human flows. In this course we will address the central characteristics of the most recent wave of globalization, engaging with the analyses of leading scholars of this recent wave across multiple disciplines. We will also evaluate the potential causal links in the economic phenomena described in the above literature and recent political crises in several countries, most notably Greece, Poland, Hungary, France, the UK, and Turkey.
in what kind of setting. The class will visit UN officials in New York and government officials in Washington, as well as experts in both places.

POLSC-UH 3512
Civil Wars and International Intervention
Typically offered: fall
Prerequisites: (POLSC-UH 1111 or POLSC-UH 1112) and SOCSC-UH 1112
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? This course will address these questions. It is broken into five substantive blocks, starting with an introduction to the concepts and patterns of war-related conflict around the globe, the factors that bring about civil wars, the dynamics of civil conflicts, followed by its consequences, and then moving on to what, if anything, countries and the international community can do to ameliorate this problem. The inter-disciplinary course draws on political science, behavioral economics, social psychology, history and anthropology, along with some research in natural sciences.

POLSC-UH 3516J
Surviving the 21st Century: Power and Statecraft in the Digital Age
Offered occasionally
Crosslisted with Legal Studies; Peace Studies
Technology is rapidly transforming how states and individuals interact and power functions. In the midst of so much change, what can we learn from the history and practice of diplomacy about how to thrive in a century like no other. The class will study new forms of power; how to build brand influence; the geopolitical challenges ahead; and how we can maximize the opportunities of technology to manage the threats it creates. We will learn from inspirational leaders in their fields, and work together to design the solutions to the challenges of the Digital Age. It is the first course to be co-designed by J-Term students, and will be dominated by simulations, interactive class exercises and problem solving.

EDUC-UH 1001J
International Peacebuilding and the Role of Education
Crosslisted with Education; Peace Studies; Social Research and Public Policy

POLSC-UH 2310
Political Psychology
Typically offered: fall
This course addresses key theoretical and empirical topics in political psychology, drawing on both the experimental tradition of social psychology and the survey-based tradition of political science. Concepts such as collective public behavior, including issues of social identity, intergroup relations, and group interaction, as well as individual political attitude formation and decision-making. In the study of political psychology, antecedents and consequences of political orientation and ideological opinions are also addressed.

POLSC-UH 2420J
Who are You Israel? A look into the Old-New Middle East neighbor
Typically offered: January
Crosslisted with Arab Crossroads Studies
There are not many individuals in the world, who do not know Israel. Who did not hear something, good or bad, about it? Many have strong opinions about this small country. During the term the students will be introduced to content from two perspectives in an attempt to have a better understanding of this turbulent country. One—the chronological framework, of the Jewish people in general and the Israeli society in particular. Two—examine the content, stressing existential issues and ideological positions that guide the society or tear it from within. The course will have three segments: 1. The Jewish people from ancient history up until contemporary significance. A comprehensive exploration of history, diasporas, prominent people, influential communities, Changes, trends and dynamics. 2. The inner Israeli story. The keys for its impressive successes; the map of its weaknesses. A learning of its fundamental political ideologies, powers and significant institutions. Its demography and religious tensions and the crucial role of the Trauma (the Holocaust) as the corner stone of national strategy. 3. Israel and the neighborhood. Exploring the potentials frictions between Israel and the region.

POLSC-UH 2910
Business, Politics, and Society
Typically offered: spring
Crosslisted with Economics
Business, Politics, & Society (BPS) is a case-based MBA-style course that introduces students to the political economy of firms. Substantively, the course focuses on the political and social underpinnings of the market system, analyzes corporate political strategy and corporate social responsibility, and presents tools for assessing and mitigating risks, especially as they relate to politics, law/regulation, ethics, and other actors in society. The goal of the course is to help students to learn to structure and solve complex problems in dynamic global markets. Case studies from a variety of countries and industries will be supplemented with academic readings.

POLSC-UH 2911
Environmental Politics
Typically offered: spring
Crosslisted with Environmental Studies; Social Research and Public Policy
Many contemporary environmental challenges are global in scope: issues, such as climate change, air pollution, biodiversity loss, clean water access, ozone layer depletion, overfishing and deforestation, trade. Addressing these environmental threats requires international cooperation. This can be difficult since there is no global authority to ensure agreements between countries or to ensure that all countries contribute to international efforts. This course will analyze the nature of environmental problems and differences between countries in their domestic demand for environmental protection. The course will then consider cross-national characteristics of environmental problems and their implications for global action, as well as the effect of international political and economic conditions on environmental cooperation. The goal of the course is to explore how ideas, interests, interactions, and institutions shape global environmental politics.

POLSC-UH 2912
Politics of Natural Resources
Typically offered: fall
Crosslisted with Environmental Studies; Social Research and Public Policy
Do abundant natural resources undermine democracy? Do they have a positive or negative effect on economic development? Is there a relationship between natural resources and interstate or intrastate conflict? This course will explore the politics of natural resources. It will analyze the effect of natural resources on a variety of economic and political issues, including growth, inequality, corruption, political stability, violence, human rights, and democracy. The course will also investigate how political institutions and economic conditions modify the effect of natural resources. Several contemporary issues, such as sustainable resource use and alternative energy, will be considered in detail. Recent empirical research on the politics of natural resources, as well as case studies from different regions of the world, will provide foundation for discussion.

ACS-UH 2610X
Oil and Energy in the Middle East
Crosslisted with Arab Crossroads Studies; Environmental Studies
CSTS-UH 1069G

Biography of Politics
Crosslisted with Core: Science, Society and History; New Core: Structures of Thought and Society

ECON-UH 2320E
Experimental Economics
Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1111
Crosslisted with Economics

ECON-UH 3450
A History of the Modern World Economy
Prerequisite: ECON-UH 2020 or POLSC-UH 2211
Crosslisted with Economics

ECON-UH 3460
Poverty
Prerequisites: ECON-UH 2010 and (ECON-UH 2020 or SOCSC-UH 3220)
Crosslisted with Economics; Social Research and Public Policy

EDUC-UH 1001J
International Peacebuilding and the Role of Education
Crosslisted with Education; Peace Studies; Social Research and Public Policy

HIST-UH 3318
US Foreign Policy since 1898
Crosslisted with History

HIST-UH 3319
African American Freedom Struggle
Crosslisted with African Studies; History

LAW-UH 2110
Punishment in Politics, Law and Society
Crosslisted with Legal Studies; Social Research and Public Policy

LAW-UH 2113J
International Law
Crosslisted with Legal Studies; Peace Studies; Social Research and Public Policy

LAW-UH 2124
Human Rights Law
Crosslisted with Legal Studies; Peace Studies; Social Research and Public Policy

LAW-UH 2129
Mooting
Crosslisted with Legal Studies

LAW-UH 3503
European Union Law
Crosslisted with Legal Studies; Social Research and Public Policy

London Track
**Foundations of Peace: Economic and Political Perspectives**
Crosslisted with Economics; Peace Studies

**Transitional Justice**
Crosslisted with Peace Studies

**International Organizations and Global Governance**
Crosslisted with Peace Studies

**Peacebuilding**
Crosslisted with New Core: Structures of Thought and Society; Peace Studies; Previous Core: Structures of Thought and Society

**Political Philosophy**
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosslisted with Legal Studies; Philosophy

**Political Abdications**
Crosslisted with Social Research and Public Policy

**Islamist Social Movements in the Middle East**
Crosslisted with Arab Crossroads Studies; Social Research and Public Policy

**Social Policy**
Prerequisite: SOCS-UH 1210Q
Crosslisted with Social Research and Public Policy

**Leadership and Diplomacy**
Crosslisted with Leadership and Social Entrepreneurship; Social Research and Public Policy

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**CAPSTONE EXPERIENCE**

**POLSC-UH 4000**
**Capstone Seminar**
Typically offered: fall, spring
Prerequisite: Must be senior standing
Students develop a research question, construct a research design that allows them to test potential answers to that question, collect relevant data, analyze the results, and write a senior thesis.

**POLSC-UH 4001**
**Capstone Project**
Typically offered: fall, spring
Prerequisite: POLSC-UH 4000
Students develop a research question, construct a research design that allows them to test potential answers to that question, collect relevant data, analyze the results, and write a senior thesis.

Designing and evaluating policy depends on social science theory and research. The program in Social Research and Public Policy offers rigorous training 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. SRPP 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 work with 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. Students 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 their 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 project.

**Learning Outcomes**
Upon completion of the NYU Abu Dhabi Social Research and Public Policy degree, all graduates are expected to be able to demonstrate:

1. Knowledge and application of analytical frameworks to understand the policy process in different societies, including the role of the state and other major stakeholders and organizations, as well as the role of social and political movements.
2. A thorough understanding of analytical frameworks to understand social structure in societies around the globe, including an understanding of the causes and consequences of social and economic inequality, poverty, and social development

3. Critical thinking, writing, and analysis related to the social science literature; ability to comprehensively and critically analyze the literature in fields of inquiry important for public policy in writing and for oral presentations, with an emphasis on analytical clarity

4. Ability to apply the central concepts and methodologies employed in fields relevant to SRPP majors, including fields such as research on inequality and poverty, health, conflict, development, culture, and social interaction

5. Critical assessment of the normative arguments and empirical evidence that play a role in specific policy debates; ability to assess the quality of existing empirical evidence as well as the need for additional empirical work related to the policy question

The study away pathway for the Social Research and Public Policy major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

To declare a major, students must meet with the Program Head to discuss their plan of study.

REQUIREMENTS FOR THE MAJOR
14 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>4 Foundations of Social Sciences</td>
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<tr>
<td>SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences</td>
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<tr>
<td>SOCSC-UH 1113 Introduction to the Study of Society</td>
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<tr>
<td>SOCSC-UH 1011 Global Economic, Political and Social Development since 1500 (GEPS)</td>
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<tr>
<td>one Social, Political, and Economic Thought (SPET) course</td>
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<tr>
<td>2 Methods electives</td>
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<td>2 Social Structure and Global Processes Electives</td>
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<td>2 Institutions and Public Policy Electives</td>
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<td>2 Society and Culture Electives</td>
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<td>2 SRPP-UH 4000—4001 Capstone</td>
</tr>
</tbody>
</table>

Minor in Social Research and Public Policy
The minor in Social Research and Public Policy is open to all NYUAD students. Please note that only courses offered in/crosslisted with the program are eligible to count for electives in the minor. Exceptions for courses offered elsewhere in the NYU global network must be approved by the Program Head.

REQUIREMENTS FOR THE MINOR IN SOCIAL RESEARCH AND PUBLIC POLICY
5 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences</td>
</tr>
<tr>
<td>1 PSOCSC-UH 1011 Global Economic, Political and Social Development since 1500 (GEPS)</td>
</tr>
<tr>
<td>1 SOCSC-UH 1113 Introduction to the Study of Society (can be replaced with SOCSC-UH 1111 Markets or SOCSC-UH 1112 Introduction to Political Thinking)</td>
</tr>
<tr>
<td>1 Social Research and Public Policy (SRPP-UH) Institutions and Public Policy elective</td>
</tr>
<tr>
<td>1 Social Research and Public Policy (SRPP-UH) elective, from any category</td>
</tr>
</tbody>
</table>
SOCIAL RESEARCH AND PUBLIC POLICY

SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1

Fall Semester

"GEPS"  GENERAL ELECTIVE  GENERAL ELECTIVE  FIRST-YEAR WRITING SEMINAR  J-Term  

Spring Semester

INTRO TO THE STUDY OF SOCIETY  STATISTICS FOR SOCIAL SCIENCES  CORE  COLOQUIUM

YEAR 2

Fall Semester

"SPET"  POLICY & INSTITUTIONS ELECTIVE  GENERAL ELECTIVE  CORE  

Spring Semester

POLICY & INSTITUTIONS ELECTIVE  STRUCTURE & PROCESSES ELECTIVE  GENERAL ELECTIVE  CORE  

YEAR 3

Fall Semester

METHODS ELECTIVE  STRUCTURE & PROCESSES ELECTIVE  GENERAL ELECTIVE  CORE  

Spring Semester

POLICY & INSTITUTIONS ELECTIVE  STRUCTURE & PROCESSES ELECTIVE  GENERAL ELECTIVE  COLOQUIUM

YEAR 4

Fall Semester

CAPSTONE SEMINAR  METHOD ELECTIVE  GENERAL ELECTIVE  

Spring Semester

CAPSTONE PROJECT  SOCIETY & CULTURE ELECTIVE  GENERAL ELECTIVE  GENERAL ELECTIVE

SOCIAL RESEARCH AND PUBLIC POLICY COURSES

REQUIRED SOCIAL SCIENCE COURSES

SOCSC-UH 1010Q
Stats for the Social and Behavioral Sciences
Typically offered: fall, spring
Prerequisite: MATH-UH 1000A
Crosslisted with Economics; Political Science
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. Applications to empirical situations in the Social Sciences are an integral part of the course.

SOCSC-UH 1101
Global Economic, Political and Social Development since 1500 (GEPS)
Typically offered: fall, spring
Crosslisted with Economics; Political Science
This course addresses major works of social thought from the beginning of modern era through the 1920s. Attention will be paid to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.

OR

HIST-UH 2010
History and Globalization
Crosslisted with Economics; History; New Core: Structures of Thought and Society; Political Science; Previous Core: Structures of Thought and Society

OR

SOCSC-UH 1113
Introduction to the Study of Society
Typically offered: fall
Crosslisted with Economics; Political Science
This course will approach these questions with an examination of various ways in which people form social relations, and how those relationships condition the way they act. The first part of the course is about how social roles and social status are constituted by social relations in everyday life. Second, we will study how groups and the boundaries between groups are constructed and maintained, and how group membership structures individuals’ life chances and wellbeing. Third, we turn to our focus to mechanisms - robust processes by which individual level actions cumulate into the macro-level structures in which we are embedded. Finally, we examine some of the resulting characteristics of contemporary societies, as well as how and why social change occurs.

One Social Political and Economic Thought (SPET) course selected from:

SOCSC-UH 1310
Foundations of Modern Social Thought
Typically offered: fall, spring
Crosslisted with Economics; Political Science
In a world where interests and values often conflict, how should societies be governed? Which form of government is best? Have we reached what Francis Fukuyama famously termed ‘The End of History’ - the notion that there are no serious contenders to liberal democracy? Subjects in this course include ancient and modern theorists such as Aristotle, Machiavelli, Montesquieu, and Burke as well as contemporary Chinese critics of Western liberal democracy.

METHODS ELECTIVES

SRPP-UH 2214
Interview Methods
Typically offered: fall
Recommended Prerequisite: SOCSC-UH 1010Q
This course serves as an introduction to qualitative research methods with a focus on interviewing. Students will discuss a range of interview-based research methods. In qualitative research, researchers often have a significant impact on the lives of study participants and are in turn changed by the experience of fieldwork. This course introduces a variety of unique methods and introduces students to the ethical implications of qualitative research methods. Students will be expected to complete both a written and an oral component in the research project.
and finally writing up the research in a coherent paper. Students will have extensive opportunity to learn through doing. One goal of the course is to get students to practice and hone their craft.

SRPP-UH 3210
Practicum in Social Research
Typically offered: spring
Recommended Prerequisite: SOCSC-UH 1010Q
Strongly recommended for 3rd year SRPP majors. This course will give students hands-on experience developing a full research proposal with an emphasis on analytical design. The research proposal may serve as the basis for capstone projects. Students will identify key questions, common arguments, and quantitative and qualitative sources of evidence for which they will develop proficiency in a range of analytic tools, including new computational analysis approaches.

SRPP-UH 3214
Social Networks
Typically offered: January, spring
Crosslisted with Economics; Political Science
Social networks are the subject of some of the most exciting recent advances in the natural and social sciences. This course provides an introduction to the major discoveries in the field of social networks, particularly advances during the last decade. It also provides students with an introduction to the methods and software used to analyze and visualize social networks. Topics include the small-world puzzle (six degrees of separation), the strength of weak ties, centrality, complexity, thresholds (‘tipping points’), and the spread of diseases and fads. Case studies used in the course include topics such as the contagion of suicides, social influence on musical taste, sexual relationships among adolescents, inter-organizational networks, and the network structure of scientific articles, and scientific papers.

SRPP-UH 3215
Quantitative Data Analysis
Typically offered: fall
Prerequisite: SOCSC-UH 1010Q
This course covers how to analyze data and test theory from a practical perspective. The course begins with techniques for describing data and then moves to the basics of linear regression, a technique that allows researchers to ask how two variables are related to one another while controlling for other variables. The course explores how regression works as well as things that can go wrong with regression, examining diagnostics, errors and collinearity. The course also examines regression models for some special cases, such as yes/no dependent variables and special cases of data that are clustered, such as students located within the same schools. The course focuses on the interpretation of results, with particular emphasis on visualization to aid understanding of complex statistical models and nonlinear relationships.

ECON-UH 1410J
Research Practice, Fieldwork, and Data Analysis for Development Economics
Crosslisted with African Studies; Economics; Political Science

ECON-UH 2020
Data Analysis: Economics
Prerequisites: SOCSC-UH 1010Q and MATH-UH 1013 or equivalent
Crosslisted with Economics; Political Science

ECON-UH 3912
Economics of Networks: Theory and Applications
Prerequisite: ECON-UH 2010 and MATH-UH 1021 or equivalent
Crosslisted with Economics; Political Science

POLSC-UH 2211
Data Analysis
Prerequisite: SOCSC-UH 1010Q or MATH-UH 2010Q
Crosslisted with Economics; Political Science

POLSC-UH 3312J
Social Media and Political Participation
Crosslisted with Media, Culture and Communication; Political Science

SOCSC-UH 2210
Introduction to Game Theory
Prerequisite: MATH-UH 1013 or equivalent
Crosslisted with Economics; Political Science

SOCSC-UH 2212
Research Design & Causality in Social Science
Prerequisite: SOCSC-UH 1010Q or can also be taken as a co-requisite
Crosslisted with Economics; Political Science

SOCSC-UH 2213
Textual Analysis for the Social Sciences
Prerequisites: (ECON-UH 2020 or POLSC-UH 2210) and familiarity with Rare strongly recommended Crosslisted with Economics; Political Science

SOCSC-UH 3210
Advanced Game Theory
Prerequisite: MATH-UH 1021 or equivalent or consent by Program Head
Crosslisted with Economics; Mathematics; Political Science

SOCSC-UH 3220
Econometrics
Prerequisites: ECON-UH 2020 and MATH-UH 1021
Crosslisted with Economics; Political Science

INSTITUTIONS AND PUBLIC POLICY

SRPP-UH 1610J
Child Development and Social Policy in a Global Society
Typically offered: January
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. Students will learn how to critically examine historical 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. Each student will propose policy changes in a particular country chosen by the student that could dramatically improve the well-being of children.

SRPP-UH 1611
Introduction to Global Health
Offered occasionally
Crosslisted with Environmental Studies
Despite the significant progress made towards achieving globally set targets for health in some countries, others - particularly in sub-Saharan Africa - are falling behind. This course introduces students to the major concepts of the public health field and the critical links between global health and social and economic development. The course first explores major themes in global health, including the social determinants of health, the global distribution of disease burden and risk factors, key mechanisms to address the disease burden, cost-effective ways, and the role of health systems and diverse global actors in responding to the health needs of populations worldwide. The course is global in coverage, but with a focus on low- and middle-income countries and on the health of the poor.

SRPP-UH 1612
Global Health and Economic Development
Offered occasionally
This course examines the relationships among poverty, disease, health and development. The class will consider the role of health in the context of socio-economic development and the Millennium Development Goals, and will explore whether health falls among competing social service and development priorities. Students will discuss the promotion of pro-poor health policies and healthcare investments as a strategy to achieve poverty reduction and economic growth. The course will examine the practical constraints and challenges of fragile healthcare systems, and lessons from the experience of countries at different stages of economic development.

SRPP-UH 1613J
21st-Century International Human Rights
Offered occasionally
Crosslisted with Leadership and Social Entrepreneurship; Legal Studies
This course will provide an introduction to the law, policy, philosophy, institutions, and practice of modern international human rights. Human rights have a history that is national, regional, and international. Part I of the course presents an overview of the theory, history, and legal frameworks of the international human rights movement. Part II will explore these themes through the lens of the African, Americas, Asia and Pacific, and European legal systems. Students will study human rights violations during the Dirty War and national and international responses that sought to expose abuses, marshal human rights institutions to take action against them. This course also will examine efforts within Argentina over the last 30 years to balance reconciliation and accountability for past abuses. In Part III, this course will consider the human rights challenges facing governments, civil society groups, international organizations, and businesses today.

SRPP-UH 1614
Entrepreneurship
Offered occasionally
Crosslisted with Economic History and Entrepreneurship
Whether as heroes or agents of creative destruction, entrepreneurs and their innovations have had a transformative influence on modern economic development.

The first part of the seminar introduces the classical and contemporary writings on the rise of entrepreneurial capitalism in the West and the global diffusion of modern entrepreneurial spirit and firm. Classical approaches pioneered the study of modern entrepreneurship in its rational orientation to profit making through innovative activity. Contemporary approaches shift the emphasis away from analysis of individual attributes and agency to focus on examining the role of social networks, organizational forms, and institutional environment in facilitating entrepreneurial activity. The last part of the seminar will focus on research on entrepreneurship using secondary sources and data available through the internet.

SRPP-UH 1615
Law, Society, and Public Policy
Offered occasionally
Crosslisted with Legal Studies
This course offers sociological perspectives on law and legal institutions: the meaning and complexity of legal issues; the relation between law and
Children, Youth and Sustainable Development of the World’s Cities
Typically offered: January
Goal 11 of the 2015-2030 global Sustainable Development Goals is new on the global development agenda and focuses on cities and human settlements (Make cities and human settlements inclusive, safe, resilient and sustainable). The goal reflects the global demographic shift towards urban residence (over half of the world’s population now lives in cities). This course will consider innovations from around the world in making cities sustainable for children and youth, who represent the future of sustainable societies. In addition, urban innovations for sustainability will be reviewed. Fieldwork abroad will provide opportunities for the observation of programs as well as meetings with NGO staff, youth and other urban leaders, and will supplement the readings and in-class discussions. The course will include supporting youth livelihoods, learning and health programs, arts programs, infrastructure investments, environmental sustainability, transportation, migrant-origin youth, governance and innovation.

Typically offered: fall
Crosslisted with Business and Organizational Studies: Leadership and Entrepreneurship
Entrepreneurship is the principal source of economic development, technological innovation, and creation of wealth and jobs in mature economies and is of great concern with entrepreneurship, with a special emphasis on the recent work by sociologists and sociologically-oriented organizational theorists that investigates central questions of entrepreneurship. Throughout the semester, we will understand various ways in which the social sciences have provided theoretical insights into entrepreneurial behavior in its broader social, institutional, technological and cross-national contexts. Furthermore, we will also understand entrepreneurship from a more practical view by utilizing case studies. Additionally, we will explore a variety of related entrepreneurship, and identify sources of data / information during the last few classes.

Typically offered: January
Crosslisted with Political Science
Why do groups renounce their capacity to act? Why for instance did the United States Congress relinquish its constitutional right to declare war to the benefit of President Bush in October 2002? How can we explain that unions, parties and civic associations fail to engage in collective action when faced with policies directly threatening their interests and survival? Whether they are explicit or not, abdications punctuate and structure the realm of politics. They condition power relationships, patterns of inequalities and regime change. This course will examine the significance of abdications in politics, review possible explanations, investigate paradigmatic cases (e.g., August 1789 in France, March 1933 in Germany, November 1976 in Spain, 1989 Eastern Europe), and draw the implications of this analysis for our understanding of group behavior and decision-making.

Typically offered: fall, spring
Offered occasionally
Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society
What could a European Medieval bestseller have to do with contemporary American 12-Step programs? What might the students on the University of Alabama football team? What is the connection between playing a Bach fugue and ice-skating? The critical relationship between these unlikeliness can be examined through the notion of discipline. This course will begin with an introduction to the general concept of ‘discipline’, and will continue according to a set of subtypes of discipline (spiritual; aesthetic; martial; organizational; industrial; iterative). These subtypes will be examined using historical and ethnographic evidence, studies and weekly readings, and by you performing your own ethnographic observation. By exploring the origins, techniques, and results of discipline in practice, we may better understand the ways in which society operates. The purpose of the seminar will be to identify and examine the set of practices that seem to lead to orderly, disciplined, behavior.

Typically offered: January
Crosslisted with Political Science
Why do sports occupy a central place in nearly every society, ancient and modern? How might sports reflect, reveal, or shape major social, economic, and political processes and events? Why are sports so frequently politicized by governments or partisan factions? Can data generated from sporting events test social or political theories? This course examines a growing body of research on such questions to see why and how scholars have come to view sports as a venue where social, economic, and political debates and values are played out. In its first part, the course uses a variety of case studies to explore how sports (from local contests to international games) can offer a lens on the study of society and politics. The second part of the course uses data to test sociologically and psychological theories of identity, trust, and prejudice, among others. In addition to reading materials that will help you learn more about these events’ potential social and diplomatic impacts as well as learning about traditional regional sports such as endurance horse racing.

Typically offered: fall
Public Policy affects our lives in profound ways even when we are not aware of them. How 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 policy-solving processes. The course will use a wide array of examples to examine the social and political systems by which a variety of actors and institutions at the national and transnational levels interactively contribute to public policy. The course is divided into two parts. The first part provides an overview of the basic concepts underlying the public policy process and the second part provides critical perspectives on public policy-making in theory and practice.

Typically offered: spring
Crosslisted 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. The course begins with an exploration of 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. 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 state policies (state- and non-state-sponsored) for addressing urban distress.

Typically offered: spring
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 Cooperative Council countries. The course provides a general foundation for debates about women, work, and difference based on feminist theories. Students will explore postcolonial perspectives on feminism and difference, feminist Marxist critiques of capitalism, and feminist Islamic critiques of modernity. The course provides an overview of how women in the Gulf feature in contemporary discourses as providers of unpaid labor, agents of “global competitive” economies, mothers of “future generations of citizens”, and symbols of “tradition and culture”. The third part of the course addresses public policy and legal frameworks shaping women’s work, exploring how different categories of “women” are produced through public policy programs such as workforce nationalization, education policy, social policy, and the interplay of national and international laws.
governing domestic work, human trafficking, and domestic abuse. The course will host a number of academics, activists, and policymakers.

SRPP-UH 2616 Immigration, Ethnicity and Public Policy

This course exposes students to recent theories of immigration and their bearing on governmental policies toward immigrant admission and settlement. A central focus of the course is the social processes by which immigration gives rise to ethnic minority groups in successive generations. Topics covered in this course include: a) immigrant entitlement and its bearing on successful economic adaptation; b) immigrant transnational organizations and their impact on the development of sending countries and regions; c) the adaptation processes of the immigrant generation; d) public ideologies of immigration and their impact on governmental policy.

SRPP-UH 2617J Global Burden of Non-communicable Diseases

Typically offered: January

Non-communicable diseases (NCD’s) including heart disease, cancer, and diabetes 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, NCD’s have begun to critically impact the health of most populations across the globe. This course seeks to identify a number of complex issues related to the emergence of NCD’s globally and compare the disease experience in low and middle-income countries to high-income countries. The course will identify the social determinants of NCD’s and explore the recent impact of the “epidemiologic” transition in low-income countries with emphasis on West Africa.

SRPP-UH 2618 Welfare States in Comparative Perspective

Typically offered: spring

How do welfare states respond to the challenges of poverty and economic inequality? How do they protect workers against the risks of unemployment, accident, illness, disability and old age? This course examines social policy in both advanced post-industrial democracies and the “Global South”. The course will consider various ways in which “welfare regimes” have been characterized and classified, particularly with regard to how welfare provision is divided up among state, market and family. The course will explore how social policies originate and change, paying attention to the role of organized interests, state institutions, and partisan politics in these processes. Lastly, the course will examine how contemporary challenges - including globalization, population aging, post-industrialism and women’s workforce participation - have pressured and transformed welfare states. In all of these areas, students will pay particular attention to gender, how social policies have been shaped by, reinforced, and redefined by gender inequalities.

SRPP-UH 2619 Leadership and Diplomacy

Typically offered: fall even years

Crosslisted with Leadership and Social Entrepreneurship, Political Science

What role can diplomacy play in solving contemporary problems such as violent conflicts, territorial disputes, and climate change? This course will explore the theoretical and practical dimensions of modern diplomacy, focusing on the importance of diplomatic leadership. The course will cover the changing nature of diplomacy, primarily in the 21st century, while concentrating on contemporary diplomatic themes and challenges including: the changing nature of diplomacy in the 21st century; the impact of domestic politics on state diplomacy; the strengths and limits of international organizations; the emergence of influential non-state international actors; changing diplomatic practices; diplomatic analysis of international summits, conferences, and public diplomacy; and, finally, the need for diplomatic leadership to help mediate relations between an ever-growing number of groups and states in a more complex world.

SRPP-UH 2620 Education and Society

Typically offered: fall

Crosslisted with Education; New Core: Structures of Thought and Society

The course will analyze the role and the education in society. We will explore educational processes and educational systems and consider the following questions including: the organization of education across time and space; how they institutionalize inequality, factors that shape educational development, contributions of education to the economy, culture, and social integration, etc. We will also analyze the argument that the nature of intelligence is not innate but is shaped by social factors. Further, we will explore the impact of gender and upbringing on one’s intelligence. The course will explore the impact of race and social class on educational outcomes. We will also examine the impact of the school on one’s self-concept and how it relates to one’s future success.

SRPP-UH 2621 Bound by Borders: Sociology of Law and Migration

Offered occasionally

This course takes a sociological view of law as it applies to international migration, as well as its origins and effects. Specifically, it asks why migration laws differ among countries, why they take particular patterns (e.g. selection by race, skills, gender), how laws change over time, how they socialize and send signals to countries, and how they affect people’s everyday lives. The course considers explanations of the phenomenon making alliances that emerge around migration, and of factors that shape the success of policy proposals. The approach is to compare migration related phenomena like refuge and statelessness across countries over time.

SRPP-UH 2622J Seminar in Sociogenomics

Typically offered: January

The cost of genotyping is dropping faster than Moore’s law is bringing down the price of computing power. As a result, genetic data is pouring into social scientific studies, raising old debates about genes and IQ, racial differences, criminal justice, political polarization and privacy. As it turns out, serious analysis of genes and society often yields counterintuitive results. For example, genes matter for IQ and social class, but they often act as an engine of social mobility thanks to the mixing up that takes place through recombination. Moreover, the pursuit of genetic analysis of immigrants and their bearing on governmental policies, students will compare drug policies across countries, and other context specific intersectional identities.

SRPP-UH 2624JX Disability in a Global Context: Advancing Inclusion in the UAE

Typically offered: January

Crosslisted with Arab Crossroads Studies; Education

The course explores the implications and meaning of having a disability in global contexts. The overarching goal is to introduce students to key issues facing persons with disabilities. Using the UAE as a case study, the course examines how public (government) and private (outside of the government) policies and practices, in the education, health, cultural, sport, transportation, social welfare, and tourism sectors, affect the inclusion of persons with disabilities. The students will also explore and identify factors, including how international trends influence national policy and local cultural beliefs, influence inclusion.

SRPP-UH 2625JX Making Women Matter: Case Studies from the GCC

Typically offered: January

Crosslisted with Arab Crossroads Studies

This course studies the GCC: Women’s rights have been a hypersensitive feature of the development of the modern state in the GCC. For example, women’s access to work in desegregated settings in Saudi Arabia are an important and highly publicized part of its recent economic and political reform efforts. In the UAE, the Gender Balance Council was established to design policies that support women’s empowerment in coordination with the OECD and UN. How do these top-down empowerment initiatives influence the day-to-day lives of women and men in the GCC? What kinds of femininities and masculinities are reshaped and negotiated in response to these programs? How do the practices and discourses of “state feminism” and “global competitiveness” simultaneously strengthen and obscure important aspects of gender equality? In this course, we investigate how national policy and women’s careers path in the GCC. We explore how women’s entry into the labor market involves navigating a variety of discourses about gender, class, ethnicity, citizenship, and other context specific intersectional identities.
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<th>Course Code</th>
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<tbody>
<tr>
<td>SRPP-UH 2626J</td>
<td>Knowledge Translation: Bridging Science, Policy, and Practice in Inclusive Education</td>
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<tr>
<td>BUSOR-UH 1008</td>
<td>Making Development Work, Crosslisted with Business and Organizational Studies</td>
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<tr>
<td>BUSOR-UH 1009</td>
<td>Ethics, Technology, and Business, Crosslisted with Business and Organizational Studies</td>
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<td>CDAD-UH 1020JQ</td>
<td>Challenges in Global Health, Crosslisted with Core: Data and Discovery; New Core: Structures of Thought and Society</td>
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<tr>
<td>CDAD-UH 1036EJQ</td>
<td>Community-Driven Development (CDD), Crosslisted with Core: Data and Discovery</td>
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<tr>
<td>CSR-UH 1056J</td>
<td>Protecting the World’s Health: Trumphs and Challenges, Crosslisted with Core: Science, Society and History; Environmental Studies; New Core: Structures of Thought and Society</td>
</tr>
<tr>
<td>CSR-UH 1071J</td>
<td>Biotechnology and Society, Crosslisted with Core: Science, Society and History; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society</td>
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<tr>
<td>CSR-UH 1080J</td>
<td>Environmental Justice and Urban Inequality, Crosslisted with Environmental Studies; New Core: Structures of Thought and Society; Urbanization and Environmentalism</td>
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<tr>
<td>ECON-UH 1701</td>
<td>Economics of Gender, Prerequisite: SOCS-UH 1010Q, Crosslisted with Economics</td>
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<tr>
<td>EDUC-UH 1001J</td>
<td>International Peacemaking and the Role of Education, Crosslisted with Education; Peace Studies; Political Science</td>
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<tr>
<td>LAW-UH 2110</td>
<td>Punishment in Politics, Law and Society, Crosslisted with Legal Studies; Political Science</td>
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<tr>
<td>LAW-UH 2113J</td>
<td>International Law, Crosslisted with Legal Studies; Peace Studies; Political Science</td>
</tr>
<tr>
<td>LAW-UH 2121</td>
<td>Renewable Energy Law and Policy, Crosslisted with Environmental Studies; Legal Studies</td>
</tr>
<tr>
<td>POLS-UH 2911</td>
<td>Environmental Politics, Crosslisted with Environmental Studies; Political Science</td>
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<tr>
<td>POLS-UH 2912</td>
<td>Politics of Natural Resources, Crosslisted with Environmental Studies; Political Science</td>
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<tr>
<td>SOCS-UH 1111</td>
<td>Markets, Crosslisted with Business and Organizational Studies; Economics; Leadership and Social Entrepreneurship</td>
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<tr>
<td>SOCS-UH 1112 Introduction to Political Thinking, Crosslisted with Political Science</td>
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<tr>
<td>URBAN-UH 1122J</td>
<td>Contested Cities: Difference, Inequality, and the Metropolis, Crosslisted with Urbanization</td>
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**SOCIAL STRUCTURE AND GLOBAL PROCESSES ELECTIVES**

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<tr>
<th>Course Code</th>
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<tr>
<td>SRPP-UH 1411J</td>
<td>Race and Ethnicity in Comparative Perspective, Typically offered: spring even years</td>
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<tr>
<td>SRPP-UH 1412J</td>
<td>Wealth and Inequality in the Global City, Typically offered: January, Crosslisted with African Studies; Economics; Urbanization</td>
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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 Western Europe. Race and ethnicity are both a lens for 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. With Italy as an important site to be explored, students will learn and apply social scientific methods like ethnography and content analysis in order to gauge stratification, prejudice and discrimination in diverse areas of social life.
**Social Change and Development in the Arab World**
Offered occasionally
Crosslisted with Arab Crossroads Studies

The “Arab World” is often lumped into one homogeneous category, which conceals the diversity found within this broad region. Keeping this in mind, this course will examine the unfolding of the “development project” in the postcolonial era and examine social and political struggles that students will propose. The course will engage with this discourse as through exploring cases of modern day colonialism. What are the new tools and institutions of this new colonialism? How has this affected development and social struggle?

**Global Health and Economic Development**
Offered occasionally

This course examines the relationships among poverty, disease, health, and development. The class will consider the role of health in the context of socio-economic development and the Millennium Development Goals, and will explore how health policies and development priorities are being used by governments as a strategy to achieve poverty reduction. Students will discuss the political and cultural contexts in which health policies and development priorities are embedded. It will then move on to explore the role of Islam in local and global social movements. The course will examine the practical and challenges of fragile healthcare systems, and lessons from the experience of countries at different stages of economic development.

**Gender and Society**
Typically offered: fall

Recommended Prerequisite: SOCSC-UH 1210Q
Crosslisted with Core: Data and Discovery; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

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

**Health and Inequality**
Typically offered: fall

Recommended Prerequisite: SOCSC-UH 1210Q

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

**Connecting Neighborhoods and Health: An Introduction to Spatial Epidemiology**
Typically offered: January

This course will focus on the spatial distribution and spatial determinants of health and well-being in human populations across the globe. The course will provide students with a historical, theoretical and methodological overview of the confines of epidemiology from a cross-national perspective. This is an introductory level course; as such, the course intentionally is broad, covering a range of issues and topics (e.g. neighborhood characterization assessment methods, methods to examine neighborhood boundaries, identification of spatial clusters (“hot spots”) of disease, quantitative methods). The course will consist of readings, group discussion, and individual inquiry, to examine the complex processes of state-formation are still the very cornerstone of evolved meritocracies: egalitarian social and economic order. At the same time, we are trained theoretically to confront the inevitability of stratification, especially in societies motivated by capitalism. In turn, this brings us to an academic dilemma that rests at the very cornerstone of evolved meritocracies: if stratification is inevitable, then is inequality acceptable so long as it is “fairly” achieved? This “fair” justification for inequality is pervasive and most easily accepted; and in turn, problematic. Because so much of current inequality in society can be justified, modified, as necessary, until it is too late. But whether or not we recognize this individual micro-processes, inequality and stratification in the developed world is both extreme and rising.

**Wealth and Work in the Gulf**
Typically offered: spring

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 course provides a philosophical foundation for debates about women, work, and difference based on feminist theories. Students will explore postcolonial perspectives on feminism and difference. Feminist Marxist critiques of capitalism.
and feminist Islamist critiques of modernity. The course provides an overview of how women in the Gulf feature in contemporary discourses as participants in "competitive" economies, mothers of "future generations of citizens", and symbols of "tradition and culture". The third part of the course will address public policy and legal frameworks shaping women's work, exploring how different categories of "women" are produced through public policy programs such as workforce nationalization, policies on gender, the social policy, and the interplay of national and international laws governing domestic work, human trafficking, and domestic abuse. The course will host a number of academics, activists, and policymakers.

SRPP-UH 2616
Immigration, Ethnicity and Public Policy
Offered occasionally
This course exposes students to recent theories of immigration and their bearing on governmental policies toward immigrant admission and settlement. A central focus of the course is the social processes by which immigration gives rise to ethnic minorities in successive generations. Topics covered in this course include: a) immigrant entrepreneurship and successful economic adaptation; b) immigrant transnational organizations and their impact on the development of sending countries and regions; c) the adaptation process of the second generation; d) public idiologies of immigration and their impact on governmental policy.

SRPP-UH 2617J
Global Burden of Non-communicable Diseases
Typically offered: January
Non-communicable diseases (NCD’s) 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, NCD’s have begun to critically impact the health of most populations across the globe. This course seeks to identify complex issues related to the emergence of NCD’s globally and compare the disease experience in low and middle-income countries to high-income countries. The course will identify the social determinants of NCD’s and explore the recent impact of the "epidemiologic" transition in low-income countries with emphasis on West Africa.

SRPP-UH 2618
Welfare States in Comparative Perspective
Typically offered: spring
How do different countries respond to the challenges of poverty and economic inequality? How do they protect workers against the risks of unemployment, accident, illness, disability and old age? This course examines social policy in both advanced post-industrial democracies and the "Global South". The course will consider various ways in which "welfare regimes" have been constructed and classified, particularly with regard to how welfare provision is divided among state, market and family. The course will explore how social policies originate and change, paying attention to the role of organized interests, state institutions, and partisan politics in these processes. Lastly, the course will examine how contemporary challenges - including globalization, population aging, post-industrialism and women’s workforce participation - have pressured and transformed welfare states. In all of these areas, students will pay particular attention to gender: how social policies have been shaped by, reinforced, and redressed gender inequalities.

SRPP-UH 2620
Education and Society
Typically offered: fall
Crosslisted with Education; New Core: Structures of Thought and Society
Our goal is to understand the role of education in society. We will explore educational processes and educational systems and consider the following questions including: the organization of education across time and space, how they institutionalize inequality, factors that shape educational development, contributions of education to the economy, culture, and social integration. We will analyze these questions from an international, comparative perspective and discuss issues including social reproduction, the achievement gap and mean levels of ethnicity, socioeconomic class and status, gender and upbringing will inform our investigation. You will learn how to analyze and debate these issues by applying different sociological theories of education.

SRPP-UH 3410
Social Science Analysis of Global News
Typically offered: fall
How does one ‘read the news’? It might be trickier than it sounds. The construction of what becomes ‘news’, its dissemination and interpretation are complex and inherently contentious social processes. Finding your way in the realm of mass communication, propagandistic conflicts, and public debate requires both theoretical lenses and good practical skills which this course intends to supply.

SRPP-UH 3412
Issues in African Societies
Typically offered: fall
Crosslisted with African Studies
In the broadest terms, the course’s objective is to introduce students to some of the contemporary issues in Africa. These issues will be studied using a historical and sociological perspective. Following an introductory overview, part one of the course examines the scramble for Africa, colonialism and the legacies of colonialism, and the fight for independence. Part two of the course looks at growth, development, and corruption in Africa. The impact of foreign aid on development will be examined. In part three, the class shall explore cultural transformations coming out of Africa. The class will discuss the links between migration and development and African migration and internationalization in diasporas in the Global North. A major theme will be placing African societies in a global context, and throughout the course, the professor will use the continent to illustrate the costs and benefits of globalization for countries in the Global South.

AFRST-UH 110J
Interdisciplinary Introduction to African Urban Studies
Crosslisted with African Studies; Urbanization

ANTH-UH 2115
Anthropology of Forced Migration
Crosslisted with Anthropology; Peace Studies

ANTH-UH 2116
Displacement and Dispossession in the Modern Middle East
Crosslisted with Anthropology; Arab Crossroads Studies; History; New Core: Structures of Thought and Society; Peace Studies

ANTH-UH 217J
Migration and Displacement Across the Red Sea
Crosslisted with African Studies; Anthropology; Arab Crossroads Studies

CSTS-UH 1017
Revolutions and Social Change
Crosslisted with New Core: Structures of Thought and Society

CSTS-UH 1053
Understanding Urbanization
Crosslisted with New Core: Structures of Thought and Society

CSTS-UH 1065
Empires and Imperialism
Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

CSTS-UH 1075X
Exploring UAE Cities: Sociological Perspectives on Urban Life
Crosslisted with Arab Crossroads Studies; New Core: Structures of Thought and Society; Urbanization

CSTS-UH 1080J
Environmental Justice and Urban Inequality
Crosslisted with Environmental Studies; New Core: Structures of Thought and Society; Urbanization

ECON-UH 1701
Economics of Gender
Prerequisite: SOCS-UH 101Q
Crosslisted with Economics

PSYCH-UH 2215
Psychology of Sex and Gender
Prerequisite: PSYCH-UH 1001
Crosslisted with Psychology

SOCIETY AND CULTURE

SRPP-UH 1810X
Islam and Society
Typically offered: spring
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 social scientific case studies to investigate how Islam (or does it not) come to matter in various sectors of society, including government and the state, the legal system, politics and social movements, gender relations, sexuality, education, the economy, popular culture, and everyday life. By the end of this course, students will be able to critically analyze the ways that religious and cultural Islam can impact society and social life. Each student will be expected to complete a final research project exploring the core questions posed by the course.

SRPP-UH 1811
Discipline
Offered occasionally
Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society
What could a European Medieval bestseller have to do with contemporary American 12-Step programs? What might link a Benedictine monk and a player on the University of Alabama football team? What is the connection between playing a Bach fugue and ice-skating? The critical relationship between these unlikely pairs can be examined through the notion of discipline. This course will begin with an introduction to the general concept of ‘discipline’, and will continue according to a set of subtypes of discipline (spiritual; aesthetic; martial; organizational; industrial; iterative). These subtypes will be examined using historical and ethnographic evidence, short weekly readings, and by you performing your own ethnographic observation. By exploring the origins, techniques, and results of...
Typically offered: January

This class will delve into the definitions, histories and emergerences of "diversity," "otherness," "difference," "tolerance" and identity formation (national, local, personal). Recently new laws and regulations in Europe have emerged, as well as new "diversities" in the US - it is argued that key to our global futures is "diversification," but what does this mean? What/Who "counts" as "diverse," "different"? NYU Abu Dhabi is one of the most diverse campuses in the world? What might we learn, or how might this be important in higher education? How might competing notions of "diversity" and "tolerance" exist simultaneously and how might "diversity" be imagined in different national contexts? During the course, we will read and explore a variety of materials from different intellectual traditions including, but not limited to the works of philosophers, cultural anthropologists, political scientists, historians, artists, sociologists, and economists who have given consideration to both the conceptual questions posed, as well as the practical and policy implications. Finally, we will consider the connections to the commitment to the Charter for Tolerance in the UAE.
interactionist and phenomenological perspectives, rational choice, network theory, the new institutionalism, and theories of globalization.

ACS-UH 1010X Anthropology and the Arab World Crosslisted with Anthropology; Arab Crossroads Studies; Arab Music Studies

ACS-UH 2418X Politics and Cultures of Nationalism in the Modern Middle East Crosslisted with Arab Crossroads Studies; Heritage Studies; History

ANTH-UH 1010 Introduction to Anthropology Crosslisted with Anthropology

ANTH-UH 2111 India: Topics in Anthropology & History Crosslisted with Anthropology

ANTH-UH 2113 Memoir and Ethnography: Understanding Culture Through First-Person Narrative Crosslisted with Anthropology; Core: Arts, Design and Technology; Literature and Creative Writing

ANTH-UH 2118X Islam in the Americas Crosslisted with Anthropology; Arab Crossroads Studies; History

CADT-UH 1032J Documenting Identity Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology

CADT-UH 1044JX Sensory Ethnographic Methods in Kerala: Documenting Tradition, Documenting Change Crosslisted with Arab Crossroads Studies; Core: Arts, Design and Technology; Heritage Studies

CDAD-UH 1036EJQ Community-Driven Development (CDD) Crosslisted with Core: Data and Discovery

HIST-UH 3323J Trans-Atlantic Slave Trade: History and Memories Crosslisted with African Studies; History Atlantic World

LAW-UH 2125X Islamic Law and Secular Politics Crosslisted with Arab Crossroads Studies; Legal Studies; New Core: Structures of Thought and Society; Political Science

MCC-UH 1004 Media Landscapes: The Wire Crosslisted with Film and New Media; Media, Culture and Communication

PSYCH-UH 2211 Social Psychology Prerequisite: PSYCH-UH 1001 Crosslisted with Psychology

PSYCH-UH 2215 Psychology of Sex and Gender Prerequisite: PSYCH-UH 1001 Crosslisted with Psychology

PSYCN-UH 1002 Gender & Representation: Field Study Workshop Crosslisted with Peace Studies; Physics

**CAPSTONE EXPERIENCE**

SRPP-UH 4000 Capstone Seminar Typically offered: fall Prerequisite: Must be a declared SRPP Major. During this yearlong course, students develop a research question and design and analyze quantitative or qualitative data sets relevant to public policy.

SRPP-UH 4001 Capstone Project Typically offered: spring Prerequisite: SRPP-UH 4000 During this yearlong course, students develop a research question and design and analyze quantitative or qualitative data sets relevant to public policy.

The Master of Science in Economics at NYU Abu Dhabi provides program graduates with the theoretical and quantitative foundations for a successful professional career in national and international policymaking institutions, or for continuing PhD studies at the world’s best doctoral programs in economics. The master’s program aims to satisfy the demanding requirements of modern economic theory and practice.

Students will learn to:

- Collect, analyze, and present economic data using the latest statistical and econometric methods.
- Assess current social and economic challenges (e.g., the sustainability of a social security system or the impact of a change in the tax code) through the lens of state-of-the-art empirical, theoretical, and computational models.

The master’s program builds naturally on NYU Abu Dhabi’s strong undergraduate major in economics, leveraging the significant existing teaching and research strength of the faculty. A strong quantitative perspective will prepare graduates for the depth of understanding necessary for leadership as well as the tools required to expand the frontiers of knowledge.

Housed within Social Science and drawing on an international faculty and student body, the program will benefit from the intercultural insights, the broadest international challenges and the nuanced role of economics within the full array of social science methodologies.

**Program Structure**

The Master of Science in Economics is a rigorous program that prepares students for careers in both academia and policy making. First semester topics include:

- microeconomics
- macroeconomics
- statistics
- analysis

In addition, students are encouraged to learn computer programming - a skill in ever increasing demand.

In the second semester, students will choose either an empirical or a theoretical course in econometrics, and pick three electives out of a selection of theoretical and applied courses.
Learning Outcomes
Upon completion of the Master of Science in Economics at NYU Abu Dhabi students will have achieved the following program learning outcomes:

1. Critical Thinking: Students can identify and analyze the essentials of a problem logically and independently, taking both economic and ethical aspects into account. They understand advanced micro and macro-economic concepts and can relate them to real-life situations. They can choose and execute modeling strategies and provide guidance to a team of analysts.

2. Written and Oral Communication: Students can write coherent and accurate analyses of current economic challenges. They have the ability to deliver oral presentations that explain economic concepts, put current questions into a broader context and they know how to defend their economic analysis effectively and accurately. They demonstrate computer literacy in the preparation of reports and presentations and can provide informed guidance towards the choice of appropriate tools and software.

3. Project Management: Students can work towards solutions with persistence and provide guidance to team members. They manage their own and their team’s time and resources effectively.

4. Continuous Learning: Students regularly assess their knowledge in relevant subject areas and know how to acquire, understand, and apply new insights and material.

5. Computational Capacity: Students have a solid understanding of computer programming and numerical methods necessary to solve relevant economic and statistical problems. They can advise team members on the appropriate choice of computer languages/software packages and algorithms.

6. Proficiency in Economic Analysis: Students can read and understand published academic and policy research in the major areas of economics. They can relate current economic policy questions to the appropriate theory and have the capacity to collect and analyze relevant data to provide informed theoretical and empirical analyses.

Research
Students in the Master of Science in Economics program have the opportunity to work with top faculty who are leading significant research in multidisciplinary centers and labs. NYU Abu Dhabi’s economics program recently ranked fifth in Asia in research output.

REQUIREMENTS FOR THE MAJOR
10 courses, distributed as follows:

5 Required Economics courses:
ECON-GH 5100 Microeconomics 1
ECON-GH 5200 Mathematical Statistics and Probability
ECON-GH 5600 Macroeconomics 1
ECON-GH 5900 Mathematics 1
ECON-GH 5210 Econometrics or ECON-GH 5220 Empirical Economics

4 Elective courses:
ECON-GH 5120 Microeconomics 2
ECON-GH 5310 Behavioral Economics
ECON-GH 5410 International Economic Development
ECON-GH 5620 Macroeconomics 2
ECON-GH 5920 Mathematics 2
ECON-GH 5950 Introduction to Computer Programming
ECON-GH 5960 Numerical Methods

1 ECON-GH 6000 Seminar and Final Project.

1 Optional course:
ECON-GH 5000 Math Camp
# MASTERS OF SCIENCE IN ECONOMICS

## SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu/grids

### YEAR 1

#### Fall Semester

- **"GEPS"**
- **SOCIETY & CULTURE ELECTIVE**
- **GENERAL ELECTIVE**
- **FIRST-YEAR WRITING SEMINAR**
- **J-Term**

#### Spring Semester

- **INTRO TO THE STUDY OF SOCIETY**
- **STATISTICS FOR SOCIAL SCIENCES**
- **GENERAL ELECTIVE**
- **COLOQUIUM**

### YEAR 2

#### Fall Semester

- **"SPET"**
- **SOCIETY & CULTURE ELECTIVE**
- **GENERAL ELECTIVE**
- **CORE**
- **J-Term**

#### Spring Semester

- **POLICY & INSTITUTIONS ELECTIVE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **CORE**

### YEAR 3

#### Fall Semester

- **METHODS ELECTIVE**
- **STRUCTURE & PROCESSES ELECTIVE**
- **GENERAL ELECTIVE**
- **CORE**
- **J-Term**

#### Spring Semester

- **POLICY & INSTITUTIONS ELECTIVE**
- **STRUCTURE & PROCESSES ELECTIVE**
- **GENERAL ELECTIVE**
- **COLOQUIUM**

### YEAR 4

#### Fall Semester

- **CAPSTONE SEMINAR**
- **METHODS ELECTIVE**
- **GENERAL ELECTIVE**

#### Spring Semester

- **CAPSTONE PROJECT**
- **SOCIETY & CULTURE ELECTIVE**
- **GENERAL ELECTIVE**

## MSc ECONOMIC COURSES

### REQUIRED MSC ECONOMICS COURSES

#### ECON-GH 5100

**Microeconomics 1**

Corequisite: ECON-GH 5900

This course provides an introduction to microeconomic theory designed to meet the needs of students in an economics PhD program. The course provides a rigorous overview of the main topics of microeconomic analysis including consumer theory, producer theory, game theory, general equilibrium, and information economics.

#### ECON-GH 5200

**Mathematical Statistics and Probability**

Corequisite: ECON-GH 5900

This course provides an introductory treatment of statistics including the relevant prerequisites of probability theory. The course takes an abstract, formal point of view and centers on the explanation of the underlying concepts behind statistical inference. At the end of the course the students understand the mechanisms underlying statistical inference. They are able to properly interpret the outcomes of a test. Moreover, the students possess the tools necessary in order to design and execute tests on their own scientific hypotheses. Additionally the level of the course is set such that the students acquire the relevant skills in order to be able to cope with scientific literature in the econometrics community.

#### ECON-GH 5600

**Macroeconomics 1**

Corequisite: ECON-GH 5900

This course serves as a graduate level introduction to some fundamental questions in macroeconomics. We first theoretically and empirically study determinants of economic growth before proceeding to some major determinants of goods and labor supply and demand. We discuss fiscal and monetary policy issues as well as economic growth applying the methods and techniques used for the analysis of dynamic optimization problems using functional equations: dynamic programming.

#### ECON-GH 5900

**Mathematics 1**

This course counts towards the Master of Science in Economics. This course follows the optional Math Camp that the students can take prior to the beginning of the Master’s program. It trains the student to think rigorously and systematically at a level of high abstraction. The course is not meant primarily to serve other courses; it is designed to introduce advanced but standard mathematics that are both instructive in its own sake, and relevant for economic analysis. This Mathematics 1 course introduces the fundamental elements of Set Theory, Linear Algebra, Topology, Convex Analysis and Differential Calculus that are needed to understand in depth, and practice at a high level of sophistication, a main pillar of economic analysis: Optimization.

### OPTIONAL COURSE

#### ECON-GH 5000

**Math Camp**

This 4 credit course (70 contact hours) prepares for the Master of Science in Economics. Prerequisites are knowledge of Calculus and Multivariable Calculus. Beginning with a review of univariate differential calculus and optimization, the discussion moves to the basics of linear algebra, multivariate differential calculus and tools related to the constrained optimization of functions, the core concepts of this course. Additional topics will be covered including duality, fixed-point theorems, implicit function theorem and envelope theorems. While this course is not a study of pure mathematics, several results will be presented with rigorous proofs. For each of the topics covered, economics applications will be introduced and solved in class.
This course provides a PhD-level introduction to game theory and market design. Game theory is the study of strategic decision making. It is routinely used in economics, political science, and computer science in the theoretical analysis of decision making. The course covers the analysis of static and dynamic games of both complete and incomplete information. Game theory provides the theoretical foundation for the study of how institutions shape behavior which, in turn, determines economic, social, and political outcomes. It provides the conceptual tools necessary to understand "economic engineering," i.e., to design institutions that generate desirable outcomes. The second part of the course concerns market design, focusing on the two most widely studied types of applications: auction design and the design of "matching" markets (e.g., school choice, kidney exchange).

**ECON-GH 5310 Behavioral Economics**

The aim of the course is to identify behavioral patterns that cannot be easily explained with standard economic models. This is done in a constructive manner. That means students will test the predictions of standard economic theories based on observational data from laboratory experiments, field experiments, and naturally occurring phenomena and learn about alternative theories that fare better in describing the behavioral patterns that they identify. Equipped with this knowledge, students will learn how to use behavioral theories to design public policy interventions and perfect business processes. The course is divided into four main themes: individual decision making, fairness and social norms, strategic interactions, and applications. In the first part, students study the rationality of preferences, decision under uncertainty, and economic growth. The second part reviews departures from standard economic assumptions, and the third part, students turn to policy and institutional design for applications of behavioral insights.

**ECON-GH 5410 International Economic Development**

How can the economies of the world become richer? Fairer? More open to opportunity? We will investigate economic growth, poverty, inequality, and the sources of economic change. The course begins by reviewing the relationships between poverty, inequality, and economic growth. Attention then turns to the role of markets, with a focus on finance. Then we turn to interventions designed to increase educational attainment, address demographic change, reduce the burden of disease, and confront corruption.

**ECON-GH 5620 Macroeconomics 2**

Prerequisites: ECON-GH 5600

Macroeconomics 2 presents an overview of macroeconomics at the Master's level. The main theories are introduced in as intuitive a way as possible, to pinpoint as rigorously as possible which ones withstand empirical scrutiny and why. This is not a technical course, but technical concepts are discussed that help think about labor, goods and financial markets in a unified manner, and that motivate key empirical questions. Special attention is being paid to data and what empirical research has taught us. The proposed structure leaves plenty of room for group discussions, particularly as regards more recent developments on both empirical and theoretical fronts. The course covers basic concepts of labor market equilibrium and labor market institutions, capital investment and technical progress; business cycles and volatility. Financial market frictions, the demand for goods, demand management and the Phillips curve debate will be addressed as well as the relevance of heterogeneity in macroeconomics. After extensive coverage of standard economic the course moves to an internationally open economy: terms of trade, money, exchange rate and capital flows.

**ECON-GH 5920 Mathematics 2**

Prerequisites: ECON-GH 5900

The second part of the course continues Mathematics 1 by deepening abstract mathematical concepts and thinking in Analysis (drawing from Set Theory, Linear Algebra, Topology, Differential and Integral Calculus, Measure Theory, and Differential Topology) in lecture format with extensive room for proofs in class as well as in recitations. This course trains the student to think rigorously and systematically at a level of high abstraction. It is designed to introduce advanced but standard mathematics that are both instructive in their own sake, and relevant for economic analysis. The Mathematics 2 course covers the mathematics of a main pillar of economic analysis: equilibrium. The Mathematics 2 course covers the mathematics of a main pillar of economic analysis: equilibrium.

ECON-GH 5950 Introduction to Computer Programming

We find that the exposure of many economists to programming languages tends to be limited to mastering statistical packages, such as Stata and EViews, just well enough in order to perform simple tasks like running a basic regression. These skills, however, do not scale up in a straightforward manner to handle complex projects. This course is designed to help address this challenge. It is aimed at Masters students who expect to do research in a field that requires modest to heavy use of computations. In other words, any field that either involves real-world data; or that does not generally lead to models with simple closed-form solutions. Students will be introduced to effective programming practices that will substantially reduce their time spent programming, make their programs more dependable, and their results reproducible without extra effort. The course draws extensively on some simple techniques that are the backbone of modern software development, which most economists are simply not aware of. It shows the usefulness of these techniques for a wide variety of economic and econometric applications by means of hands-on examples.
NYU Wagner and NYU Abu Dhabi 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 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
Adrienne Smith, Undergraduate Studies Administrator, NYU Wagner
Hannah Brueckner, Program Head of Social Research and Public Policy, NYU Abu Dhabi

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<thead>
<tr>
<th>COURSE EQUIVALENCIES TABLE FOR BA-MPA</th>
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<tbody>
<tr>
<td><strong>Wagner Graduate Course</strong></td>
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<tr>
<td>CORE-GP 1011 Statistical Methods</td>
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<tr>
<td>CORE-GP 1018 Microeconomics</td>
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<td>CORE-GP 1020 Managing Public Service Organizations</td>
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<tr>
<td>CORE-GP 1021 Financial Management</td>
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<tr>
<td>CORE-GP 1022 Introduction to Public Policy</td>
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<tr>
<td>PADM-GP 2140 Public Economics and Finance</td>
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<td>PADM-GP 2902 Multiple Regression and Introduction to Econometrics</td>
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<tr>
<th><strong>Undergraduate Equivalents</strong></th>
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<tr>
<td>SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences</td>
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<tr>
<td>ECON-UA 18 Statistics</td>
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<tr>
<td>POL-UA 800 Quantitative Methods in Political Science</td>
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<tr>
<td>SOC-UA 302 Statistics for Social Research</td>
</tr>
<tr>
<td>ECON-UA 1112 Principles of Macroeconomics and SOCSC-UH 1111 Markets</td>
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<tr>
<td>ECON-UA 1 Introduction to Macroeconomics and ECON-UA 2 Introduction to Microeconomics</td>
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<tr>
<td>UPADM-GP 103 Introduction to Managing Public Service Organizations</td>
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<tr>
<td>No undergraduate course equivalent</td>
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<tr>
<td>POLSC-UH 2412 Power and Politics in America</td>
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<td>SRPP-UH 2610 Introduction to Public Policy</td>
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<tr>
<td>POL-UA 300 Power and Politics in America</td>
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<tr>
<td>UPADM-GP 101 Politics of Public Policy</td>
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<tr>
<td>No undergraduate course equivalent</td>
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<tr>
<td>SOCSC-UH 3220 Econometrics</td>
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Science at NYU Abu Dhabi 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 NYU Abu Dhabi offers majors in biology, chemistry, computer science, mathematics, physics, and psychology, with areas of specialization in some majors.

Science majors culminate their undergraduate experience with 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.

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, six-course 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.

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.
Majors in biology, chemistry, and physics are required to take *Foundations of Science*. 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 NYU Abu Dhabi. 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 (see Academic Policies), 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.

**Minor in 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 minor 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 MINOR IN NATURAL SCIENCES**

6 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Foundations of Science 1: Energy and Matter (SCIENT-UH 1101EQ, 1102EQ, 1103)</td>
<td></td>
</tr>
<tr>
<td>1 Foundations of Science 2: Forces and Interactions (SCIENT-UH 1201EQ, 1202EQ, 1203)</td>
<td></td>
</tr>
<tr>
<td>1 Foundations of Science 3: Systems in Flux (SCIENT-UH 1301, 1302, 1303, 1304)</td>
<td></td>
</tr>
<tr>
<td>1 Foundations of Science 4: Form and Function (SCIENT-UH 1401, 1402, 1403, 1404)</td>
<td></td>
</tr>
<tr>
<td>1 Calculus with Applications: Science and Engineering (MATH-UH 1012)</td>
<td></td>
</tr>
<tr>
<td>1 Multivariable Calculus with Applications: Science and Engineering (MATH-UH 1020)</td>
<td></td>
</tr>
</tbody>
</table>
FOUNDATIONS OF SCIENCE COURSES

SCIENCE 1: Energy & Matter
Offered fall, spring
Components: Physics (1.5 credits), Chemistry (1.5 credits), Laboratory (1 credit)
Prerequisites: MATH-UH 1011, MATH-UH 1012 or MATH-UH 1013
Concurrent: Foundations of Science 2

SCIENCE 2: Forces & Interactions
Offered fall, spring
Components: Physics (1 credit), Chemistry (1.5 credits), Laboratory (1 credit)
Prerequisites: Foundations of Science 1

SCIENCE 3: Systems in Flux
Offered fall, spring
Components: Physics (1 credit), Chemistry (1.5 credits), Biology (1.5 credits), Laboratory (1 credit)
Prerequisites: Foundations of Science 2

SCIENCE 4: Form and Function
Offered fall, spring
Components: Physics (1 credit), Chemistry (1.5 credits), Biology (1.5 credits), Laboratory (1 credit)
Prerequisites: Foundations of Science 3

SCIENCE 5: Propagating Change
Offered fall, spring
Components: Biology (1.5 credits), Physics (1.5 credits), Laboratory (1 credit)
Prerequisites: Foundations of Science 4

SCIENCE 6: Oscillations and Uncertainties
Offered fall, spring
Components: Biology (1.5 credits), Physics (1.5 credits), Laboratory (1 credit)
Prerequisites: Foundations of Science 5

Foundations of Science challenges students to consider the very nature of studying complex problems and systems and assessing the uncertainty associated with the scientific method. The laboratory exercises involve collaborative projects in which teams of students must apply their acquired knowledge and skills to design experiments focused on answering a question or solving a problem, keeping uncertainty in mind as they report their results and discuss additional data that would be need 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 sequence 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 learning outcomes of the biology program are:

- Understand how organisms adapt to their surroundings in the short-term level via physiology and in the long-term via evolution.
- Analyze the primary scientific literature, evaluate the evidence presented and critically assess the conclusions.
- Identify problems and questions in the life sciences, evaluate their importance, craft hypotheses and select and design the appropriate rigorous experiments to test these ideas, as well as providing constructive feedback to peers on their experimental designs.
- Conduct experiments reliably, reproducibly and independently.
- Analyze and interpret qualitative and quantitative data.
- Communicate science effectively to other scientists in writing and orally.

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 NYU Abu Dhabi has strong interactive ties with the Department of Biology, the Center for Genomics and Systems Biology, and other laboratories located at NYU 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** (MATH-UH 1003Q formerly MATH-AD 107).

The study away pathway for the Biology major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

The program strongly recommends that not more than one biology elective be taken while studying away.

The **Research Seminar in Biology** will take place in the spring semester of junior year also effective from 2020–21.
REQUIREMENTS FOR THE MAJOR

17.25 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SCIEN-UH 1101EQ—1603</td>
<td>Foundations of Science 1–6</td>
</tr>
<tr>
<td>4.25</td>
<td>Required courses:</td>
</tr>
<tr>
<td>BIOL-UH 2010</td>
<td>Human Physiology</td>
</tr>
<tr>
<td>CHEM-UH 2010</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>MATH-UH 1012Q</td>
<td>Calculus with Applications to Science and Engineering</td>
</tr>
<tr>
<td>MATH-UH 1020</td>
<td>Multivariable Calculus with Applications to Science and Engineering</td>
</tr>
<tr>
<td>4</td>
<td>Biology Electives</td>
</tr>
<tr>
<td>0.5</td>
<td>BIOL-UH 3090 Research Seminar in Biology (half course)</td>
</tr>
<tr>
<td>2</td>
<td>BIOL-UH 4001-4002 Capstone Project in Biology</td>
</tr>
</tbody>
</table>

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 through which 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 Biology Laboratory Elective. The BCS specialization also requires completion of Introduction to Psychology and Cognition or Mind and Brain offered by the NYUAD Program in Psychology.

Biology majors who seek to complete the BCS specialization are strongly 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

18.25 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIEN-UH 1101EQ—1603</td>
<td>Foundations of Science 1–6</td>
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<tr>
<td>8.25</td>
<td>Required courses:</td>
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<tr>
<td>BIOL-UH 2010</td>
<td>Human Physiology</td>
</tr>
<tr>
<td>BIOL-UH 3101</td>
<td>Behavioral and Integrative Neuroscience</td>
</tr>
<tr>
<td>BIOL-UH 3117</td>
<td>Molecular Neurobiology</td>
</tr>
<tr>
<td>CHEM-UH 2010</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM-UH 2050</td>
<td>Organic Chemistry I Lab</td>
</tr>
<tr>
<td>MATH-UH 1012</td>
<td>Calculus with Applications to Science and Engineering</td>
</tr>
<tr>
<td>MATH-UH 1020</td>
<td>Multivariable Calculus with Applications to Science and Engineering</td>
</tr>
<tr>
<td>PSYCH-UH 2410</td>
<td>Cognition or PSYCH-UH 2412 Mind and Brain</td>
</tr>
<tr>
<td>1</td>
<td>Biology Laboratory Elective</td>
</tr>
<tr>
<td>0.5</td>
<td>BIOL-UH 3090 Research Seminar in Biology (half course)</td>
</tr>
<tr>
<td>2</td>
<td>BIOL-UH 4001-4002 Capstone Project in Biology</td>
</tr>
</tbody>
</table>

SPECIALIZATION IN BIOPHYSICS FOR NATURAL SCIENCE MAJORS

The Biology, Chemistry, and Physics majors offer a specialization in Biophysics which emphasizes the crosstalk between these three disciplines in understanding biological function.

Everything obeys the laws of physics, and biological systems are no exception. The complexity of biological systems, however, is compounded by the fact that they span a broad range of interacting spatial scales from a few atoms to global ecosystems, and that life inherently functions far from the equilibrium. This complexity poses problems for physicists, chemists, and biologists that are at once interesting and challenging. Biophysics addresses these problems through an interdisciplinary approach that builds on strengths in physics, chemistry, and biology.
Biology majors who elect to complete the Biophysics specialization must complete all courses required for the Biology major, three required Biophysics courses, and one elective selected from the list below. BIOL-UH 3130 Biophysics can count towards the major electives. Additionally, 1 Biophysics elective can be used towards the major electives if it is cross-listed with the Biology major. Any other Biophysics courses would be in addition to the Biology major requirements.

**REQUIRED COURSES FOR BIOPHYSICS SPECIALIZATION**

- BIOL-UH 3130 Biophysics (can be used towards Biology major electives)
- PHYS-UH 3219 Biological Physics: From Single Molecules to the Cell
- CHEM-UH 3130 Computational Biology and Biophysics

**ELECTIVE COURSES FOR BIOPHYSICS SPECIALIZATION**

Students select 4 credits from the following:

- CHEM-UH 3011 Physical Chemistry: Thermodynamics and Kinetics
- CHEM-UH 3016 Analytical Chemistry
- CHEM-UH 3020 Biochemistry: Macromolecular Structure and Function
- CHEM-UH 3260 Special Topics in Chemistry (NMR only)
- PHYS-UH 3014 Statistical Mechanics and Thermodynamics

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### BIOLOGY

**SAMPLE SCHEDULE**

Alternative sample schedules are available at nyuad.nyu.edu/ grids

#### YEAR 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CALCULUS WITH APPLICATIONS TO SCIENCE AND ENGINEERING</strong></td>
<td><strong>GENEROUS ELECTIVE</strong></td>
</tr>
<tr>
<td><strong>GENERAL ELECTIVE</strong></td>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td><strong>FIRST-YEAR WRITING SEMINAR</strong></td>
<td><strong>J-Term</strong></td>
</tr>
<tr>
<td><strong>FOUNDATIONS OF SCIENCE 1</strong></td>
<td><strong>FOUNDATIONS OF SCIENCE 2</strong></td>
</tr>
<tr>
<td><strong>FOUNDATIONS OF SCIENCE 3</strong></td>
<td><strong>FOUNDATIONS OF SCIENCE 4</strong></td>
</tr>
<tr>
<td><strong>ORGANIC CHEMISTRY 1</strong></td>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td><strong>COLLOQUIUM</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
</tr>
</tbody>
</table>

#### YEAR 2

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATIONS OF SCIENCE 5</strong></td>
<td><strong>FOUNDATIONS OF SCIENCE 6</strong></td>
</tr>
<tr>
<td><strong>GENEROUS ELECTIVE</strong></td>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td><strong>J-Term</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
</tr>
<tr>
<td><strong>COLLOQUIUM</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
</tr>
</tbody>
</table>

#### YEAR 3

<table>
<thead>
<tr>
<th>Fall Semester (Abroad)</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIOLOGY ELECTIVE (ABROAD)</strong></td>
<td><strong>HUMAN PHYSIOLOGY</strong></td>
</tr>
<tr>
<td><strong>GENEROUS ELECTIVE (ABROAD)</strong></td>
<td><strong>RESEARCH SEM. IN BIOLOGY</strong></td>
</tr>
<tr>
<td><strong>GENEROUS ELECTIVE (ABROAD)</strong></td>
<td><strong>GENEROUS ELECTIVE (ABROAD)</strong></td>
</tr>
<tr>
<td><strong>GENEROUS ELECTIVE (ABROAD)</strong></td>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td><strong>J-Term</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
</tr>
</tbody>
</table>

#### YEAR 4

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPSTONE PROJECT IN BIOLOGY</strong></td>
<td><strong>BIOLOGY ELECTIVE</strong></td>
</tr>
<tr>
<td><strong>GENEROUS ELECTIVE</strong></td>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td><strong>CAPSTONE PROJECT IN BIOLOGY</strong></td>
<td><strong>BIOLOGY ELECTIVE</strong></td>
</tr>
<tr>
<td><strong>BIOLOGY ELECTIVE</strong></td>
<td><strong>BIOLOGY ELECTIVE</strong></td>
</tr>
<tr>
<td><strong>GENERAL ELECTIVE</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
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</tbody>
</table>
# BIOLOGY COURSES
## REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-UH 1010 Human Physiology</td>
<td>Typically offered: fall, spring</td>
<td>Crosslisted with: Biology; Chemistry; Mathematics; Physics</td>
</tr>
<tr>
<td>BIO-UH 3990 Research Seminar in Biology</td>
<td>Typically offered: fall, spring</td>
<td>Prerequisite: Foundations of Science 1–6. Biology must be declared as primary major. 2 credits</td>
</tr>
<tr>
<td>CHEM-UH 1010 Organic Chemistry 1</td>
<td>Prerequisite: Foundations of Science 1–4</td>
<td>Crosslisted with: Biology; Chemistry 5 credits</td>
</tr>
<tr>
<td>MATH-UH 1012Q Calculus with Applications to Science and Engineering</td>
<td>Prerequisite: MATH-UH 1002, MATH-UH 1005 or Math Placement Test</td>
<td>Crosslisted with: Biology; Chemistry; Computer Science; Engineering; Mathematics; Physics</td>
</tr>
</tbody>
</table>

## BIOLOGY ELECTIVES

<table>
<thead>
<tr>
<th>Course</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-UH 2113 Evolution</td>
<td>Offered occasionally</td>
<td>Prerequisite: Foundations of Science 1–6. 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, discussions, and basic genetic data analyses. Topics include variation, speciation, fitness, adaptation, mutation, genetic drift, natural selection, and phylogenetic systematics. The course focuses on developing students’ understanding of these concepts while reviewing the evidence supporting evolutionary theory.</td>
</tr>
<tr>
<td>BIOL-UH 2114 Genetics</td>
<td>Typically offered: spring</td>
<td>Prerequisite: 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, cytoplasmic inheritance, population genetics, and multifactorial inheritance. Emphasis is placed on patterns of Mendelian and non-Mendelian inheritance and the use of genetic methods to analyze protein function, gene regulation, and disease.</td>
</tr>
<tr>
<td>BIOL-UH 2115 Ecology</td>
<td>Offered occasionally</td>
<td>Prerequisite: Foundations of Science 1–6. How is it read and decoded? How is it reliably passed from one generation to another? How are errors during DNA replication and protein synthesis corrected? How is cell fate determined? These and other questions will be answered in the course. In particular, the molecular biology course will help students understand concepts and techniques required to answer fundamental questions in molecular biology. Students will also learn how to design experiments, test hypotheses and interpret results. Further, they will get the opportunity to review research papers and critically analyze experimental data.</td>
</tr>
<tr>
<td>BIOL-UH 3116 Molecular Biology</td>
<td>Offered occasionally</td>
<td>Prerequisite: Foundations of Science 1–6. What is the nature of biological information? How is it read and decoded? How is it reliably passed from one generation to another? How are errors during DNA replication and protein synthesis corrected? How is cell fate determined? These and other questions will be answered in the course. In particular, the molecular biology course will help students understand concepts and techniques required to answer fundamental questions in molecular biology. Students will also learn how to design experiments, test hypotheses and interpret results. Further, they will get the opportunity to review research papers and critically analyze experimental data.</td>
</tr>
<tr>
<td>BIOL-UH 3115 Genome Biology</td>
<td>Offered occasionally</td>
<td>Prerequisite: Foundations of Science 1–6. How is it read and decoded? How is it reliably passed from one generation to another? How are errors during DNA replication and protein synthesis corrected? How is cell fate determined? These and other questions will be answered in the course. In particular, the molecular biology course will help students understand concepts and techniques required to answer fundamental questions in molecular biology. Students will also learn how to design experiments, test hypotheses and interpret results. Further, they will get the opportunity to review research papers and critically analyze experimental data.</td>
</tr>
</tbody>
</table>

## BIOL-UH 3116 Immunology

**Offered occasionally**

Prerequisite: Foundations of Science 1–6

This course offers a comprehensive view of modern immunology at the evolutionary, cellular and molecular levels and enables the students to understand definitions and mechanisms in the vertebrate immune system. The course presents the major groups of pathogens and their transmission. The fundamental principles of cellular and molecular immunology will be discussed with emphasis upon the interrelationships between innate and adaptive host defense. The nature of immunological specificity and its underlying molecular biology will be presented. This will be followed by a discussion on the emergence and evolution of the vertebrate immune system. The course concludes with presentation and discussion of new areas, emerging concepts and methodologies in tumor immunology and treatment of infectious diseases.
This section is followed by an investigation of the structures and the loss of tropical rainforests. These topics will be further investigated by the in-depth study of some of the most pressing threats, including overfishing, the impact of climate changes and the loss of tropical rainforests. This will be followed by an exploration of strategies used by conservation biology to combat these threats.

Biophysics
Offered occasionally
Prerequisite: Foundations of Science 1-6
Crosslisted with Biology, Chemistry, 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 section 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.

Special Topics in Biology
Offered occasionally
Prerequisite: Foundations of Science 1-6
Special Topics in Biology offers high-level courses or seminars on a wide variety of topics in the life sciences. Topics vary from semester to semester.

Biochemistry: Macromolecular Structure and Function
Prerequisite: CHEM-UH 2010
Crosslisted with Biology; Chemistry

Biochemistry: Metabolism
Prerequisite: CHEM-UH 2010
Crosslisted with Biology; Chemistry

Experimental Biochemistry
Corequisites: CHEM-UH 3020
Crosslisted with Biology; Chemistry; Physics

Biological Physics: From single molecules to the cell
Typically offered: spring
Required for Biophysics

ENTR-UH 3130
Quantitative Synthetic Biology
Prerequisite: Foundations of Science 3-4
Crosslisted with Biology; Engineering

BIOLOGY LABORATORY ELECTIVES

BIO-UH 3218
Synthetic Biology
Typically offered: spring
Prerequisite: Foundations of Science 1-6
Synthetic biology aims to use state-of-the-art molecular tools to redesign biological systems by employing the approaches of engineering. The guiding principle in designing synthetic projects is often derived from a systems-level understanding of cellular networks, with metabolic network analyses playing a key role in offering informed hypotheses on how to modify cellular wirings for a desired outcome. This course combines lectures, class discussions, and lab experiments. The course engages students in a guided research project as well as scientific writing and data reporting.

BIO-UH 3219
Experimental Developmental Biology
Offered occasionally
Prerequisite: BIO-UH 2010
Embryonic development has fascinated biologists for centuries and is the focus of heated political debate. This course introduces students to basic principles of developmental biology and is based in laboratory work of direct observation and experimentation with a common model organism. The course is project based to learn about developmental biology and to gain proficiency in the experimental approaches used in the field.
Chemistry is the study 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 all materials in the natural world and the structural properties and biochemical reactions that define living systems. Chemistry interfaces with biology, physics, mathematics, computer science, and engineering. Modern chemistry’s range of applications 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 interdisciplinary fields of nanotechnology, materials science, biotechnology, polymers, environmental science, forensics, and chemical biology to name several examples.

The Chemistry major builds on the Foundations of Science program and offers students the opportunity to pursue their interests in the traditional sub-disciplines of chemistry: organic chemistry, inorganic chemistry, physical chemistry, 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.

**Learning Outcomes**

On successful completion of this program, students will be able to:

1. Demonstrate factual and theoretical knowledge of our present understanding of the physical world and the atoms and molecules that comprise it, including an understanding of the fundamental concepts underpinning organic, inorganic, physical, analytical, and biochemistry;

2. Understand the important role of chemistry as the central science and the integration of chemistry with the physical sciences, the life sciences, mathematics, and engineering;
3. Conduct laboratory experiments effectively and safely by understanding and applying the concepts of safe laboratory practices, including responsible disposal techniques, use of material safety data sheets (MSDS), recognizing and minimizing potential hazards, and handling emergencies effectively;

4. Solve problems through defining a problem clearly, forming testable hypotheses, designing and executing experiments, analyzing data, and drawing appropriate conclusions;

5. Search and use the peer-reviewed scientific literature effectively and evaluate papers and other media critically;

6. Demonstrate effective communication in oral and written form and be able to present information in a clear and organized manner, write concise reports, and use technology, such as presentation, word processing, and structure-drawing software;

7. Work effectively in a multidisciplinary team to solve scientific problems; and

8. Practice ethics and conduct themselves responsibly with an awareness of the role of chemistry in contemporary social and global issues.

The study away pathway for the Chemistry major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

The program strongly recommends that not more than one chemistry elective be taken while studying away. Students majoring in chemistry will achieve a factual and theoretical understanding of the physical world and the atoms and molecules that comprise it; they will understand the important role of chemistry as the central science and the integration of chemistry with the other disciplines; they will conduct laboratory experiments effectively and safely; they will solve problems through a rigorous scientific approach; they will be able to search and use the peer-reviewed scientific literature effectively; they will demonstrate effective communication in oral and written form; they will learn how to work effectively in a multidisciplinary team; and they will practice ethics and conduct themselves responsibly with an awareness of the role of chemistry in society.

REQUIREMENTS FOR THE MAJOR
20.5 courses, distributed as follows:

- 6.5 SCIEN-UH 1101EQ - 1603 Foundations of Science 1-6
- 9.5 Required courses:
  - MATH-UH 1012Q Calculus with Applications with Applications to Science and Engineering
  - MATH-UH 1020 Multivariable Calculus with Applications to Science and Engineering
  - CHEM-UH 2010 Organic Chemistry 1
  - CHEM-UH 3010 Organic Chemistry 2
  - CHEM-UH 3011-3012 Physical Chemistry: Thermodynamics and Kinetics (Lecture plus lab)
  - CHEM-UH 3013-3014 Physical Chemistry: Quantum Mechanics and Spectroscopy (Lecture plus lab)
  - CHEM-UH 3015 Inorganic Chemistry
  - CHEM-UH 3016 Analytical Chemistry
  - CHEM-UH 3020 Biochemistry: Molecular Structure and Function or CHEM-UH 3021 Biochemistry: Metabolism
  - Chemistry Elective
  - CHEM-UH 3090 Research Seminar in Chemistry (half course)
  - CHEM-UH 4001-4002 Capstone Project in Chemistry

SPECIALIZATION IN BIOPHYSICS FOR NATURAL SCIENCE MAJORS

The Biology, Chemistry, and Physics majors offer a specialization in Biophysics which emphasizes the crosstalk between these three disciplines in understanding biological function.

Everything obeys the laws of physics, and biological systems are no exception. The complexity of biological systems, however, is compounded by the fact that they span a broad range of interacting spatial scales from a few atoms to global ecosystems, and that life inherently functions far from the equilibrium. This complexity poses problems for physicists, chemists, and biologists that are at once interesting and challenging. Biophysics addresses these problems through an interdisciplinary approach that builds on strengths in physics, chemistry, and biology.

Chemistry majors who elect to complete the Biophysics specialization must complete all courses required for the Chemistry major, three required Biophysics courses, and one elective selected from the list below. CHEM-UH 3130 can count towards the elective for the Chemistry major, and the other three courses would be in addition to the Chemistry major requirements.
### REQUIRED COURSES FOR BIOPHYSICS SPECIALIZATION

- BIOL-UH 3130 Biophysics
- PHYS-UH 3219 Biological Physics: From Single Molecules to the Cell
- CHEM-UH 3130 Computational Biology and Biophysics (in place of the 1 elective for the Chemistry major)

### ELECTIVE COURSES FOR BIOPHYSICS SPECIALIZATION

Students select 4 credits from the following outside their major:

- BIOL-UH 2010 Human Physiology
- BIOL-UH 2114 Genetics
- BIOL-UH 3115 Genome Biology
- BIOL-UH 3116 Immunology
- BIOL-UH 3218 Synthetic Biology
- BIOL-UH 3220 Experimental Systems Biology
- PHYS-UH 3014 Statistical Mechanics and Thermodynamics

### CHEMISTRY

#### SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu/grids

#### YEAR 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CALCULUS WITH APPS TO SCIENCE AND ENGINEERING</strong></td>
<td><strong>FOUNDATIONS OF SCIENCE 1</strong></td>
</tr>
<tr>
<td><strong>GENERAL ELECTIVE</strong></td>
<td><strong>FOUNDATIONS OF SCIENCE 2</strong></td>
</tr>
<tr>
<td><strong>FIRST-YEAR WRITING SEMINAR</strong></td>
<td><strong>MVC WITH APPS TO SCIENCE AND ENGINEERING</strong></td>
</tr>
<tr>
<td><strong>COLOQUIUM</strong></td>
<td><strong>CORE</strong></td>
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<td>J-Term</td>
<td><strong>GENERAL ELECTIVE</strong></td>
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#### YEAR 2

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<thead>
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<th>Fall Semester</th>
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<tr>
<td><strong>FOUNDATIONS OF SCIENCE 3</strong></td>
<td><strong>FOUNDATIONS OF SCIENCE 4</strong></td>
</tr>
<tr>
<td><strong>CORE</strong></td>
<td><strong>CORE</strong></td>
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<tr>
<td><strong>J-Term</strong></td>
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#### YEAR 3

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester (Abroad)</th>
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</thead>
<tbody>
<tr>
<td><strong>ORGANIC CHEMISTRY 2</strong></td>
<td><strong>INORGANIC CHEMISTRY (ABROAD)</strong></td>
</tr>
<tr>
<td><strong>PHYSICAL CHEM: THERMO-DYNAMICS &amp; KINETICS</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
</tr>
<tr>
<td><strong>RESEARCH SEM.: IN CHEMISTRY</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
</tr>
<tr>
<td><strong>PHYSICAL CHEMISTRY LABORATORY: T AND K</strong></td>
<td><strong>COLOQUIUM</strong></td>
</tr>
<tr>
<td><strong>J-Term</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
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#### YEAR 4

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<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tr>
<td><strong>ANALYTICAL CHEMISTRY</strong></td>
<td><strong>PHCHEM: QUANTUM MECHANICS &amp; SPECTROSCOPY</strong></td>
</tr>
<tr>
<td><strong>CHEMISTRY ELECTIVE</strong></td>
<td><strong>BIOCHEMISTRY ELECTIVE</strong></td>
</tr>
<tr>
<td><strong>CAPSTONE RESEARCH IN CHEMISTRY</strong></td>
<td><strong>CAPSTONE RESEARCH IN CHEMISTRY</strong></td>
</tr>
<tr>
<td><strong>GENERAL ELECTIVE</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
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316 | 2020-21 | SCIENCE | CHEMISTRY | 317 | 2020-21 | SCIENCE | CHEMISTRY
## CHEMISTRY COURSES

### REQUIRED COURSES

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Typical Offered</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM-UH 305O</td>
<td>Organic Chemistry 2 Lab</td>
<td>2</td>
<td>Typically offered</td>
<td>spring, Prerequisite: CHEM-UH 2010</td>
</tr>
<tr>
<td>CHEM-UH 3011</td>
<td>Physical Chemistry: Thermodynamics and Kinetics</td>
<td>2</td>
<td>Typically offered</td>
<td>fall, Prerequisite: Foundations of Science 1-6</td>
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<tr>
<td>CHEM-UH 3012</td>
<td>Organic Chemistry 2</td>
<td>3</td>
<td>Typically offered</td>
<td>fall, Prerequisite: CHEM-UH 2010 co-requisite CHEM-UH 3010</td>
</tr>
<tr>
<td>CHEM-UH 3013</td>
<td>Inorganic Chemistry</td>
<td>3</td>
<td>Typically offered</td>
<td>spring, Prerequisites: Foundations of Science 1-6 and CHEM-UH 3010 (may be taken as a corequisite)</td>
</tr>
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</table>

### CHEMISTRY COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Typical Offered</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>CHEM-UH 2010</td>
<td>Organic Chemistry 1</td>
<td>5</td>
<td>Typically offered</td>
<td>Crosslisted with Biology, spring</td>
</tr>
<tr>
<td>CHEM-UH 3010</td>
<td>Organic Chemistry 2</td>
<td>3</td>
<td>Typically offered</td>
<td>fall, Prerequisite: CHEM-UH 2010 re-corequisite: CHEM-UH 3010</td>
</tr>
<tr>
<td>CHEM-UH 3014</td>
<td>Physical Chemistry Laboratory: Quantum Mechanics and Spectroscopy</td>
<td>2</td>
<td>Typically offered</td>
<td>spring, Corequisite: CHEM-UH 3013</td>
</tr>
<tr>
<td>CHEM-UH 3015</td>
<td>Biochemistry: Metabolism</td>
<td>3</td>
<td>Typically offered</td>
<td>spring, Prerequisite: CHEM-UH 2010 Crosslisted with Biology</td>
</tr>
<tr>
<td>CHEM-UH 3016</td>
<td>Analytical Chemistry</td>
<td>2</td>
<td>Typically offered</td>
<td>spring, Prerequisite: Foundations of Science 1-4 and CHEM-UH 2010 (CHEM-UH 2010 may be taken as a corequisite)</td>
</tr>
</tbody>
</table>

## CHEMISTRY COURSES

### CHEM-UH 2010

**Organic Chemistry 1**
- Typically offered: spring
- Prerequisite: Foundations of Science 1-4
- Corequisite: CHEM-UH 2050
- Crosslisted with Biology
- 5 credits
- Organic chemistry is the study of carbon-containing compounds. Organic Chemistry 1 presents the structure and bonding, conformational analysis, stereochemistry, and spectroscopy of organic materials, subjects that partly trace their roots to the development of quantum theory. The topics covered include basic reaction mechanisms, such as substitution and elimination, and the reactions of aliphatic and aromatic hydrocarbons, alcohols, ethers, carbonyl compounds, and carboxylic acids. The course incorporates modern analytical methods that are the cornerstone of contemporary organic chemistry. The laboratory introduces organic chemistry techniques for the separation, purification, identification, and synthesis of organic compounds, incorporating modern analytical methods that are the cornerstone of contemporary organic chemistry.

### CHEM-UH 3010

**Organic Chemistry 2**
- Typically offered: fall
- Prerequisite: CHEM-UH 2010
- Recommended co-requisite: CHEM-UH 3050
- 3 credits
- Organic Chemistry 2 is a continuation of Organic Chemistry I, with an emphasis on multifunctional organic compounds and their 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; and biologically important molecules. The course continues the emphasis on modern analytical methods that are the cornerstone of contemporary organic chemistry. The laboratory further develops the organic chemistry techniques for the separation, purification, identification, and synthesis of organic compounds, incorporating modern analytical methods that are the cornerstone of contemporary organic chemistry.

### CHEM-UH 3013

**Physical Chemistry: Quantum Mechanics and Spectroscopy**
- Typically offered: spring
- Prerequisite: Foundations of Science 1-6
- Corequisite: CHEM-UH 3014
- 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 deals with 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. Students 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-UH 3014

**Physical Chemistry Laboratory: Quantum Mechanics and Spectroscopy**
- Typically offered: spring
- Corequisite: CHEM-UH 3013
- 2 credits
- This laboratory course is coupled to the lectures in CHEM-UH 3013 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 structural 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. After the completion of this course, students are able to characterize materials by using common analytical methods.

### CHEM-UH 3015

**Inorganic Chemistry**
- Typically offered: spring
- Prerequisites: Foundations of Science 1-6
- Inorganic chemistry is the study of all elements in their compounds as well as the compounds they form and the reactions that lead to the formation of new compounds. This course includes the study of structure from atomic level to molecular level. Students will understand how atoms connect to form molecules and how molecules are assembled together to form the structure of materials. This course also studies the properties of elements and of the different compounds they form.
catabolize and metabolize carbohydrates, lipids, and proteins. The course examines the mechanisms of the different reactions that constitute these pathways and the regulatory mechanisms that control their efflux in living systems. Review of scientific literature broadens students’ understanding of metabolism in the human body with special focus on human diseases.

**CHEM-UH 3090 Research Seminar in Chemistry**

Typically offered: fall

Prerequisites: Foundations of Science 1-6. Chemistry must be declared as primary major 2 credits

The research seminar provides students with an overview of the diverse, multidisciplinary research areas that have captured the interest and fascination of chemists and others in related fields at NYU Abu Dhabi. Through exposure to faculty research, students identify potential areas of interest for their own capstone research, and over the course of the semester develop and put into writing an in-depth research proposal that will form the core of their capstone project. The final capstone project proposal is due at the end of the semester. Students can begin the Capstone Project in Chemistry in the fall semester of their senior year. Students who have chosen chemistry as their secondary major do not need to complete the research seminar course; students must instead take two courses in their chosen elective that are not research courses.

**MATH-UH 1012 Calculus with Applications to Science and Engineering**

Prerequisite: MATH-UH 1002, MATH-UH 1005 or Math Placement Test

Crosslisted with Biology; Computer Science; Engineering; Mathematics; Physics

**MATH-UH 1020 Multivariable Calculus with Application to Science and Engineering**

Prerequisite: MATH-UH 1012 or equivalent

Crosslisted with Biology; Engineering; Mathematics; Physics

**CHEMISTRY ELECITVES**

**CHEM-UH 2201 Advanced Materials**

Typically offered: fall

Prerequisites: Foundations of Science 3-4. Chemistry must be declared as primary major

This course will provide an introduction to advanced materials science and engineering, and will emphasize the breadth of this interdisciplinary, rapidly growing field. The synthesis, organization, and processing of materials can enable functional performance. The course material will overview the preparation of both organic and inorganic materials, and will later expand on the available methods for their characterization. Special emphasis will be given to the optimization of materials’ performance and the relationship between the structure and properties of materials. The target-oriented design of materials will also be described through the underlying processes, structure, properties, and performance, with particular focus on applications in energy conversion/electrochemical/biomolecular. About half of the course will be dedicated to soft materials (polymers, liquid crystals, biomaterials), and the remaining half will focus on hard materials (semiconductors, metals, alloys, and optical materials). Both the science-driven approach (used in materials science, polymer science) and the design-driven approach (used in engineering) will be presented and illustrated with examples from industrial design, aerospace engineering, civil engineering, architecture, manufacturing, eco-design, and sustainability.

**CHEM-UH 3022 Experimental Biochemistry**

Typically offered: fall

Prerequisites: CHEM-UH 3010 and Corequisites CHEM-UH 3020

Crosslisted with Biology; Chemistry, Physics

Students majoring in life sciences and biochemistry hands-on experience with a variety of biotechnology techniques to better prepare them for a graduate degree or industry. Students will be trained to master biochemical techniques for the manipulation of macromolecules and build a firm understanding of how research is conducted in postgraduate institutions. Inquiry based learning will drive students to learn to use biochemical tools for the characterization of proteins’ structures and functions. Discussions on fundamental biochemical principles and experimental techniques will assist the students to design and conduct a research project. Students in groups of two will propose a project, run experiments, present data to their peers, and write a final report. First, a protein will be expressed in E. coli, purified using column chromatography on a Fast Protein Liquid Chromatography (FPLC) system. The amount of protein will be quantitated then run on an gel to determine its purity and molecular weight. Analysis will include kinetic and enzyme mechanistic characterization, structural characterization using circular dichroism, spectroscopy, and thermodynamic stability using Difference Scan Fluorimetry (DSF) and Difference Scanning Calorimetry (DSC).

**CHEM-UH 3260 Special Topics in Chemistry**

Offered occasionally

Prerequisite: Foundations of Science 1-6 and permission of the instructor

This course provides in-depth treatment of an area of current interest in chemistry. Lectures offer a foundation of the ground 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 structure and emphasis will vary from semester to semester and focus on interdisciplinary topics.

**CHEM-UH 4210 Biophysical Chemistry**

Offered occasionally

Prerequisites: CHEM-UH 3010, CHEM-UH 3015 and CHEM-UH 3020

Applications of physical and chemical principles to topics of biochemical and biological interest with an emphasis on the basic principles underlying biochemical techniques that are used to study important macromolecules such as proteins and nucleic acids. Topics in this course include molecular spectroscopic techniques such as light absorption, fluorescence, and circular dichroism, as well as mass spectrometry, 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-protein interactions are discussed.

**CHEM-UH 4211 Bioorganic Chemistry**

Offered occasionally

Prerequisites: CHEM-UH 3010 and CHEM-UH 3020

Covering a broad range of topics at the interface between organic chemistry and biology, this course focuses on current advances in bioorganic chemistry and chemical biology.

**CHEM-UH 4212 Advanced Organic Chemistry**

Offered occasionally

Prerequisites: CHEM-UH 3010 and Foundations of Science 1-4

This course builds upon the concepts and skills learned in Organic Chemistry 1 and 2, applying them to the study of advanced concepts in structure, reactions and their mechanisms, and the multi-step synthesis of complex molecules. The course applies principles of stereochemistry, thermodynamics, and spectroscopy, and molecular orbital theory to functional group transformations, pericyclic and photochemical reactions, and carbon-carbon bond formations. The reactions are placed into context by a comprehensive discussion of the multi-step synthesis of important complex organic molecules, such as drug molecules and natural products, with an emphasis on retrosynthetic analysis.
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 in 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 to demonstrate the relevance of computer technology to other disciplines. Computer Science majors must complete a minor or a second major in one of the following areas: Applied Mathematics, Economics, Engineering, Interactive Media, Natural Sciences, or Sound and Music Computing. 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.

The study away pathway for the Computer Science major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

The program strongly recommends that at least one elective Computer Science course be taken in Abu Dhabi.
REQUIREMENTS FOR THE MAJOR

17.5 courses, distributed as follows:

9 Required courses:
- CS-UH 1001 Introduction to Computer Science
- CS-UH 1002 Discrete Mathematics
- CS-UH 1050 Data Structures
- CS-UH 1052 Algorithms
- CS-UH 2010 Computer Systems Organization
- CS-UH 2012 Software Engineering
- CS-UH 3010 Operating Systems
- CS-UH 3012 Computer Networks
- MATH-UH 1012Q Calculus with Applications to Science and Engineering

2 Computer Science Electives from within the Computer Science major

0.5 CS-UH 3090 Research Seminar in Computer Science (half course)

2 CS-UH 4001 - 4002 Capstone Project in Computer Science

4 Students majoring in computer science must complete one of the following: minor in Applied Mathematics, Economics, Engineering, Interactive Media (the elective courses within this minor must be selected from the Computational Media cluster), Natural Sciences, or Sound and Music Computing. Note that completing a second major in Biology, Chemistry, Economics, Engineering, Mathematics, or Physics precludes the need to complete one of the listed minors.

PROGRAM LEARNING OUTCOMES

The Computer Science major has the following program learning outcomes:
- PLO-1: Be able to analyze a problem, and identify, define, and verify the appropriate computational tools required to solve it.
- PLO-2: Be able to apply up-to-date computational tools necessary in a variety of computing practices.
- PLO-3: Be able to implement algorithms as programs using modern computer languages.
- PLO-4: Be able to apply their mathematical knowledge to solve computational problems.
- PLO-5: Be able to communicate computer science knowledge both orally and in writing.
- PLO-6: Be able to collaborate in teams.

MINOR IN COMPUTER SCIENCE

The minor 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 minor requires completion of five courses: Introduction to Computer Science, Discrete Mathematics, Data Structures, Algorithms, and one Computer Science elective.

REQUIREMENTS FOR THE MINOR IN COMPUTER SCIENCE

5 courses, distributed as follows:

1 CS-UH 1001 Introduction to Computer Science
1 CS-UH 1002 Discrete Mathematics
1 CS-UH 1050 Data Structures
1 CS-UH 1052 Algorithms
1 Elective from within the Computer Science major
## COMPUTER SCIENCE

### SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu/grids

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<thead>
<tr>
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<tr>
<td><strong>INTRODUCTION TO COMPUTER SCIENCE</strong></td>
<td><strong>DISCRETE MATHEMATICS</strong></td>
</tr>
<tr>
<td><strong>CALCULUS WITH APPLICATIONS TO SCIENCE AND ENGINEERING</strong></td>
<td><strong>FIRST-YEAR WRITING SEMINAR</strong></td>
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<tr>
<td><strong>J-Term</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
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<tr>
<td><strong>GENERAL ELECTIVE</strong></td>
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### YEAR 2

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<thead>
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<tbody>
<tr>
<td><strong>SOFTWARE ENGINEERING</strong></td>
<td><strong>MINOR 1</strong></td>
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<td><strong>CORE</strong></td>
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### YEAR 3 (New York)

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<tr>
<td><strong>COMPUTER SCIENCE ELECTIVE (NEW YORK)</strong></td>
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## COMPUTER SCIENCE COURSES

### REQUIRED COURSES

**CS-UH 1001**
**Introduction to Computer Science**
Typically offered: fall, spring
Crosslisted with Interactive Media; Sound and Music Computing
Computer Science is an innovative and exciting field that focuses on producing efficient solutions for solving problems in any field. This course introduces students to the foundations of computer science. Students learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs using a high-level programming language. The course covers core programming concepts including basic computation, data structures, decision structures, iterative structures, file input/output, and recursion. Students also learn the elements of Object Oriented Programming (OOP), such as objects, classes, inheritance, abstraction, and polymorphism. A final project allows students to combine these concepts to produce a large program of their design.

**CS-UH 1002**
**Discrete Mathematics**
Typically offered: fall, spring
Crosslisted with Sound and Music Computing
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 in this course include: sets, counting techniques, logic, proof techniques, solving recurrence relations, number theory, probability, statistics, graph theory, and discrete geometry. These mathematical tools are illustrated with applications in computer science.

**CS-UH 1050**
**Data Structures**
Typically offered: fall, spring
Prerequisites: CS-UH 1001 and Pre or Co Corequisite
Crosslisted with Engineering; Sound and Music Computing
Organizing and managing large quantities of data using computer programs is increasingly essential to all scientific and engineering disciplines. This course teaches students the principles of data organization in a computer, and how to work efficiently with large quantities of data. Students learn how to design data structures for representing information in computer memory, emphasizing abstract data types and their implementation, and designing algorithms using these representations. Topics include recursion, asymptotic analysis of algorithms, lists, stacks, queues, trees, hashing, priority queues, dictionaries, graph data structures etc. This course is taught using the C++ programming language. In addition to the two theory lectures, one lab session (2:30h) will be held weekly. It will be dedicated to the practice of C++ and implementation of data structure concepts covered in the theory lectures. This will effectively help students in the design and implementation of computerized solutions to real problems using appropriate data structures.

**CS-UH 1052**
**Algorithms**
Typically offered: fall, spring
Prerequisite: CS-UH 1002 and Pre or Co Corequisite
Crosslisted with Engineering; Sound and Music Computing
Algorithms lie at the very heart of computer science. An algorithm is an effective procedure, expressed as a finite list of precisely defined instructions, for solving problems that arise in applications in any domain of knowledge. All computer programs are translations of algorithms into some programming language. Often the most difficult parts of designing an algorithm are to make sure that when it is programmed in a computer, it runs as fast as possible and does what it was designed to do. This course covers the fundamentals of algorithms, focusing on designing efficient algorithms, proving their correctness, and analyzing their computational complexity. The algorithms studied are taken from a variety of applications such as sorting, robotics, artificial intelligence, searching, pattern recognition, machine learning, music, bioinformatics, arithmetic, algebra, and geometry.

**CS-UH 1010**
**Computer Systems Organization**
Typically offered: fall, spring
Prerequisite: CS-UH 1050
Crosslisted with Engineering
The course focuses on 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 in this course include the C++ programming language, data representation, machine-level code, memory organization and management, performance evaluation and optimization, and concurrency.
CS-UH 2012
Software Engineering
Typically offered: fall, spring
Prerequisite: CS-UH 1050
Crosslisted with Engineering
This course is an intensive, hands-on study of practical techniques and methods of software engineering. Topics include design patterns, refactoring, code optimization, universal modeling language, threading, advanced object-oriented design, user interface design, web and mobile development, and enterprise application development tools. All topics are integrated and applied through intensive homework and a small group project. The aim of the course is to prepare students for dynamics in a real workplace.

CS-UH 3010
Operating Systems
Typically offered: fall, spring
Prerequisite: CS-UH 1052 and CS-UH 2010
The operating system is a computer’s chief manager overseeing interactions between users, applications, shared software and hardware resources. This course covers the fundamentals of operating system design and implementation. Lectures present the central ideas and concepts such as synchronization, deadlock, process management, storage and memory management, file systems, security, protection, and networking. Assigned readings and programming assignments illustrate the manifestation of these concepts in real operating systems.

CS-UH 3012
Computer Networks
Typically offered: fall, spring
Prerequisites: and CS-UH 2010
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 networked systems. Students learn about the principles and techniques used to construct large-scale networks and systems. Topics in this course include routing protocols, network congestion control, wireless networking, 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.

CS-UH 3090
Research Seminar in Computer Science
Typically offered: spring
Prerequisites: MATH-UH 1020, CS-UH 1052, and CS-UH 2010
Prerequisite/Corequisite: CS-UH 2012
This course introduces students to the foundations of database systems, focusing on basics such as data models, especially the relational data model, query languages, query optimization and processing, indices and other specialized data structures, as well as transactions and concurrency control. We build components of a database system and through research readings understand the design complexities of transactional and big data analytical systems.

CS-UH 2214
Database Systems
Typically offered: spring
Prerequisite: CS-UH 1052
This course introduces students to the foundations of database systems, focusing on basics such as data models, especially the relational data model, query languages, query optimization and processing, indices and other specialized data structures, as well as transactions and concurrency control. We build components of a database system and through research readings understand the design complexities of transactional and big data analytical systems.

CS-UH 2215
Computer Graphics
Typically offered: fall, spring
Prerequisite: CS-UH 1052
Crosslisted with Design; Interactive Media
This course provides an overview of the fundamental concepts in computer graphics along with hands-on experience in interactive 3D graphics programming. The course covers mathematics related to computer graphics, fundamentals of geometric modeling, the modern graphics pipeline, shading and lighting models, mapping techniques, and ray tracing. Relevant additional topics in mathematics, algorithms and data structures are also covered. The course is programmed using intensive. Currently the programming is done using Javascript and WebGL.

CS-UH 2216
Natural Language Processing
Typically offered: fall, spring
Prerequisite: CS-UH 1052
This course introduces students to various techniques and concepts that are essential for data scientists. It also provides an in-depth survey of the latest research methodology and topics that are being explored in the field. The course covers various aspects of natural language processing such as syntactic parsing and semantic representations, as well as information retrieval, summarization and machine translation. Concepts taught in class are reinforced in practice by hands-on assignments.

CS-UH 2217
Computational Geometry
Typically offered: spring
Prerequisite: CS-UH 1052
Crosslisted with Mathematics; Physics
The field of computational geometry (CG) is concerned with the design and analysis of algorithms that solve geometric problems. Geometric problems are ubiquitous in computer science, playing a significant role in areas such as computer graphics, robotics, computer vision, image processing, pattern recognition, machine learning, algorithms, and numerical optimization. This course covers the fundamentals of geometric algorithms, focusing on strategies for the design of efficient algorithms, providing their correctness proofs, and analyzing their computational complexity.

CS-UH 2218
Algorithmic Foundations of Data Science
Typically offered: spring
Prerequisites: CS-UH 1052, (MATH-UH 1022 or MATH-UH 1023), and MATH-UH 1003G, MATH-UH 2010Q or ENGR-UH 2010Q)
Modern computational problems frequently involve processing massive amounts of data, which are often not even available in advance but arrive at a high rate. Apart from the volume and speed, the data are often very high dimensional and noisy. The goal of this course is to teach foundational algorithmic techniques that can be used to build scalable and robust solutions for practical problems of this nature. Topics include regression, clustering, dimensionality reduction, streaming and sketching, graph analysis, and fundamentals of machine learning. The course will be taught using the Python programming language and assumes familiarity with the language.

CS-UH 2219E
Computational Social Science
Typically offered: spring
Prerequisite: CS-UH 1052
This course introduces students to various techniques and concepts that are essential for data scientists. It also provides an in-depth survey of the latest research methodology and topics that are being explored in the field. The course covers various aspects of natural language processing such as summarization and machine translation. Concepts taught in class are reinforced in practice by hands-on assignments.

CS-UH 2210
Computer Security
Typically offered: spring
Prerequisites: CS-UH 3010 and CS-UH 3012
This course introduces students to the design and analysis of algorithms that solve geometric problems. Geometric problems are ubiquitous in computer science, playing a significant role in areas such as computer graphics, robotics, computer vision, image processing, pattern recognition, machine learning, algorithms, and numerical optimization. This course covers the fundamentals of geometric algorithms, focusing on strategies for the design of efficient algorithms, providing their correctness proofs, and analyzing their computational complexity.
fundamental cybersecurity concepts, principles, and techniques. In this course students learn basic cryptography, security/attack analysis, access control, distributed systems security, privacy-preserving mechanisms, and the theory behind common attack and defense techniques. The students will get an overview of the cryptographical foundations for securing computer systems, and will conduct hands-on activities for securing different types of systems and respective networks.

CS-UH 3260

Special Topics in Computer Science
Offered occasionally
Prerequisites: CS-UH 1052 and instructor permission
Special Topics in Computer Science offers high-level courses on a wide variety of topics, including computer vision; computational geometry; cryptography; game programming; machine learning; wireless networks; information retrieval; and user interfaces.

ENGR-UH 4560

Selected Topics in Information and Computational Systems
Prerequisite: Junior standing
Crosslisted with Engineering

DIRECTED STUDY

CS-UH 3250

Directed Study in Computer Science
Typically offered: To students in the Senior year only and by Application. By exception for third year students
Prerequisite: CS-UH 1052; students must receive permission from the faculty in the Program of Computer Science; special permission must be given for this course to count toward the major in Computer Science
This course is intended for students who are highly motivated and seek the opportunity to explore in more depth a specific topic 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 write a detailed proposal and syllabus, and approach a faculty member in his or her field of interest to obtain sponsorship, at least four months prior to the start of the course. 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 NYUAD faculty member and the Program Head, which must be obtained the semester before the Directed Study course takes place. Forms for Directed Study in Computer Science are available from the Registrar and must also be returned in the previous semester.

CAPSTONE EXPERIENCE

CS-UH 4001

Capstone Project in Computer Science 1
Typically offered: fall, spring
Prerequisite: CS-UH 3090
The capstone experience in Computer Science requires students to engage in a long-term, mentored learning experience that culminates in a piece of original work. The specific project is developed during the Research Seminar in Computer Science. During the Capstone Project, the proposed work comes to fruition in the form of a research paper along the lines of those in a scholarly computer science journal. Students also participate in a capstone research symposium during which they present their work orally.

CS-UH 4002

Capstone Project in Computer Science 2
Typically offered: fall, spring
Prerequisite: CS-UH 4001
Continuation of CS-UH 4001

Global Studies Track: Computer Science

In addition to providing its students with a rigorous theoretical foundation and methodological training in Computer Science and related aspects of technology, the NYUAD Computer Science program believes in the importance of pre-professional training as a preparation both for advanced study and global careers.

The Global Studies Track in Computer Science is designed to combine the study away opportunities for NYUAD students at the NYU campuses in the United States in New York or Washington, DC and at the NYU campus in Abu Dhabi with the experiential educational and pre-professional opportunity for a paid internship in the United States over the summer.

Students apply and are admitted to this track through a competitive process, which requires:
• GPA of no less than 3.5 in required major courses
• Cumulative unofficial GPA of no less than 3.5
• Completion of the following prerequisites before starting the US component of the program: Introduction to Computer Science, Calculus with Applications, Discrete Mathematics, Data Structures, and Algorithms
• Official declaration of the major at the time of the application
• Presentation of a four-year academic plan for the timely completion of the major and all other degree requirements
• Statement of purpose, including an academic rationale for participating in the program, a plan for developing a capstone research proposal, and a plan for career development and securing a summer internship
• Approval of the Program Head for Computer Science, the Dean of Science, and the Office of Global Education

The program requires the following academic sequence:
• Fall semester junior year at NYU New York or NYU Washington, DC
• Spring semester junior year at NYU Abu Dhabi
• Summer internship in a field related to Computer Science and/or similar aspects of technology in the United States. Note: Students must secure their own summer internships. The typical duration of the internship is 8 to 10 weeks. If needed, students can apply for funding through the existing summer funding process.
• Students must apply in December of their sophomore year for the full program and commit to it if approved.

For additional information contact the Office of Global Education.
Mathematics is the branch of human inquiry involving the study of data, numbers, relations, shapes, space, symmetries, and how these concepts relate to each other. Despite its often abstract nature, mathematics takes inspiration from the real world and 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 NYU Abu Dhabi 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 with Applications
- Foundations of Mathematics
- Linear Algebra
- Calculus with Applications to Science and Engineering
- Multivariable Calculus with Applications to Science and Engineering
- Ordinary Differential Equations
- Probability and Statistics
- Abstract Algebra 1

Students who place out of Calculus are required to complete one additional mathematics elective of their choosing. Mathematics majors who choose to take Multivariable Calculus with Applications to Economics (for example because they plan to major in both Mathematics and Economics) must take Analysis 2.

Students select two electives. These are divided into two overlapping categories, denoted with an A and P. Courses in category A have an applied flavor, courses in category P tend to be more theoretical. To attain greater depth in analysis or algebra, students choose at least one elective from category A and one from category P. Mathematics majors must also complete a minor or major in one of the following areas that use mathematics or mathematical modeling: Computer Science, Economics, or the Natural Sciences. An alternative minor may be approved as substitute on a case-by-case basis when the courses used to complete that alternative minor are judged sufficiently germane to mathematics by the program. Requiring Mathematics majors to complete a minor provides them with a basic knowledge of how math is applied to a specific discipline and is intended to foster the requisite capstone projects.

The study away pathway for the Mathematics major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

The program strongly recommends that not more than one mathematics elective be taken while studying away.

**Requirements for the Major**

16.5 courses, distributed as follows:

- **8 Required courses:**
  - MATH-UH 1010 Foundations of Mathematics
  - MATH-UH 1012Q Calculus with Applications to Science and Engineering
  - MATH-UH 1020 Multivariable Calculus with Applications to Science and Engineering
  - MATH-UH 1022 Linear Algebra
  - MATH-UH 2010 Ordinary Differential Equations
  - MATH-UH 2011Q Probability and Statistics
  - MATH-UH 2012 Abstract Algebra 1
  - MATH-UH 2013 Analysis 1

- **2 Mathematics Electives**

- **0.5 MATH-UH 3090 Research Seminar in Mathematics** (half course)

- **2 MATH-UH 4001–4002 Capstone Project in Mathematics**

- **4** Students majoring in mathematics must complete one of the following: minor in Computer Science, Natural Science, Economics, or Engineering. Note that completing a major in Computer Science, Biology, Chemistry, Physics or Economics removes the need to complete one of the four listed minors.
PROGRAM LEARNING OUTCOMES

Upon completing their major, mathematics students will be able to:

• PLO-1: Apply the fundamental theorems of Analysis, Algebra and Geometry.
• PLO-2: Identify and apply appropriate mathematical and statistical techniques, both theoretical and numerical, to concrete problems.
• PLO-3: Present and communicate effectively mathematical knowledge and mathematical research.
• PLO-4: Learn new mathematics independently.

MINOR 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 minor 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 MINOR IN APPLIED MATHEMATICS

4 courses, distributed as follows:

1. MATH-UH 1012Q Calculus with Applications to Science and Engineering
2. Multivariable Calculus with Applications to Science and Engineering
3. Courses drawn from the following:
   - MATH-UH 1022 Linear Algebra
   - MATH-UH 2010 Ordinary Differential Equations
   - MATH-UH 2011Q Probability and Statistics
MATH-UH 1000A
Mathematics for Statistics and Calculus Part I
Typically offered: fall, spring
Prerequisites: Math Placement Test
2 credits
This course will provide the basic mathematical toolkit needed for students who do not wish to pursue calculus but still need to be exposed to the mathematical concepts and techniques that are required to study elementary statistics and mathematical models in the social sciences. Emphasis will be placed on the understanding of important concepts and on developing analytical skills rather than just on computational skills, the use of algorithms, and the manipulation of formulas.

MATH-UH 1000B
Mathematics for Statistics and Calculus Part II
Typically offered: fall, spring
Prerequisites: MATH-UH 1000A
2 credits
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 an 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, trigonometric, and exponential functions. The course further provides an in-depth study of trigonometric functions, trigonometric equations and trigonometric identities, including double angle and half angle formulae and their application. In addition, there is an introduction to the polar coordinate system and vectors in two and three dimensions. Basic sequences are also studied. By the end of the course, students will have a solid preparation for calculus, from the algebraic, geometric and analytic point of view.

MATH-UH 1012Q
Calculus with Applications to Economics
Typically offered: fall, spring
Prerequisite: MATH-UH 1002 or Math Placement Test
2 credits
This course explores the axiomatic method, some elements of logic and formal languages, and set theory. In addition, the system of real numbers and all 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 but fundamental and universal examples or problems, carefully chosen as illuminants of broader ideas and sources of new theoretical and practical applications.

MATH-UH 1010
Foundations of Mathematics
Typically offered: fall, spring
Prerequisite: MATH-UH 1013 or equivalent
Crosslisted with Economics
2 credits
This course presents the basic principles of calculus by examining functions and their derivatives and integrals with a special emphasis placed on the utilitarian nature of the subject material. 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 insight into 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 weekly recitations focused on application. Placement into Calculus with Applications is decided by discussion with mentors and the results of a mathematics placement examination. This course focuses on the needs of students in economics.

MATH-UH 1020
Multivariable Calculus with Application to Science and Engineering
Typically offered: fall, spring
Prerequisite: MATH-UH 1012 or equivalent
Crosslisted with Biology; Chemistry; Engineering; Physics
2 credits
This course explores functions of several variables and has applications to science and engineering as well as economics. This special course for those majoring in economics includes: vectors in the plane and space, partial derivatives; Lagrange multipliers; constrained and unconstrained optimization; double and triple integrals; spherical and cylindrical coordinates; surface and line integrals.

MATH-UH 1023
Fundamentals of Linear Algebra
Typically offered: fall
Prerequisite: MATH-UH 1012 or equivalent
Crosslisted with Engineering
2 credits
In many applications of engineering and mathematics, a response of systems is a linear function of the input. These linear systems, which arise in elasticity, in circuits, and in numerical simulations, for example, involve linear equations in many unknowns. The associated matrix algebra is a rich field of mathematics. It is also central to the analysis of linear ordinary and partial differential equations. The material in this course places emphasis on theorems and proofs, and includes systems of linear equations, Gaussian elimination, matrices, determinants, linear independence, eigenvalues and eigenvectors, vectors, vector spaces, basis and dimension, linear transformations, eigenvalues, eigenvectors, and quadratic forms.

MATH-UH 2011Q
Probability and Statistics
Typically offered: fall, spring
Prerequisite: MATH-UH 1020 or MATH-UH 1021
Crosslisted with Physics
2 credits
Ordinary differential equations arise in virtually all fields of applied mathematics. Newton’s equations of motion, the rate equations of chemical reactions, the currents flowing in electric circuits, all can be expressed as ordinary differential equations. The course studies first- and second- order equations. REQUIRED COURSES

MATH-UH 1010
Foundations of Mathematics
Typically offered: fall, spring
Prerequisite: MATH-UH 1013 or equivalent
Crosslisted with Economics
2 credits
This course will provide the basic mathematical language, providing a deep, unified framework for all scientific developments. All existing results from the three fundamental categories of mathematics - geometry, algebra, and analysis - can be formally expressed in terms of set theory, predicates, quantifiers, and logical connectives. This course explores the axiomatic method, some elements of logic and formal languages, and set theory. In addition, the system of real numbers and all 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 but fundamental and universal examples or problems, carefully chosen as illuminants of broader ideas and sources of new theoretical and practical applications.

MATH-UH 1020
Multivariable Calculus with Application to Science and Engineering
Typically offered: fall, spring
Prerequisite: MATH-UH 1012 or MATH-UH 1005 or Math Placement Test
Crosslisted with Biology; Chemistry; Computer Science; Engineering; Physics
2 credits
This course is designed to provide a solid foundation in the mathematics needed for the study of science, engineering, and economics. The topics include graphing, and maximizing and minimizing functions. In addition to two weekly lectures, students attend a weekly recitation focused on applications. Placement into Calculus with Applications is decided by discussion with mentors and the results of a mathematics placement examination. This course focuses on the needs of students in science and engineering.
non-deterministic or non-deterministically predictable features. The course is designed to provide an introduction to the mathematical treatment of such aspects, acquainting the students with both probability and statistics. The course includes: mathematical definition of probability; convolution; finite, discrete and continuous probabilities of single and joint random variables; law of large numbers and normal approximation; sampling; estimation; testing of hypotheses; correlation and regression.

MATH-UH 2020-21

Abstract Algebra 1
Typically offered: fall
Prerequisites: MATH-UH 1010 and MATH-UH 1022
Algebra is a part of every field of mathematics, and has applications in the discrete systems of computer science. Fractions, together with their familiar laws of addition, multiplication, and division, provide an example of algebra. The complex numbers form another. This course introduces more general algebras and their properties and applications. Topics considered in this course include groups, homomorphisms, automorphisms and permutation groups. Rings, ideals and quotient rings, Euclidean rings, and polynomial rings are also considered.

MATH-UH 2013

Analysis 1
Typically offered: fall, spring
Prerequisite: MATH-UH 1012 or equivalent, Pre-or Co-requisite: MATH-UH 1010
Real Analysis builds a more rigorous foundation for calculus and prepares the way for more advanced courses. The emphasis is on the careful formulation of the concepts of calculus, and the formulation and proof of key theorems. The goal is to understand the need for and the nature of a mathematical proof. The course studies the real number system, the convergence of sequences and series, functions of one real variable, continuity, connectedness, compactness, and metric spaces. From 2018-2019, this course will be offered in both fall and spring.

MATH-UH 3090

Research Seminar in Mathematics
Typically offered: spring
Prerequisites: MATH-UH 2010, MATH-UH 2011Q, and MATH-UH 2013; Mathematics must be declared as primary major
2 credits
The research seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD mathematicians. Through exposure to NYUAD faculty research, students 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 so that students can begin the Capstone Project in Mathematics. Students who have chosen Mathematics as their secondary major do not need to complete the research seminar course; students must instead take two courses in their chosen elective which are not research courses.

CATEGORY A (APPLIED MATHEMATICS)

MATH-UH 2410

Mathematical Modeling
Typically offered: fall even years
Prerequisites: (MATH-UH 1020 or MATH-UH 1021) and MATH-UH 1022
Often, the most difficult task of the applied mathematician is the formulation of an analyzable model in the face of a perplexing phenomenon or data set. This course gives students an introduction to all aspects of this process. The basic tools of modeling, including dimensional analysis, asymptotic approximations, qualitative analysis of differential equations, elementary probability, are presented. They are then used, sometimes in combination with very simple numerical simulations, to give a mathematical formulation of and to analyze several self-contained examples, taken mostly from the natural sciences. Students will also be asked to develop or analyze a model of their own choice, in a field of their interest.

MATH-UH 3410

Introduction to Cryptography
Offered occasionally
Prerequisite: MATH-UH 1010 and MATH-UH 2012
From ancient times with the art of ciphers and codes, to the present, keeping information safe from prying eyes and yet maintaining the ability to exchange it with others far away, has been, and will increasingly be of paramount importance for society. Modern cryptography, which is characterized with the advent of public-key cryptography, involves a great deal of fascinating mathematics, much of which is related to number theory. Behind every cryptographic protocol there is a computationally hard math problem upon which the security of the cryptographic protocol relies. The course covers the mathematical underpinnings of such cryptographic methods including RSA, Diffie-Helman key-exchange as well as Lattice and Elliptic Curve-based cryptography. The course also analyzes some probabilistic and information-theoretic aspects of cryptography (the requisite material of the latter will be developed in class).

MATH-UH 3411

Dynamical Systems
Typically offered: every other year
Prerequisite: MATH-UH 1022 and MATH-UH 2010
Crosslisted with Physics
Many laws of physics are formulated as differential equations or partial differential equations, e.g., the propagation of sound waves, the diffusion of a gas, and the flow of a fluid. These equations are usually nonlinear and the study of their dynamical properties (long time behavior, the changes of properties of solutions, ...) turns out to be very difficult. The goal of this course is to study some simple aspects of dynamical systems and chaos. Applications to physics, chemistry, biology, and population dynamics are given. In particular, the course will involve the study of many examples coming from physics, biology and engineering. The examples studied will depend on the interests of the students and their majors.

MATH-UH 3413

Numerical Methods
Typically offered: every other year
Prerequisites: MATH-UH 1020 or equivalent, and MATH-UH 2012
Crosslisted with Physics
The course explores how mathematical problems can be analyzed and solved using numerical methods. As such, the subject has very broad applications in applied mathematics, physics, engineering, finance, and life sciences. Topics covered in this course include numerical algorithms for solving linear equations and nonlinear systems of equations, least squares problems, eigenvalue problems, interpolation, numerical quadrature, optimization, and differential equations. Theory and practical examples are combined to study these topics.

MATH-UH 3414

Pamber system of partial Equations
Typically offered: every other year
Prerequisite: MATH-UH 2010
Crosslisted with Physics
Many laws of physics are formulated as partial differential equations, including the propagation of sound waves, the diffusion of a gas, and the flow of a liquid. This course discusses the simplest examples of such laws as embodied in the wave equation, the diffusion equation, and Laplace's equation. The course also discusses nonlinear conservation laws and the theory of shock waves. Applications to physics, chemistry, biology, and population dynamics are discussed.

MATH-UH 3612

Differential Geometry
Typically offered: every other year
Prerequisite: (MATH-UH 1020 or MATH-UH 1021) and (MATH-UH 1024 or MATH-UH 2010)
This course is a transition from vector calculus to differential geometry, the study of curved spaces. The course plan is to move from a study of extrinsic geometry of curves and surfaces in space, familiar from multivariable calculus, to the intrinsic geometry of manifolds. This includes the study of tangent spaces and vector fields and the concept of Riemannian manifolds and leading to explicit characterizations of metrics, connections, and curvatures. Computational tools will include tensor algebra and differential forms. Using these, deriv- alives are obtained. Integration on manifolds will generalize the corresponding notions from multi-variable calculus. Further topics also include the Euler characteristic, The Gauss-Bonnet theorem, symmetry, homogeneous spaces, and applications such as Electromagnetism and General Relativity.

PHYS-UH 3100

Mechanics
Prerequisites: Foundations of Science 1-4, and MATH-UH 1022 or MATH-UH 2010
Crosslisted with Physics

SOCSS-UH 3510

Advanced Game Theory
Prerequisite: MATH-UH 1021 or equivalent or consent by Professor
Crosslisted with Economics; Political Science; Social Research and Public Policy

CATEGORY P (PURE MATHEMATICS)

MATH-UH 3210

Abstract Algebra 2
Typically offered: spring
Prerequisite: MATH-UH 2012
This course is a continuation of the study of algebraic structures started in Abstract Algebra 1. The notion of rings and fields are thoroughly studied, as well as polynomials over rings such as the ring of integers. This course develops ideas to prepare the students to study Galois theory, one of the most important theories in algebra. The topics include Euclidean domains, principal ideal domains, unique factorization domains, imaginary and real quadratic number fields, extension fields and roots of polynomials, constructions with straight edge and compass, and elements of Galois theory.

MATH-UH 3212

Analysis 2
Typically offered: spring
Prerequisite: MATH-UH 2013
The second part of the analysis series is devoted to the calculus of functions of several variables. The transition from a single variable to many variables involves important new concepts, which are essential to understanding applications to the natural world. The course entails a rigorous study of functions of several variables, limits and continuity, differentiable functions, the implicit function theorem, Riemann integral, Stokes formula and an introduction to Lebesgue integration.
MATH-UH 3213
Advanced Probability
Typically offered: spring
Prerequisite: MATH-UH 2010Q and MATH-UH 2013
The course provides an introduction to rigorous probability theory using measure theory. The necessary notions of measure theory are introduced as needed, and the proofs of essential introductory results of measure theory and probability theory are presented in detail. The main topics of the course include the definition and construction of probability spaces and random variables, limit theorems, conditional expectations, martingales, Markov chains and stochastic processes.

MATH-UH 3411
Dynamical Systems
Typically offered: every other year
Prerequisite: MATH-UH 1022 and MATH-UH 2010
Crosslisted with Physics
Many laws of physics are formulated as differential equations or partial differential equations, e.g. the propagation of sound waves, the diffusion of a gas, and the flow of a fluid. These equations are usually nonlinear and the study of their dynamical properties (long time behavior, changes of properties of solutions, ...) turns out to be very difficult. The goal of this course is to study some simple aspects of dynamical systems and chaos. Applications to physics, chemistry, biology, and population dynamics are given. In particular, the course will involve the study of many examples coming from physics, biology and engineering. The examples studied will depend on the interests of the students and their majors.

MATH-UH 3414
Partial Differential Equations
Typically offered: every other year
Prerequisite: MATH-UH 2010
Crosslisted with Physics
Many laws of physics are formulated as partial differential equations, including the propagation of sound waves, the diffusion of a gas, and the flow of a fluid. This course discusses the simplest examples of such laws as embodied in the wave equation, the diffusion equation, and Laplace’s equation. The course also discusses nonlinear conservation laws and the theory of shock waves. Applications to physics, chemistry, biology, and population dynamics are discussed.

MATH-UH 3610
Complex Analysis
Typically offered: spring
Prerequisite: MATH-UH 1020 or equivalent, and MATH-UH 1022
Crosslisted with Physics
Complex analysis, also known as the theory of functions of a complex variable, is the branch of mathematical analysis devoted to complex valued functions of complex variable. It is further used in other branches of mathematics, including algebraic geometry and number theory, and also has diverse applications in science and engineering: fluid dynamics, elasticity, nuclear and electrical engineering, to name just a few examples. The geometrical content of analysis in the complex plane is especially appealing. Topics covered include: complex numbers and complex functions; differentiation and the Cauchy-Riemann equations, Cauchy’s theorem, and the Cauchy integral formula; singularities, residues, Taylor and Laurent series; fractional linear transformations and conformal mappings.

MATH-UH 3612
Differential Geometry
Typically offered: every other year
Prerequisite: (MATH-UH 1020 or MATH-UH 1021) and MATH-UH 1022
This course is a transition from vector calculus to differential geometry, the study of curved spaces. The course plan is to move from a study of extrinsic geometry of curves and surfaces in space, familiar from multivariable calculus, to the intrinsic geometry of manifolds. This includes the study of tangent spaces and vector fields and the concept of Riemannian manifolds and leading to explicit characterizations of metrics, connections, and curvatures. Computational tools will include tensor algebra and differential forms. Using these, derivatives on manifolds and integration on manifolds will generalize the corresponding notions from multivariable calculus. Further topics also include the Euler characteristic. The Gauss-Bonnet theorem, symmetry, homogeneous spaces, and applications such as Electromagnetism and General Relativity.

MATH-UH 4610
Topology
Typically offered: every other year
Prerequisite: MATH-UH 2013 and (MATH-UH 1020 or MATH-UH 1021); Co prerequisite: MATH-UH 2012
This course is a basic introduction to topology, with a balance between point-set topology, geometric topology, and algebraic topology. The concept of a topological space is introduced and some of its more important properties, like connectedness and compactness, are studied. Then the main focus is on topological surfaces with the aim of establishing the fundamental classification theorem for compact surfaces, connecting to the Euler characteristic. After developing the foundations and the geometric intuition, computational algebraic aspects such as homology are introduced. Further classification uses homotopy, the fundamental group, and covering spaces. The concepts are illustrated in various applications, including the Brouwer Fixed Point Theorem.

DIRECTED STUDY

MATH-UH 4650
Directed Study in Math
Typically offered: To students in the Senior year only and by Application. By exception for third year students
Prerequisite: MATH-UH 1012 and MATH-UH 1020; students must receive permission from the faculty in the Math Program; special permission must be given for this course to count toward the major in Math
This course is intended for students who are highly motivated and seek the opportunity to explore in more depth a specific topic with a faculty sponsor from the NYUAD Program in Math. 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 write a detailed proposal and syllabus, and approach a faculty member in his or her field of interest to obtain sponsorship, at least four months prior to the start of the course. Typically, this course is only open to students with a minimum overall GPA of 3.0 and a minimum major GPA of 3.0, and registration requires permission of the sponsoring NYUAD faculty member and the Program Head, which must be obtained the semester before the Directed Study course takes place. Forms for Directed Study in Math are available from the Registrar and must also be returned in the previous semester.

CAPSTONE EXPERIENCE

MATH-UH 4001
Capstone Project in Mathematics 1
Typically offered: fall
Prerequisite: MATH-UH 3090
The senior Capstone Experience in Mathematics requires students to engage in a long-term, mentored learning experience that culminates in a piece of research. The specific project is developed during the Research Seminar in Mathematics. During the Capstone Project, the proposed work comes to fruition in the form of a research paper along the lines of those found in leading journals in mathematics.

MATH-UH 4002
Capstone Project in Mathematics 2
Typically offered: spring
Prerequisite: MATH-UH 4001
Continuation of Capstone Project in Mathematics 1 (MATH-UH 4001) culminating with students presenting their work.
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 of these advances 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 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. Although not required, Complex Analysis and Partial Differential Equations are especially relevant to physics, and students are encouraged to complete one or both. At least one additional physics elective is strongly recommended.

Learning Outcomes
On successful completion of this program, students will be able to:
1. Demonstrate advanced theoretical knowledge of the fundamental physical concepts believed to govern the behavior of everything in the universe, as well as the basic mathematical tools needed to understand and communicate physics, plus how they relate to basic biology and chemistry.
2. Demonstrate knowledge of one or more contemporary advanced research topics in Physics.
3. Assess problems in physics and mathematics making use of scaling relations, symmetries, dimensional analysis, and estimation, and eventually get to an analytical or numerical solution using mathematical tools or computer calculations.
4. Operate research grade experimental equipment. They will be able to get data out of the equipment, and analyze their significance using error theory and statistical tools. They will learn how to work in a collaborative environment.
5. Scientific communication. Graduates who major in this program will be able to communicate their (or others’) findings in oral (public presentation) and written (peer reviewed journals) form.
6. Critically analyze and fruitfully discuss a scientific topic in physics.

The study away pathway for the Physics major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

The program recommends that not more than one physics elective be taken while studying away.

REQUIREMENTS FOR THE MAJOR
19.5 courses, distributed as follows:

6.5 SCIEN-UH 1101EQ–1603 Foundations of Science 1–6
5.5 Required courses:
PHYS-UH 2010 Electromagnetism and Special Relativity (half course)
PHYS-UH 3010 Mechanics
PHYS-UH 3011 Electricity and Magnetism
PHYS-UH 3012 Quantum Mechanics 1
PHYS-UH 3013 Advanced Physics Laboratory
PHYS-UH 3014 Statistical Mechanics and Thermodynamics
4 Mathematics courses:
MATH-UH 1012Q Calculus with Applications to Science and Engineering
MATH-UH 1020 Multivariable Calculus with Applications to Science and Engineering MATH-UH 1022 Linear Algebra
MATH-UH 1024 Statistical Mechanics and Thermodynamics
1 Physics Elective
0.5 PHYS-UH 3090 Research Seminar in Physics (half course)
2 PHYS-UH 4001 – 4002 Capstone Project in Physics
SPECIALIZATION IN ASTROPHYSICS
FOR PHYSICS MAJORS ONLY
19.5 courses, distributed as follows:

The Physics major offers a specialization in Astrophysics. Astrophysics employs the principles of physics and chemistry to explain the nature of the astronomical objects. The objects studied cover the entire spectrum of celestial bodies, including the Sun and its planets, extrasolar planets, stars, galaxies, the interstellar and intergalactic medium and the cosmos as a whole.

Emissions from these objects are examined across all parts of the electromagnetic spectrum, and the properties examined include luminosity, density, temperature, and chemical composition. Because astrophysics is a very broad subject, astrophysicists apply concepts and methods from many disciplines of physics, including mechanics, electromagnetism, statistical mechanics, thermodynamics, quantum mechanics, relativity, nuclear and particle physics, and atomic and molecular physics.

Physics majors who elect to complete the Astrophysics specialization must complete all courses required for the Physics majors and four astrophysics electives selected from the list below. One of these courses can be used to satisfy the elective requirement for the Physics major. The other three would be in addition to the minimum elective requirements for the major. At least one of the astrophysics electives must be a lab requirement. Additionally, note that PHYS-UH 3220 and 3221 are half courses and both would be needed to satisfy one of the requirements for the specialization (or the major).

- PHYS-UH 3211 General Relativity
- PHYS-UH 3213 Computational Physics
- PHYS-UH 3214 Astrophysics
- PHYS-UH 3217 Multi-wavelength Astronomy
- PHYS-UH 3220 Imaging and Spectroscopy Lab (2 credits - Lab class)
- PHYS-UH 3221 Radio Imaging and Time Series Lab (2 credits - Lab class)
- PHYS-UH 4216 Nuclear Astrophysics

At least 4 credits must be obtained from classes marked as Lab. The physics electives from this list will also count towards the one elective needed to satisfy the physics major requirements.

SPECIALIZATION IN BIOPHYSICS
FOR NATURAL SCIENCE MAJORS

The Biology, Chemistry, and Physics majors offer a specialization in Biophysics which emphasizes the crosstalk between these three disciplines in understanding biological function.

Everything obeys the laws of physics, and biological systems are no exception. The complexity of biological systems, however, is compounded by the fact that they span a broad range of interacting spatial scales from a few atoms to global ecosystems, and that life inherently functions far from the equilibrium. This complexity poses problems for physicists, chemists, and biologists that are at once interesting and challenging. Biophysics addresses these problems through an interdisciplinary approach that builds on strengths in physics, chemistry, and biology.

Physics majors who elect to complete the Biophysics specialization must complete all courses required for the Physics major, three required Biophysics courses, and one elective selected from the list below. PHYS-UH 3219 can count towards the elective for the Physics major, and the other three courses would be in addition to the Physics major requirements.

REQUIRED COURSES FOR BIOPHYSICS SPECIALIZATION

- BIOL-UH 3130 Biophysics
- PHYS-UH 3219 Biological Physics: From Single Molecules to the Cell (in place of the 1 elective for the Physics major)
- CHEM-UH 3130 Computational Biology and Biophysics

ELECTIVE COURSES FOR BIOPHYSICS SPECIALIZATION

Students select 4 credits from the following outside their major:

- CHEM-UH 3260 Special Topics in Chemistry (NMR only)
- BIOL-UH 2010 Human Physiology
- BIOL-UH 2114 Genetics
- BIOL-UH 3115 Genome Biology
- BIOL-UH 3116 Immunology
- BIOL-UH 3218 Synthetic Biology
- BIOL-UH 3220 Experimental Systems Biology
- CHEM-UH 3020 Biochemistry: Macromolecular Structure and Function
- CHEM-UH 3011 Physical Chemistry: Thermodynamics and Kinetics
- CHEM-UH 3016 Analytical Chemistry
**PHYSICS COURSES**

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Typical Offered</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS-UH 3012</td>
<td>Quantum Mechanics 1</td>
<td>Fall</td>
<td>Prerequisites: Foundations of Science 1-6 and MATH-UH 1022 or equivalent.</td>
</tr>
</tbody>
</table>

This course provides a rigorous mathematical introduction to quantum mechanics. Quantum mechanics is both a fundamental departure from the classical understanding of the universe and one of the foundational theories on which modern physics is based. Topics include the Schrödinger and Heisenberg description of quantum systems, application to basic atomic structure and simple boundary condition problems, quantum statistics, perturbation theory, and scattering.

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<thead>
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<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>PHYS-UH 3013</td>
<td>Advanced Physics Laboratory</td>
<td>Fall</td>
<td>Prerequisite: Foundations of Science 1-6</td>
</tr>
</tbody>
</table>

In this course the students assemble and perform key experiments of modern physics. Physics is an experimental science, and this course gives a unique opportunity to experience hands-on some of the phenomena that students have covered in lectures. Activities cover quantum mechanics, particle physics, optics, and atomic and nuclear physics.

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<tr>
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<th>Title</th>
<th>Typical Offered</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>PHYS-UH 3014</td>
<td>Statistical Mechanics and Thermodynamics</td>
<td>Spring</td>
<td>Prerequisites: Foundations of Science 1-4</td>
</tr>
</tbody>
</table>

This course is about the behavior of macroscopic systems composed of many particles. Phenomena like the behavior of polyatomic gases, magnetism, thermal radiation, phase changes and many others can be understood through statistical mechanics. Topics include the 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.

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<tr>
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<th>Typical Offered</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>PHYS-UH 3090</td>
<td>Research Seminar in Physics</td>
<td>Spring</td>
<td>Prerequisites: Foundations of Science 1-6; must be declared Physics major</td>
</tr>
</tbody>
</table>

The research seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD physicists and others in related fields. Through exposure to NYUAD faculty research, students will identify 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

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**SAMPLE SCHEDULE**

Alternative sample schedules are available at nyuad.nyu.edu/grids

### YEAR 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CALCU6 WITH APPLICATIONS TO SCIENCE ENGINEERING, COLLOQUIUM, CORE, FIRST-YEAR WRITING SEM</td>
</tr>
<tr>
<td>Spring</td>
<td>FOUNDATIONS OF SCIENCE 1, FOUNDATIONS OF SCIENCE 2, MULTIVARIABLE CALCULUS, CORE</td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>FOUNDATIONS OF SCIENCE 3, FOUNDATIONS OF SCIENCE 4, ELECTROMAG. &amp; SPECIAL REL., LINEAR ALGEBRA</td>
</tr>
<tr>
<td>Spring</td>
<td>FOUNDATIONS OF SCIENCE 5, FOUNDATIONS OF SCIENCE 6, ODE, CORE</td>
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### YEAR 2

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Fall</td>
<td>CORE (ABROAD), QUANTUM MECHANICS (ABROAD), J-Term</td>
</tr>
<tr>
<td>Spring</td>
<td>STAT MECH, MECHANICS, ADVANCED PHYSICS LABORATORY</td>
</tr>
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### YEAR 3

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Fall</td>
<td>CORE IN PHYSICS, ADVANCED PHYSICS LABORATORY, J-Term</td>
</tr>
<tr>
<td>Spring</td>
<td>GENERAL ELECTIVE</td>
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</tbody>
</table>

### YEAR 4

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Fall</td>
<td>CAPSTONE PROJECT IN PHYSICS, EM, PHYSICS ELECTIVE, GENERAL ELECTIVE, GENERAL ELECTIVE</td>
</tr>
<tr>
<td>Spring</td>
<td>CAPSTONE PROJECT IN PHYSICS, GENERAL ELECTIVE, GENERAL ELECTIVE, GENERAL ELECTIVE</td>
</tr>
</tbody>
</table>
PHYS-UH 3217 Multi-wavelength Astronomy
Offered occasionally
Prerequisite: Foundations of Science 1-4
Astronomy is about the observation and study of what exists beyond the Earth's atmosphere. Until the 20th century, that meant only the use of optical telescopes, but starting with the discovery of cosmic radio waves in 1931, the rest of the electromagnetic spectrum has begun to be available to astronomers. This course is indispensable to students who want to pursue a career in astronomy or astrophysics or simply want to know more about objects and processes taking place outside our planet. The course covers all the different wavelengths: radio: radio, microwave, infrared, optical, X-ray, and gamma-ray, and their respective detection technologies and analysis methods. Emission mechanisms, sources, and primary science questions relevant to each observing band will also be addressed.

PHYS-UH 3221 Forensic Science
Offered occasionally
Prerequisites: Foundations of Science 1-4 and PHYS-UH 2010
The course consists of laboratory work and lecture. The goal in the lab is to determine what happened in a staged crime scene and identify the murderer. For that, clues left at the staged crime scene and biological material analyzed using a combination of advanced scientific techniques (biological, chemical, and physical) typically used in forensics. In the lecture part of the course, the modern science and technology behind the techniques of forensic analysis are explored in depth. These tools of forensics are rooted in the fields of physics, physical chemistry, chemical physics, analytical chemistry, chemistry, biochemistry, and biology. Examples include light microscopies, scanning electron microscopy and materials analysis, x-ray spectroscopies used for molecular identification such as infrared and Raman spectroscopies, mass spectroscopy and chromatography, electrophoresis, forensic serology, DNA sequencing, and next generation techniques.

PHYS-UH 3229 Biological Physics: From single molecules to the cell
Typically offered: spring
Prerequisite: Foundations of Science 6 or instructor approval
Required for Biophysics
In this course students explore how biophysical approaches expanded our understanding of cellular processes beyond what is accessible using traditional techniques. Emphasis will be put on biologically relevant questions that state-of-the-art single molecule biophysical techniques were able to address. Topics include: biopolymer mechanics, protein-nucleic acid interactions, and protein structure and dynamics, membrane dynamics, cytoskeletal dynamics, motor proteins, cell shape and motility, cell communication and cell-cell interaction, tissue mechanics and understanding these processes will be framed within the realm of equilibrium and non-equilibrium statistical mechanics. Examples of single molecule experiments that allowed testing and formulation of concepts of statistical physics will be discussed.

PHYS-UH 3220 Imaging and Spectroscopy Lab
Typically offered: fall
Prerequisite: Foundations of Science 5-6
Coursework involves an extended study of the advanced physics concerning the optical microscope and observational astronomy: radio, microwave, infrared, optical, X-ray, and gamma-ray, and their respective detection technologies and analysis methods. Emission mechanisms, sources, and primary science questions relevant to each observing band will also be addressed.

PHYS-UH 3219 Radio Imaging and Time Series Lab
Typically offered: fall
2 credits
This is a hands on course on the practical application of the wave and optics concepts of Foundations 5/6 physics within a radio astronomy context and expands on the data analysis and other lab skills acquired in the scope of Foundations of Science 2 Physics Lab. It is complementary to the Advanced Physics Lab. The course has two main components. The first component focuses on practical single dish antenna and receiver knowledge with application to the time series analysis of pulsars and bright point sources. The second focuses on arrays of antennas used together as an interferometer, with imaging of compact and extended sources. In both components, the students will gain hands-on experience in observation design, data acquisition, processing, calibration and analysis.

PHYS-UH 3230 Directed Study in Physics
Typically offered: by Application
Prerequisite: Permission from the faculty in the Program in Physics; special permission must be given for this course to count toward the major in Physics
This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in Physics. Students with the necessary background in course work and who, in the opinion of a faculty member, possess intellectual independence and ability may register for this course. The student must approach a faculty member in her or his field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.0 and a minimum major GPA of 3.0. Registration requires permission of the sponsoring NYUAD faculty member, which must be obtained the semester before the Directed Study course takes place. Forms for Directed Study in Physics are available from the Registrar and must also be returned in the previous semester.

PHYS-UH 3260 Special Topics in Physics
Offered occasionally
This course covers advanced topics in physics and astrophysics. Possible subjects are: cosmology, dark matter and the Large Hadron Collider, planetary systems, compact objects, galaxy formation, radio-astronomy, experimental particle physics. The topic may vary each semester, reflecting the research areas of faculty and based on the students' interest.
PHYS-UH 4212
Quantum Mechanics 2
Typically offered: spring
Prerequisite(s): PHYS-UH 3012
In this course, the quantum mechanical framework, introduced in Quantum Mechanics, is taken to a more advanced level. This course is indispensable to understand the origin of a wide range of atomic and elementary particle phenomena and to learn fundamental techniques used throughout physics. Students will explore time-independent and dependent perturbation theory, the variational principle, the WKB approximation, the adiabatic approximation, scattering processes. Applications of these formalisms to problems in atomic physics, nuclear physics, or astrophysics will also be explored.

PHYS-UH 4215
Particle Physics
Offered occasionally
Prerequisite(s): PHYS-UH 3012
Particle physics is the study of the fundamental constituents of matter and their interactions. It represents an indispensable tool for students wanting to pursue a career in high-energy physics, astrophysics, or are simply curious about the basic constituents of our world. 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 may also be discussed.

PHYS-UH 4216
Nuclear Astrophysics
Offered occasionally
Prerequisite(s): PHYS-UH 3010
This course is an introduction to understand the stellar evolution through nuclear reactions that enable nucleons to synthesize into different topics. Topics discussed include nuclear models, especially the shell model, and nuclear reactions where notions of reaction cross section and rates are addressed. Experimental concepts on nuclear reactions and detection techniques will also be tackled. In the second part of the course, the different burning stages a star can experience are introduced and at the end the astrophysical aspect is surveyed.

ASTROPHYSICS LAB ELECTIVES

PHYS-UH 3217
Multi-wavelength Astronomy
Offered occasionally
Prerequisite(s): Foundations of Science 1-4
Astronomy is about the observation and study of what exists beyond the Earth’s atmosphere. Until the 20th century, that meant only the use of optical telescopes, but starting with the discovery of cosmic radio waves in 1931, the rest of the electromagnetic spectrum has begun to be available to astronomers. This course is indispensable to students that want to pursue a career in astronomy or astrophysics or simply want to learn more about objects and processes taking places outside our planet. The course covers all the different wavelengths now open to astronomy: radio, microwave, infrared, optical, X-ray, and gamma-ray, and their respective detection technologies and analysis methods. Emission mechanisms, sources, and primary science questions relevant to each observing band will also be addressed.

PHYS-UH 4216
Nuclear Astrophysics
Offered occasionally
Prerequisite(s): PHYS-UH 3010
This course is an introduction to understand the stellar evolution through nuclear reactions that enable nucleons to synthesize into different atoms. Topics discussed include nuclear models, especially the shell model, and nuclear reactions where notions of reaction cross section and rates are addressed. Experimental concepts on nuclear reactions and detection techniques will also be tackled. In the second part of the course, the different burning stages a star can experience are introduced and at the end the astrophysical aspect is surveyed.
CHEM-UH 3130
Computational Biology & Biophysics
Typically offered: fall
Required for Biophysics

In this course students explore how biophysical approaches expanded our understanding of cellular processes beyond what is accessible using traditional techniques. Emphasis will be put on biologically relevant questions that state-of-the-art single molecule biophysical techniques were able to address. Topics include: biopolymer mechanics, protein-nucleic acid interaction, protein structure and dynamics, membrane dynamics, cytoskeletal dynamics, motor proteins, cell shape and motility, cell communication and cell-cell interaction, tissue mechanics. Understanding these processes will be framed within the realm of equilibrium and non-equilibrium statistical mechanics. Examples of single molecule experiments that allowed testing and extending concepts of statistical physics will be discussed.

Biol-UH 3130
Biophysics
Offered occasionally

This course is a continuation of Capstone Project 1 (PHYS-UH 4001). During the Capstone Project in Physics 1 (PHYS-UH 4001), students learn 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. The NYUAD Psychology Program 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: 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 the research seminar followed by a two-course capstone research experience. To ensure that students receive a broad training in psychology, students must complete two basic electives from the Social and Developmental Psychology series and two basic electives from the Cognition and Perception series.

**Learning Outcomes**

On successful completion of this program, students will be able to:
1. Demonstrate specialized knowledge of the psychology scientific, theoretical literature.
2. Demonstrate a comprehensive understanding of the critical problems and questions in psychology, including how to identify them, evaluate their importance, and prepare ways to study them.
3. Apply technical, creative, and analytic skills to collect, analyze, and interpret various types of data. These skills will include a mastery of widely used computer-based data collection programs and statistical software packages.

4. Demonstrate advanced communication skills, including how to present their work according to the field’s academic standards. These skills will include a mastery of how to write papers in the style of the American Psychological Association (APA).

5. Recognize the ethical complexity of issues in psychology, including the necessity for academic integrity.

6. Self-evaluate and evaluate others through the peer-review process of critical idea exchange.

PSYCHOLOGY STUDY ABROAD PROGRAM

The study away pathway for the Psychology major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Effective from 2019–2020 onward, Psychology courses taken abroad may only be counted as basic electives. There will be no equivalencies for advanced electives, which will be required to be taken in Abu Dhabi, unless an exception is granted by the program. The program strongly recommends that students do not take more than one Psychology course while studying abroad.

Finally, effective from 2019–2020 onward, the Research Seminar in Psychology for capstone students will take place in the spring semester of the third year.

REQUIREMENTS FOR THE MAJOR

12.5 courses, distributed as follows:

- 4 Required courses:
  - PSYCH-UH 1001 Introduction to Psychology
  - PSYCH-UH 1002EQ Research Methods in Psychology
  - PSYCH-UH 1003 Biopsychology
  - PSYCH-UH 1004Q Statistics for Psychology
- 2 Electives from the Social and Developmental Psychology series
- 2 Electives from the Cognition and Perception series
- 2 Advanced electives; at least one must have a lab component
- 0.5 PSYCH-UH 3090 Research Seminar in Psychology (half course)
- 2 PSYCH-UH 4001–4002 Capstone Project in Psychology

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY

4 courses, distributed as follows:

- 1 Introduction to Psychology
- 3 Courses in Psychology

Note that PSYCN-UH 1000, PSYCN-UH 1001J and PSYCH-UH 1004Q do not count toward the minor.

REQUIREMENTS FOR DOUBLE MAJORS PURSUING CAPSTONE PROJECTS IN OTHER PROGRAMS

In lieu of the two semester capstone sequence, two extra courses distributed as follows:

- 1 Advanced Elective in Psychology
- 1 Basic Elective or Advanced Elective in Psychology
## Alternative sample schedules are available at nyuad.nyu.edu/grids

### Year 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td><strong>INTRODUCTION TO PSYCHOLOGY</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
</tr>
<tr>
<td><strong>RESEARCH METHODS IN PSYCHOLOGY</strong></td>
<td><strong>PSYCHOLOGY ELECTIVE</strong></td>
</tr>
<tr>
<td><strong>CORE</strong></td>
<td><strong>ELECTIVE</strong></td>
</tr>
<tr>
<td><strong>FIRST-YEAR WRITING SEMINAR</strong></td>
<td><strong>COLOQUIUM</strong></td>
</tr>
<tr>
<td><strong>J-Term</strong></td>
<td><strong>GENRAL ELECTIVE</strong></td>
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### Year 2

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
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<td><strong>BIOPSYCHOLOGY</strong></td>
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### Courses for Non-Majors

#### PSYCN-UH 1000 Introduction to Linguistics

**Offered Occasionally**

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. Language affords us, together with other faculties of the mind, the ability to achieve levels of abstract thinking as well as social organization, a feat that 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-UH 1001 Introduction to Psychology**

Typically offered: fall, spring  
Prerequisite: MATH-UH 100A or Sophomore standing or higher

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

**PSYCH-UH 1002EQ Research Methods in Psychology**

Typically offered: fall, spring  
Prerequisites: PSYC-UH 1001, PSYCH-UH 1002E, Junior standing, and Psychology must be declared as primary major, 2 credits

The Research Seminar in Psychology provides students with an overview of the diverse research areas of the NYUAD Psychology faculty. Students will identify a faculty mentor to guide them through their capstone research project and help them develop and write an in-depth research proposal. The final capstone proposal is due at the end of the semester so that students can begin the Capstone Project in the fall semester of their senior year. Students who have chosen Psychology as their secondary major do not need to complete the research seminar course; students must instead take two courses in their chosen elective which are not research courses.

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Students in this course gain real experience by designing and conducting an experiment of their own, and presenting and reporting their results.
**PSYCHOLOGY ELECTIVES: SOCIAL AND DEVELOPMENTAL PSYCHOLOGY**

**PSYCH-UH 2210 Developmental Psychology**
Typically offered: spring
Prerequisite: PSYCH-UH 1001
This course considers current theoretical issues and research in developmental psychology in an effort to understand how our thoughts, feelings, and behaviors are influenced by social situations and the real or imagined presence of others (including parents, peers, authorities, and groups). This course covers several important subfields in social psychology, and uses this knowledge to understand social problems. Concepts discussed are attitudes, values, rules, norms, communication and conformity; areas emphasized are group processes, influence, social motivation, prejudice, and authoritarianism.

**PSYCH-UH 2211 Social Psychology**
Typically offered: spring
Prerequisite: PSYCH-UH 1001
Crosslisted with Social Research and Public Policy
This course considers the history of topics in social psychology. Social psychology illustrates how our thoughts, feelings, and behaviors are influenced by social situations and the real or imagined presence of others (including parents, peers, authorities, and groups). This course covers several important subfields in social psychology, and uses this knowledge to understand social problems. Concepts discussed are attitudes, values, rules, norms, communication and conformity; areas emphasized are group processes, influence, social motivation, prejudice, and authoritarianism.

**PSYCH-UH 2212 Psychology of Language**
Offered occasionally
Prerequisite: PSYCH-UH 1000 or PSYCH-UH 1001
Recommended Prerequisite: PSYCH-UH 1002EQ
This course is an introduction to the psychology of language (or psycholinguistics), which is the study of how humans acquire, comprehend and produce language, and how language relates to perception and other mental faculties like reasoning and memory. The course covers how language is put to use in real-time during comprehension and production, how it is acquired by children, how it may break down in specific patterns when the brain is compromised, and how it informs social attitudes toward speakers of other languages/dialects. Lectures in this course survey the major findings in these areas, discuss their implications for theories of language in the mind, and focus on the research techniques used by psycholinguists.

**PSYCH-UH 2213 Motivation and Volition**
Offered occasionally
Prerequisite: PSYCH-UH 1001
The course provides an overview of the major theories and findings in research on motivation and volition. The primary goals of the course are to familiarize students with key theories of motivation and volition, classic phenomena of being motivated versus lacking motivation and willpower, the psychology of goals, disorders of self-regulation, and the opportunity to apply current research findings to trends in policy and intervention. Moreover, the course links conceptual frameworks to applied areas in the field of developmental psychology. The course also considers dynamics of culture, society, and social change on human development.

**PSYCH-UH 2214 Personality**
Offered occasionally
This course is an overview of the scientific study of personality. The topic is broad, with a range of theories, models and explanations for many aspects of human behavior, including altruism, authoritarianism, resilience, and even humor. Some of these theories - for example, those of Sigmund Freud - have been the source of great debate and controversy, at least within the field of psychology. Others - such as those of Gordon Allport - are less well known but have contributed greatly to how psychologists have thought about and studied personality. We will consider trait, biological, humanistic, cultural, and behavioral approaches, and critically examine how each may help us (or not help us, as the case may be) to understand the complexity of human personality.

**PSYCH-UH 2215 Psychology of Sex and Gender**
Offered occasionally
Prerequisite: PSYCH-UH 1001
Crosslisted with Social Research and Public Policy
This course examines how research psychologists study and understand sex and gender. We will address gender issues that are complex, wide-ranging, and often controversial. My expectation is that your considerable “inside” understanding of gender will undergo expansion and transformation through readings, lectures and discussions. We will concentrate on studies that put to scientific test common and uncommon notions about gender. The broad topics for the course include: Defining Gender, Psychological Perspectives on Gender, Gender and Sexual Identities, Acquiring/ Doing Gender, Stereotypes and Bias, Gender Comparisons, Gender Consequences, Gender Roles/Relationships.

**PSYCH-UH 2216 Psychotherapy and Counselling**
Typically offered: spring
Prerequisite: PSYCH-UH 1001
This course examines psychodynamic, phenomenological, narrative, and cognitive psychology have informed therapy and counselling. Students will study how these alternative explanations for the mind and human behavior have contributed to the creation of different kinds of therapy in recent decades. Practitioners will also have the opportunity to familiarize themselves with fundamental communication and interpersonal skills that counsellors/therapists have to be able to apply and to learn about ethical issues that need to be taken into account when working with vulnerable individuals. Finally, the course will include a critical examination of egalitarian to which the different approaches to counselling are informed by empirical research and have been evaluated in terms of their effectiveness.

**PSYCH-UH 2217 Abnormal Psychology**
Typically offered: fall
Prerequisite: PSYCH-UH 1001 and PSYCH-UH 1002EQ
Abnormal psychology is the study of mental disorders from a psychological perspective. The central rationale for this course is to provide students with a better understanding of how different mental health disorders may be caused, how they manifest themselves, and how they may be treated. Abnormal psychology constitutes a very controversial and contested field of study and clinical practice, as the manifestation of mental health issues and how they may or may not be diagnosed as abnormal invariably come up against socially and culturally acceptable standards as to what constitutes normal, and how persistent deviation from the norm should be labelled and treated. Hence an important purpose of the course is to introduce students to different perspectives on what it means to have a mental health disorder and how such disorders should be treated by mental health services, families and the wider community. Finally, this course also aims to introduce students to elements of clinical practice in the diagnosis and treatment of mental health disorders.

**PSYCH-UH 2218 Psychology of Language**
Typically offered: spring
Prerequisite: PSYCH-UH 1000 or PSYCH-UH 1001
Recommended Prerequisite: PSYCH-UH 1002EQ
This course is an introduction to the psychology of language (or psycholinguistics), which is the study of how humans acquire, comprehend and produce language, and how language relates to perception and other mental faculties like reasoning and memory. The course covers how language is put to use in real-time during comprehension and production, how it is acquired by children, how it may break down in specific patterns when the brain is compromised, and how it informs social attitudes toward speakers of other languages/dialects. Lectures in this course survey the major findings in these areas, discuss their implications for theories of language in the mind, and focus on the research techniques used by psycholinguists.
This course provides a survey of basic facts, of detection, discrimination, and appearance; interaction of knowledge and perceptual constancies; adaptation; pattern recognition; interaction of knowledge and perception.

How do we construct an understanding of the world? Our perceptual experiences are the product of the information gathered through our highly specialized senses and are often tightly linked to motor activity such as grasping objects or moving in the environment. This course addresses current concepts and experimental approaches central to topics including human multisensory perception and sensorimotor control. Students are introduced to topics in the fields of psychophysics, active vision, haptics, multimodal processing and motor behavior. Concepts taught in class are reinforced in practice by hands-on assignments involving experimental design, data collection and analysis, and interpretation of results.

This course is intended for students who are highly motivated and seek the opportunity to explore in more depth a specific topic with a faculty sponsor from the NYUAD Program in Psychology. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must write a detailed proposal and syllabus and approach a faculty member in his or her field of interest to obtain sponsorship, at least four months prior to the start of the course. Typically, this course is only open to students with a minimum overall GPA of 3.0 and a minimum major GPA of 3.0, and registration requires permission of the sponsoring NYUAD faculty member and the Program Head, who must be the seminar director for the Directed Study course take places. Forms for Directed Study in Psychology are available from the Registrar and must also be returned in the previous semester.
CAPSTONE EXPERIENCE

PSYCH-UH 4001
Capstone Project in Psychology 1
Typically offered: fall, spring
Prerequisite: PSYCH-UH 3090 and Senior Standing
The capstone experience in psychology requires students to engage in a long-term, mentored learning experience that culminates in original research and/or scientific theory. The specific project is developed during the Research Seminar in Psychology. The proposed work comes to fruition in the form of a research paper along the lines of a scientific journal. Students also participate in a capstone research symposium during which they present their work orally.

PSYCH-UH 4002
Capstone Project in Psychology 2
Typically offered: fall, spring
Prerequisite: PSYCH-UH 4001 and Senior Standing
Continuation of Capstone Project in Psychology 1
in state-of-the-art research, innovation, invention, and entrepreneurship. Their research is concentrated in six thematic areas: Cyber Security; Robotics; Urban Systems; Energy and Environmental Sustainability; Biomedical and Health Systems; and Resilient Systems. Faculty at NYU Abu Dhabi actively collaborate with faculty in other divisions at NYU Abu Dhabi as well as faculty in the departments at NYU Tandon 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 two-course sequence Foundations of Science (FoS 1 and 2) in addition to a Physics or a Biology course. This is followed by Engineering Common Courses, a series of six half courses and one full course (equivalent to four full courses; half courses are two-credit courses, whereas full courses are four-credit courses) in addition to a 1-cr Ethics course. Engineering Common Courses explore fundamental engineering topics of importance to all engineering disciplines, including mechanics, conservation laws, computer programming, digital logic, electrical circuits, numerical methods, design and innovation; they expose students to transdisciplinary technological fields that combine several traditional areas of engineering, complementing the in-depth knowledge acquired in an area of specialization. In the Ethics course, students examine the foundations of ethics, the broad scope and complexity of ethical claims, as well as ethical issues specific to engineering and technology.

Students take the equivalent of ten upper-level engineering courses in disciplinary programs: Bioengineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering. Students in the General Engineering program take the equivalent of nine upper-level engineering courses. Engineering courses may be cross listed 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: Cyber Security; Robotics; Urban Systems; Energy and Environmental Sustainability; Biomedical and Health Systems; and Resilient Systems. Students, in consultation with their academic mentor, are encouraged to cluster their engineering electives in one of the six research areas. Students in General Engineering are encouraged to specialize in one of these areas.

Highly motivated students may participate in special opportunities for directed study, summer laboratory research, internships, and other co-curricular opportunities. 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 or in companies. Research opportunities are also possible in the first two months after graduation through the Post-graduate Professional Training Program. Interested students should discuss these options with their faculty mentor.

Students interested in Engineering (other than Bioengineering) are strongly encouraged to declare their specific Engineering major at the end of their third semester of study after taking the engineering common courses that cover the fundamentals of various engineering disciplines. They will be assigned a faculty mentor from the relevant major program. Students meet with that professor to design a program of study, determine course selections, and discuss career goals.
CO-CURRICULAR PROGRAM
All Engineering students are strongly encouraged to participate in co-curricular programs, such as Engineering for Social Impact (EfSI), which are distributed over the four-year curriculum, including field trips, seminars, and workshops. These co-curricular activities typically entail a commitment of a few hours per week during the regular semesters.

Learning Outcomes
Upon successful completion of an Engineering major graduates will be able to demonstrate
1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

STUDY AWAY FOR ENGINEERING MAJORS
The study away pathway for the Engineering majors can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Courses at NYU Tandon School of Engineering often earn different numbers of credits from courses at NYU Abu Dhabi. This is generally not an issue in meeting major graduation requirements as long as students complete the required total number of credits in their major required and elective courses. In addition, accreditation boards require engineering majors to complete a minimum 30 credits in science and 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 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, or liberal arts. The Capstone provides an opportunity to integrate technical, 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 the spring semester. The senior year culminates in a comprehensive project report and design review by a committee of faculty and other professionals.

SUMMER INTERNSHIPS
Prerequisite: Permission of faculty mentor.
NYUAD Engineering students have the opportunity to engage in meaningful real-world work experience in the United Arab Emirates, United States, or elsewhere. Internships are an important mechanism to acquire specific skills and knowledge, build professional networks and gain 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. They do not earn academic credit.
ENGINEERING RESEARCH AREAS

At NYU Abu Dhabi research crosses the boundaries of traditional engineering disciplines and encompasses broad interdisciplinary areas that embody key challenges of our time. 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 six thematic research areas discussed below.

Cyber Security concerns the security and privacy considerations stemming from the ubiquitous use of technology. 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. Furthermore, these systems consist of interconnected devices that allow objects to be sensed and/or controlled remotely, creating opportunities for more direct integration of the physical world into computer-based systems, and resulting in improved efficiency, accuracy and economic benefit in addition to reduced human intervention. At the same time, there is now a wider attack surface for malicious entities to create harm in a wide variety of ways, such as stealing/manipulation of sensitive information and/or assets, creating disruption in critical infrastructures, etc. This crucial research program involves multi-disciplinary research in security and privacy in broad range of areas, such as cryptology, digital forensics, trusted hardware design, smart grid security, economics of information security in critical infrastructure, transportation security, system and network security, mission critical system security, and cyber infrastructure connections and security.

Robotics is a multidisciplinary research area that addresses the theory of mechanics, sensing, planning, and control of intelligent robots in the physical world. The program examines consolidated methodologies and technologies of robotics systems including robot design, sensing and perception, manipulation and interfaces, mobile and distributed robotics, and human-robot interaction. From a largely dominated industrial focus, robotics has been rapidly expanding into the challenges of the human world (human-centered and life-like robotics). Therefore, the new generation of robots is expected to safely and dependably co-habitat with humans in homes, workspaces, and communities, providing support services, entertainment, education, healthcare, manufacturing, and assistance. Furthermore, the program considers also a much wider range of applications than physical robots, reaching across diverse research areas and scientific disciplines, such as: biomechanics, haptics, neuroscience, virtual simulation, animation, surgery, and sensor networks. It is indeed at the intersection of disciplines that the most striking advances are expected to happen.

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 half 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 power systems, transportation systems, telecommunications networks, supply chains, and other engineered systems that have an impact on urban living.

Energy and Environmental Sustainability explores how the needs of a growing world population for improved living standards (including needs for energy, housing, mobility, and water) are met in a sustainable manner. Areas covered by this program include life-cycle assessment of infrastructure systems, chemistry, biology, materials science, modeling and analysis, system control theory, and sensing technology. Examples of research include design of energy-efficient buildings, low-carbon transportation systems, clean water technologies, desalination technologies, and chemical micro-sensors.

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 bioreabsorbable 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.

Resilient Systems is a research area that focuses on the ability of interconnected infrastructure, for instance structural and geotechnical, to respond, absorb, adapt to, as well as recover an extreme event with minimal damage and functionality.
disruptions. The challenges associated with a resilient system require a multidisciplinary approach that integrates various innovative technologies. This crucial research program examines high-performance and energy efficient construction materials, multi-functional materials and structural systems, innovative reinforcing systems, smart materials and structures, structural health monitoring, advanced numerical modelling and data visualization, modern structural and energy retrofitting techniques, field sensing, material-structure-soil interactions, and other engineering disciplines that have an impact on resilient systems.

**FIRST SEMESTER (FRESHMAN FALL) COURSES FOR ENGINEERING STUDENTS**

Engineering students should take ENGR-UH 1000 Computer Programming for Engineers and a Colloquium or First-Year Writing Seminar in their first semester. In addition, they should take MATH-UH 1012 Calculus with Applications or MATH-UH 1020 Multivariable Calculus; Science and Engineering (if they placed into Multivariable Calculus) along with a general elective.

**REQUIREMENTS FOR THE GENERAL ENGINEERING MAJOR**

22.75 courses (91 credits), distributed as follows:

- **3 Science courses:** Foundations of Science 1: Energy and Matter (SCIEN-UH 1101-1103); Foundations of Science 2: Forces and Interactions (SCIEN-UH 1201-1203); PHYS-UH 2115 Electricity and Magnetism for Engineers or ENGR-UH 3130 Quantitative Synthetic Biology
- **5 Mathematics courses:** MATH-UH 1012 Calculus with Applications; Science and Engineering; MATH-UH 1020 Multivariable Calculus; Science and Engineering; MATH-UH 1022 Linear Algebra; ENGR-UH 2010Q Probability and Statistics for Engineers (2-cr); and six credits from the following list:
  - Civil Engineering: MATH-UH 2010 Ordinary Differential Equations and ENGR-UH 2027 Introduction to Data Analysis for Engineers (2-cr)
  - Computer Engineering: MATH-UH 1024 Fundamentals of Ordinary Differential Equations (2-cr) and CS-UH 1002 Discrete Mathematics
  - Mechanical Engineering: MATH-UH 2010 Ordinary Differential Equations and ENGR-UH 2026 Partial Differential Equations for Engineers (2-cr)
- **4.25 Engineering common courses:** ENGR-UH 1000 Computer Programming for Engineers; ENGR-UH 1010 Engineering Ethics (1-cr); ENGR-UH 1021J Design and Innovation (2-cr); ENGR-UH 2011 Engineering Statics (2-cr); ENGR-UH 2012 Conservation Laws in Engineering (2-cr); ENGR-UH 2013 Digital Logic (2-cr); ENGR-UH 2017 Numerical Methods (2-cr); ENGR-UH 2019 Circuits Fundamentals (2-cr)
- **1.5 Required courses:** ENGR-UH 3110 Instrumentation, Sensors, Actuators; ENGR-UH 3120 Engineering Materials (2-cr)
- **7.5 Engineering electives (30 credits)**
- **1.5 ENGR-UH 4011 (2-cr) and 4020: Capstone Design Projects I & II**

**REQUIREMENTS FOR THE DISCIPLINARY ENGINEERING MAJORS**

23.75 courses (95 credits), distributed as follows:

- **3 Science courses:** Foundations of Science 1: Energy and Matter (SCIEN-UH 1101-1103); Foundations of Science 2: Forces and Interactions (SCIEN-UH 1201-1203); and Civil Engineering: ENGR-UH 3130 Quantitative Synthetic Biology
- **5 Mathematics courses:** MATH-UH 1012 Calculus with Applications; Science and Engineering; MATH-UH 1020 Multivariable Calculus; Science and Engineering; MATH-UH 1022 Linear Algebra; ENGR-UH 2010Q Probability and Statistics for Engineers (2-cr); and six credits from the following list:
  - Civil Engineering: MATH-UH 3130 Quantitative Synthetic Biology
  - Computer Engineering: PHYS-UH 2115 Electricity and Magnetism for Engineers or ENGR-UH 3130 Quantitative Synthetic Biology
  - Electrical Engineering: PHYS-UH 2115 Electricity and Magnetism for Engineers
  - Mechanical Engineering: PHYS-UH 2115 Electricity and Magnetism for Engineers
- **4.25 Engineering common courses:** ENGR-UH 1000 Computer Programming for Engineers; ENGR-UH 1010 Engineering Ethics (1-cr); ENGR-UH 1021J Design and Innovation (2-cr); ENGR-UH 2011 Engineering Statics (2-cr); ENGR-UH 2012 Conservation Laws in Engineering (2-cr); ENGR-UH 2013 Digital Logic (2-cr); ENGR-UH 2017 Numerical Methods (2-cr); ENGR-UH 2019 Circuits Fundamentals (2-cr)
- **10 Discipline-specific required and elective courses (40 credits)**
- **1.5 ENGR-UH 4011 (2-cr) and 4020: Capstone Design Projects I & II**
**REQUIREMENTS FOR BIOENGINEERING MAJOR**

24.25 courses (97 credits), distributed as follows:

4.5 **Science courses:** Foundations of Science 1: Energy and Matter (SCIEN-UH 1101-1103); Foundations of Science 2: Forces and Interactions (SCIEN-UH 1201-1203); Foundations of Science 3: Systems in Flux (SCIEN-UH 1301-1304); Foundations of Science 4: Form and Function (SCIEN-UH 1401-1404)

4 **Mathematics courses:** MATH-UH 1012 Calculus with Applications: Science and Engineering; MATH-UH 1020 Multivariable Calculus: Science and Engineering; MATH-UH 1023 Fundamentals of Linear Algebra (2-cr); MATH-UH 1024 Fundamentals of Ordinary Differential Equations (2-cr); ENGR-UH 2010Q Probability and Statistics for Engineers (2-cr); ENGR-UH 2026 Partial Differential Equations for Engineers (2-cr)

4.25 **Engineering common courses:** ENGR-UH 1000 Computer Programming for Engineers; ENGR-UH 1010 Engineering Ethics (1-cr); ENGR-UH 1021J Design and Innovation (2-cr); ENGR-UH 2011 Engineering Statics (2-cr); ENGR-UH 2012 Conservation Laws in Engineering (2-cr); ENGR-UH 2013 Digital Logic (2-cr); ENGR-UH 2017 Numerical Methods (2-cr); ENGR-UH 2019 Circuits Fundamentals (2-cr)

5 **Bioengineering required courses:** Foundations of Science 5 (SCIEN-UH 1501-1503); Foundations of Science 6 (SCIEN-UH 1601-1603); ENGR-UH 1801 Bioengineering Principles (2-cr); ENGR-UH XXXX Biotransport Phenomena (2-cr); ENGR-UH 2810 Biomechanics (2-cr); ENGR-UH XXXX Bioimaging (2-cr); ENGR-UH 4810 Biomaterials (2-cr); SCIEN-UH XXXX Physical Chemistry for Life Sciences (2-cr)

5 **Bioengineering elective courses:** All tracks must take at least three engineering courses (12-cr); Pre-med track are highly encouraged to take CHEM-UH 2010 Organic Chemistry 1 (5-cr) and CHEM-UH 3010 Organic Chemistry 2 (5-cr), exceeding the required credits by two.

1.5 **ENGR-UH 4011 (2-cr) and 4020:** Capstone Design Projects I & II

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**Minor in Engineering for Non-Majors**

The minors in Engineering, open to all NYUAD non-engineering students, offer exposure to one particular field within Engineering, which can be one of the four degree programs in Engineering or one of the five thematic research areas in Engineering. To earn a minor in one particular engineering field, the students complete 16 credits in engineering courses relevant to that field in addition to any math and/or science prerequisites that the engineering courses may have. The course of study for the minor must be approved by the student’s mentor and the Dean of Engineering.

**REQUIREMENTS FOR THE MINOR IN DISCIPLINARY/GENERAL ENGINEERING**

4 **ENGR-UH Courses,** totaling 16 credits, which count toward the Engineering major/specialization, as approved by the Engineering Dean and student’s mentor.
### GENERAL ENGINEERING

**SAMPLE SCHEDULE**

Alternative sample schedules are available at nyuad.nyu.edu/grids

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### BIOENGINEERING

**SAMPLE SCHEDULE**

Alternative sample schedules are available at nyuad.nyu.edu/grids

1-credit Engineering Ethics course must be completed as well

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## CIVIL ENGINEERING

### SAMPLE SCHEDULE

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### Electrical Engineering

**Sample Schedule**

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### Mechanical Engineering

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<td><strong>CAPSTONE DESIGN II</strong></td>
<td><strong>MECHANICAL ENGINEERING ELECTIVE</strong></td>
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378 2020–21 ENGINEERING

2020–21 ENGINEERING 379
The objective of the course is for students to demonstrate transferring programming skills, and learn to solve engineering problems via programming. The course is primarily based on the C++ programming language and an introduction to the fundamental laws of thermodynamics. The course explores the application of engineering computation and programming domains including mechanical, civil, computer, and electrical engineering. The following topics are covered: introduction to computer systems, standard input/output, file input/output, decision structures, loop structures, functions, arrays, addressing, dynamically allocated memory, structures, introduction to object oriented programming, problem solving via programming algorithm design, and applications in another programming language such as MATLAB.

ENGR-UH 1011 Engineering Statics
Typically offered: fall
Prerequisite: Foundations of Science 1-2
2 credits
This course introduces students to the field of mechanics through study of rigid bodies in static equilibrium, including mechanical, civil, computer, and electrical engineering. The topics covered include collinear forces, co-incident forces, equilibrium equations, numerical differentiation and integration, time marching methods in solving ordinary differential equations, and optimization. MATLAB software is the primary computing environment.

ENGR-UH 2019 Circuits Fundamentals
Typically offered: fall
Prerequisite: ENGR-UH 1000 and MATH-UH 1024 or equivalent
2 credits
This module provides an introduction to electrical circuits. The topics covered include DC circuits, passive DC circuit elements, Kirchoff's laws, electric power calculations, analysis of DC circuits, nodal and loop analysis techniques, voltage and current division, Thevenin's and Norton's theorems, and solid-state devices and forced responses of RL, RC and RLC circuits.

ENGR-UH 1100 Computer Programming for Engineers
Crosslisted with Sound and Music Computing
Typically offered: fall
Prerequisite: Restricted to Freshmen and Sophomores only
Crosslisted with Computer Programming for Engineers
C++ programming language and an introduction to the fundamental laws of thermodynamics.

ENGR-UH 1020 Conservation Laws in Engineering
Typically offered: fall
Prerequisite: Foundations of Science 1-2
2 credits
Conservation laws play a fundamental role in the analysis of engineering problems by providing a framework to describe the relationships between various physical properties of isolated systems. This course aims to introduce the students to these laws, namely, the conservation of mass, conservation of linear momentum, conservation of angular momentum, conservation of energy, and conservation of charge. These laws of conservation will be derived in integral forms and applied to selected case studies involving electrical, chemical, thermal, and fluid mechanical systems. In addition to the development of a unified framework for analysis of engineering problems, this course will also help the students develop a deeper understanding of the concepts of control volume and mass, work and heat, fluid pressure and hydrostatics, properties of pure substances, and the fundamental laws of thermodynamics.

ENGR-UH 2011J Design and Innovation
Typically offered: January
Prerequisite: ENGR-UH 1000
Crosslisted with Design, Interactive Media
2 credits
This course focuses on the fundamental principles of engineering as an engineering perspective. These principles are necessary to understand the basic mechanisms of living organisms. As the laws of nature governing these mechanisms are expressed as differential equations, the main goal of this course is to introduce and model biological processes using tools from dynamical systems theory, with particular focus on the role of feedback. Throughout this course, students will learn how biological functions can be analyzed and designed using mathematical models, and how to use them to control and design systems that can predict and engineer the dynamics of biological systems.

ENGR-UH 3130 Quantitative Synthetic Biology
Typically offered: spring
Prerequisites: Foundations of Science 3-4
Civil (required); Computer (one of two options); General Engineering (one of two options)
This course focuses on the fundamental principles of biology from an engineering perspective. These principles are necessary to understand the basic mechanisms of living organisms. As the laws of nature governing these mechanisms are expressed as differential equations, the main goal of this course is to introduce and model biological processes using tools from dynamical systems theory, with particular focus on the role of feedback. Throughout this course, students will learn how biological functions can be analyzed and designed using mathematical models, and how to use them to control and design systems that can predict and engineer the dynamics of biological systems.

SCIEN-UH 1101-1103 Foundations of Science 1: Energy and Matter
Typically offered: fall, spring
This course covers electromagnetism at the introductory and intermediate level. Electromagnetism is one of the underlying fabric of almost any kind of device that we use on a daily basis. Understanding electromagnetism is an indispensable tool of every engineer, the course starts from the definition of electric and Coulomb force and then continues with the derivation of Maxwell's equations and their applications to physical problems. The last part is dedicated to EM waves and their properties.
REQUIRED MATH COURSES

CS-UH 1002
Discrete Mathematics
Computer (required)

ENGR-UH 2010Q
Probability and Statistics for Engineers
Typically offered: fall
Prerequisite: MATH-UH 1012 or equivalent
Lecture and recitation included
2 credits

Introductory course in 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 sampling, central limit theorem, and linear regression. The course emphasizes correct application of probability and statistics and highlights the limitations of each method presented. NOTE: This course may be replaced with MATH-UH 1003Q or MATH-UH 2010Q.

ENGR-UH 2025
Fundamentals of Discrete Math
Typically offered: spring
Prerequisite: MATH-UH 1012 or equivalent
Lecture and recitation included
2 credits
Electrical (required)
The course covers discrete mathematics. Logic, truth tables, mathematical induction, and other proof techniques are covered. Sets, relations and functions, recursive functions, basic algorithms, counting techniques, inclusion-exclusion principle, and basic graph theory and trees are also covered.

ENGR-UH 2026
Partial Differential Equations for Engineers
Typically offered: fall
Prerequisite: MATH-UH 1024 or equivalent
Lecture and recitation included
2 credits
Mechanical (required)

This course presents techniques for understanding the response behavior of partial differential equations (PDEs) through studying the three basic linear PDEs that commonly appear in engineering problems; namely the Heat equation, Laplace’s equation, and the Wave equation. These equations will be solved in specific situations using separation of variables and the companion methods of Fourier Series, Laplace Transform, and the Fourier Transform. Techniques for homogenizing and solving inhomogeneous PDEs will also be presented.

ENGR-UH 2027
Introduction to Data Analysis for Engineers
Typically offered: fall
Prerequisite: ENGR-UH 2010Q or equivalent
Lecture and recitation included
2 credits
Civil (required)

This course introduces students to the fundamentals of data analysis. The course starts with tools used to summarize and visualize data. The focus then shifts to fitting and parameter estimation. The derivation of estimators of parameters using both maximum likelihood and least-squares techniques are covered. Analysis of the statistical properties of estimators is also covered. The course includes hands-on exercises using MATLAB.

MATH-UH 1012Q
Calculus with Applications to Science and Engineering
Prerequisite: MATH-UH 1002, MATH-UH 1005 or Math Proficiency Assessment
Crosslisted with Biology; Chemistry; Computer Science; Mathematics; Physics

MATH-UH 1020
Multivariable Calculus with Application to Science and Engineering
Prerequisite: MATH-UH 1012 or equivalent
Crosslisted with Biology; Chemistry; Mathematics; Physics

MATH-UH 1022
Linear Algebra
Prerequisite: MATH-UH 1012 or relevant result in Math Proficiency Assessment
Crosslisted with Mathematics; Physics

MATH-UH 1023
Fundamentals of Linear Algebra
Prerequisite: MATH-UH 1012 or equivalent
Crosslisted with Mathematics
2 credits
Bioengineering (required)

MATH-UH 1024
Fundamentals of Ordinary Differential Equations
Prerequisite: MATH-UH 1023 or equivalent
Crosslisted with Mathematics
2 credits

This course introduces students to the fundamentals of data analysis. The course starts with tools used to summarize and visualize data. The focus then shifts to fitting and parameter estimation. The derivation of estimators of parameters using both maximum likelihood and least-squares techniques are covered. Analysis of the statistical properties of estimators is also covered. The course includes hands-on exercises using MATLAB.

Prerequisite: MATH-UH 1020 or MATH-UH 1021
Corequisite: MATH-UH 2022
Crosslisted with Mathematics

Civil (required); Electrical (required); Mechanical (required)

ENGINEERING REQUIRED AND ELECTIVE COURSES

ENGR-UH 2112
Engineers for Social Impact
Typically offered: spring
Prerequisite: Sophomore standing
Field experience included
2 credits

This course is intended for students who are highly motivated and seek the opportunity to investigate and co-develop transformative concepts and solutions wherein the application of engineering and non-engineering methodologies are put to constructive use in affecting social impact. Students with the necessary background course work and who, in the opinion of the faculty, possess intellectual independence and ability may register for this course. The course includes a required fieldwork component to be completed during spring break with the supervision of the faculty involved in this course. Course application forms available from the instructor.

ENGR-UH 2113
Introduction to Manufacturing Processes
Typically offered: fall
Prerequisite: ENGR-UH 1021J
2 credits
Mechanical (elective)

This course introduces students to the various manufacturing processes and their basic principles. Topics in this course include overview of different manufacturing processes and their applications, metal-casting fundamentals and processes, metal-forming processes including rolling, forging, extrusion, drawing, sheet-metal and powder-metal processes, fundamentals and types of machining processes, welding and other joining processes. The last part of this course will cover non-conventional manufacturing processes such as electrochemical machining, electrical-discharge machining, and abrasive jet machining and additive manufacturing (3D printing). Lab, tours, experimental demonstrations and one 3D printing lab session will be part of the course.

ENGR-UH 2210
Engineering Dynamics
Typically offered: spring
Prerequisite: ENGR-UH 2013
2 credits
Civil (required); Mechanical (required)

This course introduces students to the principles of rigid dynamics. The course covers both kinematic (geometric aspects of motion) and kinetic (analysis of forces and resulting motion) approaches. The first section of the course focuses on particle dynamics, with rigid body dynamics covered in the second section. The applications of these methods to engineering problems are presented, and students have the opportunity for extensive practice in applying these principles. Specific topics include the following: rectilinear and curvilinear motion, equations of motion for a system of particles, work and energy for a system of particles, linear impulse and momentum for a system of particles, angular momentum, relative and absolute motion analysis, rigid body rotation, and general 2D rigid body motion.

ENGR-UH 2211
Solid Mechanics
Typically offered: spring
Prerequisite: ENGR-UH 2011
2 credits
Civil (required); Mechanical (required)

Designed as a first course in the mechanics of materials, this course introduces students to the basic principles of stress and strain in the normal and tangential directions, and the two dimensional transformations of stress and strain. Topics include stress-strain relationships for members subject to axial forces, torsion, bending moments, and shear forces.

ENGR-UH 2212
Fluid Mechanics
Typically offered: spring
Prerequisite: ENGR-UH 2012
2 credits
Civil (required); Mechanical (required)

This course introduces students to the basic principles and equations of fluid mechanics. This course covers properties and definitions of fluids, hydrostatics, Bernoulli’s Equation and the use of control volume analysis and conservation laws previously introduced in the curriculum. These concepts are applied to internal flows, such as within a pipe, duct, or channel to and external flows, such as over flat surfaces and airfoils. The course introduces dimensional analysis and flow similitude. Common methods of flow measurement in closed systems and open channels are also introduced. This course is limited to incompressible flow regimes.

ENGR-UH 2310
Advanced Digital Logic
Typically offered: spring
Prerequisite: ENGR-UH 2013
2 credits
Computer (required); Electrical (required)

This course follows Digital Logic and tops it up by covering sequential circuit design. The course will involve 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. The course touches upon concepts such as testing of logic designs.
ENGR-UH 2311
Advanced Circuits
Typically offered: spring
Prerequisite: ENGR-UH 2019
2 credits
Computer (required); Electrical (required)
This course builds on the foundations of the Circuits Fundamentals Course. The topics covered include sinusoidal steady-state response, 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; parallel and series resonance; and, operational amplifier circuits.

ENGR-UH 2510
Object-Oriented Programming
Typically offered: spring
Prerequisite: ENGR-UH 1000
2 credits
Computer (required); Electrical (elective)
This intermediate-level programming course focuses on object oriented programming using C++. Classes and objects including constructors, destructors, member functions and data members. Topics in this course include data representation, pointers, dynamic memory allocation and recursion, inheritance and templates, polymorphism, the process of compiling and linking using makefiles, memory management, exceptional control flow, introduction to performance evaluation, and optimization.

ENGR-UH 2610
Fundamentals of Complex Variables
Typically offered: spring
Prerequisite: MATH-UH 1020 or equivalent
Lecture and recitation included
2 credits
Computer (elective); Electrical (required)
The course covers functions of a complex variable. The topics covered include derivatives and Cauchy-Riemann equations. Integrals and Cauchy integral theorem, harmonic functions, the exponential function, trigonometric functions, logarithmic functions, Cauchy-Riemann equations, Cauchy integral formula, Liouville’s theorem, fundamental theorem of algebra, power and Laurent series, and residue theory.

ENGR-UH 3110
Analysis of Chemical and Biological Processes
Typically offered: fall
Prerequisite: ENGR-UH 2211, ENGR-UH 2212, and MATH-UH 1024
Civil (elective); Electrical (elective)
This intermediate-level programming course focuses on object oriented programming using C++. Classes and objects including constructors, destructors, member functions and data members. Topics in this course include data representation, pointers, dynamic memory allocation and recursion, inheritance and templates, polymorphism, the process of compiling and linking using makefiles, memory management, exceptional control flow, introduction to performance evaluation, and optimization.

ENGR-UH 3111
Analysis of Chemical and Biological Processes
Typically offered: fall
Prerequisite: ENGR-UH 2211, ENGR-UH 2212, and MATH-UH 1024
Civil (elective); General Engineering (elective); Mechanical (elective)
Many problems can arise in the design of a new product or in the analysis of an existing process. This course introduces basic concepts and methods to solve problems in chemical and biological processes. We will focus on using the principle of mass conservation to determine the amount of products when given amounts of raw materials and vice versa. We will also apply the principle of energy conservation to analyze processes involving reactive and non-reactive systems. This course will prepare students for their subsequent courses in the chemical and biological engineering major such as transport phenomenon, kinetics, and process separations.

ENGR-UH 3120
Engineering Materials
Typically offered: fall
Prerequisite: ENGR-UH 2010Q
2 credits
Civil (required); General Engineering (required); Mechanical (required)
Design of a first course in materials, this course introduces students to engineering properties of materials, applying basic principles of the atomic and crystal structures, 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, ceramics, glass, composites, and polymer. The course is a first course in materials 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-UH 3210
Structural Components Analysis
Typically offered: spring
Prerequisite: ENGR-UH 2211
2 credits
Civil (required); Mechanical (required)
The course introduces students to the fundamentals of structural components analysis thus enabling them to employ that knowledge for structural analysis and for design of structural members. Topics include: three-dimensional analysis of stress; torsion of thin-walled sections; inelastic torsion; analysis of composite and unreinforced concrete; bending and deflections; buckling of columns; and strength failure criteria.

ENGR-UH 3230
Finite Element Modeling and Analysis
Typically offered: fall
Prerequisite: ENGR-UH 2211, ENGR-UH 2212, and MATH-UH 1024
Civil (elective); Mechanical (elective)
Students study the basic theory and equations involved in the finite element analysis (FEA) for simulating behavior of materials and structures. Topics include use of shape functions, numerical integration, assembly of finite elements into a structural or analyze a 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-UH 3320
Very Large Scale Integration Circuit Design
Typically offered occasionally
Prerequisites: ENGR-UH 2310 and ENGR-UH 2311
Computer (elective); also qualifies as hardware elective
Electrical (elective)
The course offers an overview of integrated circuit design: process design, planning, fabrication and testing; device physics; PN junction, MOSFET and Spice models; inverter static and dynamic behavior and power dissipation; interconnects: cross talk, variation and transistor sizing; logic gates and circuit design; analog networks; sequential machines and sequential system design; subsystem design: adders, multipliers, static memory (SRAM), dynamic memory (DRAM). Topics include floor planning, clock distribution, power distribution and signal integrity; Input/Output buffers, packaging and testing; IC design methodology and CAD tools; implementations: full custom, application-specific integrated circuits (ASIC), field programmable gate arrays (FPGA). The course provides foundations of VLSI design and custom VLSI design methodology and state-of-the-art CAD tools.

ENGR-UH 3332
Applied Machine Learning
Typically offered: fall
Prerequisite: ENGR-UH 100Q, MATH-UH 1022 and ENGR-UH 2100Q
Civil (elective); Computer (elective); Electrical (elective); Mechanical (elective)
This course introduces machine learning and deep learning. This course covers a broad introduction to machine learning techniques, which include both supervised learning and unsupervised learning techniques such as classification, support vector machines, decision trees, ensemble learning and random forests, dimensionality reduction, and neural networks and deep learning. In addition to learning about the most effective machine learning techniques, you will gain the practical implementation of applying these techniques to real engineering problems.

ENGR-UH 3410
Structural Systems
Typically offered: fall
Prerequisite: ENGR-UH 3210
2 credits
Civil (required); Mechanical (elective)
The course provides an in-depth coverage of structural analysis techniques. Topics in this course include: analysis of statically determinate beam and trusses; deflection calculations using geometrical and energy methods; analysis of statically indeterminate structures using superposition; slope deflection; moment distribution; and matrix analysis of structures. The course includes computer assignments using commercial structural analysis software.

ENGR-UH 3411
Environmental Engineering
Typically offered: fall
Prerequisite: ENGR-UH 2212
Civil (required)
This course introduces soil mechanics and foundation engineering, including soil properties, soil-structure interaction, environmental geotechnical systems, soil classification, support vector machines, decision tree, ensemble learning and random forests, dimensionality reduction, and neural networks and deep learning. In addition to learning about the most effective machine learning techniques, you will gain the practical implementation of applying these techniques to real engineering problems.

ENGR-UH 3412
Geotechnical Engineering
Typically offered: fall
Prerequisite: ENGR-UH 2211 and ENGR-UH 2212
Civil (required)
This course introduces soil mechanics and foundation engineering, including soil properties, soil-structure interaction, environmental geotechnical systems, soil classification, support vector machines, decision tree, ensemble learning and random forests, dimensionality reduction, and neural networks and deep learning. In addition to learning about the most effective machine learning techniques, you will gain the practical implementation of applying these techniques to real engineering problems.
ENGR-UH 3413  
**Transportation and Traffic Engineering**  
Typically offered: fall  
Prerequisites: ENGR-UH 1000, ENGR-UH 2210, and MATH-UH 1024  
Civil (required)  

This course introduces students to fundamental concepts that underlie highway design, traffic operations and control, and transportation systems. The course begins with vehicle performance and the role it has on road design. We later cover the fundamentals of traffic flow theory and operations. In combination with such fundamentals we also discuss the use and collection of traffic data, as well as more detailed concepts on traffic safety, public transportation, and traffic management and control. Moreover, we look at real applications of the concepts covered in class with a real-world student led project.

ENGR-UH 3420  
**Project Management**  
Typically offered: fall  
2 credits  
Civil (required)  

This course is designed to lay down the foundation of the core management concepts, techniques, and tools for successful project management with an emphasis on construction projects. At the end of this course students will have a good understanding of the different project management knowledge areas, the phases required for successful project management, and the role of a project manager. The main contents of the course are summarized in the following topics: project and organization structures, scheduling, resource management, cost estimating, risk management, and interpersonal skills.

ENGR-UH 3430  
**Steel Structures Design**  
Typically offered: every year  
Prerequisite: ENGR-UH 3410  
2 credits  
Civil (elective; also qualifies as design elective)  

This course examines structural steel design principles and techniques based on the Load Resistance Factor Design (LRFD). A detailed treatment of material properties and design based on American Institute of Steel Construction (AISC) codes is provided. Topics include: design of tension and compression members; design of beams and beam-columns; design for serviceability limit states; and design of simple bolted and welded connections. The course includes a design project in which students work in groups to simulate and solve specific design problems using structural analysis and design software.

ENGR-UH 3431  
**Concrete Structures Design**  
Typically offered: fall  
Prerequisite: ENGR-UH 3410  
2 credits  
Civil (elective; also qualifies as design elective)  

This course provides an introduction to the design of reinforced concrete members. The course is based on the building code requirements for structural concrete (American Concrete Institute ACI-318). This includes concepts learned in class with the assistance of a design software.

ENGR-UH 3432  
**Water and Wastewater Systems Design**  
Typically offered: fall  
Prerequisite: ENGR-UH 3411  
2 credits  
Civil (elective; also qualifies as design elective)  

This course introduces students to the concepts of design related to solving problems in environmental engineering. It provides an exposure to different problems in water systems and wastewater treatment. Students work in small teams and experience the design process, including the definition of the design objectives and constraints, formulation of the design concept, synthesis, and analysis of design options, as well as the development and testing of the proposed solution.

ENGR-UH 3450  
**Geographic Information System**  
Typically offered: every year  
Crosslisted with Urbanization  

The course introduces the concepts and principles of Geographic Information Systems (GIS). The course covers 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-UH 3510  
**Database Systems**  
Typically offered: fall  
Prerequisite: ENGR-UH 1000 with a A- or higher and ENGR-UH 2510 Corequisite: ENGR-UH 2025 Crosslisted with Sound and Music Computing Computer (required); Electrical (elective)  

This course presents an overview of fundamental data structures, which are commonplace in programming, as well as associated basic algorithms, complexity analysis, linked lists, stacks, queues, trees, hashing, sorting, and basic graphs algorithms are covered. Core topics such as the course algorithm, minimum spanning tree algorithms, and branch and bound techniques are also covered. Practical lab exercises complement the lectures. The students further specialize and consolidate their knowledge through lab projects to demonstrate the operation and applications of various data structures.

ENGR-UH 3511  
**Computer Organization and Architecture**  
Typically offered: fall  
Prerequisite: ENGR-UH 2310  
Computer (required); Electrical (elective)  

The course introduces the principles of computer organization and basic architecture concepts. It discusses the basic structure of a digital computer and study in details formal descriptions, machine instruction sets design, formats and data representation, addressing structures, mechanism of procedure calls, memory management, assembly language and machine level design, virtual and cache memory organization, I/O processing and interrupts, fundamental of reliability aspects. The course also covers performance and efficiency of system models. The labs emphasize experiential learning of computer organization and architecture concepts, and require students to use learned knowledge to create and build prototypes and evaluate their performance.

ENGR-UH 3512  
**Computer Networks**  
Offered occasionally  
Computer (required); Electrical (elective)  

This course presents an overview of embedded systems, covering a selection of topics including microcontroller architecture, assembler programming, interrupts, peripheral interfacing, embedded system design, higher-level languages on embedded systems, as well as a brief introduction to real-time operating systems. Practical lab exercises complement the lectures. The students further specialize and consolidate their knowledge through semester-long hands-on projects.

ENGR-UH 3513  
**Signals and Systems**  
Typically offered: fall  
Prerequisite: ENGR-UH 2102 or equivalent; Corequisite: ENGR-UH 2610 Crosslisted with Sound and Music Computing Computer (elective); Electrical (required)  

This course covers modeling an application and logical database design, the relational model and relational data definition and data manipulation languages, design of relational databases and normalization theory, physical database design, query processing and optimization, transaction processing focusing on concurrency and recovery. The social and ethical responsibility of database architects and administrators are also discussed. Lab sessions emphasize experiential learning of database systems and applications and an insight into various database management systems and query languages.

ENGR-UH 3520  
**Operating Systems**  
Offered occasionally  
Prerequisites: ENGR-UH 3510 and ENGR-UH 3511  
Computer (required)  

This course discusses the operating systems that run computers. The course is designed to familiarize students with operating systems, user and program interfacing concepts. Topics include an overview of user interface, process structure, creation and context switching; system calls; process cooperation, memory management; virtual memory; file systems; directories; fault-tolerance. The course includes discussion of the role of the operative system in security systems and related ethical practices.

ENGR-UH 3530  
**Embedded Systems**  
Typically offered: fall  
Prerequisites: ENGR-UH 2310 and ENGR-UH 2510  
Computer (required)  

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 further specialize and consolidate their knowledge through semester-long hands-on projects.
Typically offered: fall
Prerequisite: ENGR-UH 2019
Crosslisted with Sound and Music Computing

This course introduces students to the basic principles of the various communication theory concepts and applications, typical spring
Prerequisites: Foundations of Science 3-4 and ENGR-UH 3650

The course introduces students to the basic principles of the various communication theory concepts and applications, typically spring
Prerequisites: ENGR-UH 3610

This course presents techniques for developing and analyzing mathematical models of mechanical, electrical, electromagnetic, fluid and thermal systems. Transient, steady-state, and frequency responses of single- or multi-degree of freedom systems are discussed and methods of vibration absorption and isolation are introduced.

This course covers of systems subjected to free, transient, and forced vibration situations. Starting with single-degree-of-freedom systems, the course progresses to modeling and analyzing the response of multiple-degree-of-freedom systems using analytical 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 the construction of systems such as digital acquisition of signals from accelerometers, signal conditioning and frequency spectrum analysis to determine the natural frequencies of the structure.

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capacitive, piezoelectric, electrostatic sensors and actuators, MEMS-based medical and surgical devices, and biomedical lab-on-a-chip device. The course covers topics related to understanding 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. The course provides students with details of methods used in the design, fabrication, and application of biosensors and bioelectronic devices. The fundamentals of measurement science are applied to optical, electrochemical, surface acoustic waves (SAW) and pressure transduction. Upon successful completion of this course, students are expected to be able to explain biosensing and transducing techniques; design and construct biosensors instrumentation.

ENGR-UH 4160
Selected Topics in Biomedical and Health Systems
Typically offered: every year
Prerequisite: Junior standing
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. The course may be repeated; the course is open to junior and senior students. Students must obtain permission from their faculty mentor.

ENGR-UH 4230
Applied Optimization
Typically offered: spring
Prerequisite: ENGR-UH 2010Q and MATH-UH 1023
Civil (elective); Computer (elective); Electrical (elective); Mechanical (elective)
This course provides an introduction to systems optimization focusing on understanding system tradeoffs. The course introduces modeling methodology (linear, integer, stochastic, dynamic, and nonlinear programming), with applications in production planning, scheduling and manpower planning, time-phased planning, inventory and logistics management, supply chain network design, facility sizing and capacity expansion, capital budgeting models, assignment and matching models. In this class, students learn powerful modeling and solution techniques for decision-making problems that are used today in a wide variety of successful firms to help them to reduce their operation costs and therefore saving millions of dollars. The course covers some of the optimization methods such as simplex method, duality analysis, branch-and-bound, and KKT Conditions for solving nonlinear convex programming problems.

ENGR-UH 4320
Water Resources Engineering
Typically offered: spring
Prerequisite: ENGR-UH 2212
Civil (elective)
This course provides a detailed overview of water resources engineering, including both analysis and design elements. Topics covered: open-channel flow; pipe networks; reservoir balances; hydrologic techniques; surface water and groundwater supplies; water demand; and development of water resources for multiple purposes.

ENGR-UH 4422
Data Analysis for Urban Systems
Typically offered: every year
Prerequisite: ENGR-UH 2212
Civil (elective); Crosslisted with Economics; Urbanization
2 credits
Civil (elective)
This course introduces students to the science and art of statistical model development using field and experimental data. The course is divided into three parts: 1) review of statistical inference, 2) linear regression models, and 3) models with limited dependent variables. The first component focuses on a review of statistical estimation methods, properties of estimators and hypothesis testing. The second component presents linear regression methods, with an emphasis on the statistical properties of the Ordinary Least Squares estimators under idealized conditions, and on appropriate correction methods when these conditions are violated. The third component extends the discussion to models with limited (discrete and censored) dependent variables, with emphasis on logit and Probit models for discrete data, and Tobit and duration models for censored data. Sampling strategies are introduced.

ENGR-UH 4423
Production and Logistics Management
Typically offered: spring
Prerequisite: MATH-UH 2010Q
Civil (elective); Crosslisted with Economics
2 credits
Civil (elective)
This course provides an introduction to operations research models and techniques developed for a variety of problems arising in production and logistical systems. The course focuses on planning models for production, inventory, and distribution strategies. Topics include production planning, inventory management with deterministic demand, inventory management with stochastic demand, operations scheduling, facility location problems, and routing problems.

ENGR-UH 4430
Foundation Engineering Design
Typically offered: every year
Prerequisite: ENGR-UH 3120
Civil (required)
In this course, students are introduced to the structure and properties of civil engineering materials such as asphalt, cement, concrete, geological materials (e.g. soil and rocks), steel, polymers, and wood. The properties range from elastic, plastic and fracture properties to porosity and thermal and environmental properties. Testing methods include evaluation of behavior of these materials under a wide range of conditions.

ENGR-UH 4433
Water Desalination Engineering
Typically offered: spring
Prerequisite: ENGR-UH 2212, ENGR-UH 3411, and ENGR-UH 3411
Civil (elective)
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-UH 4434
Structure and Properties of Civil Engineering Materials
Typically offered: spring
Prerequisite: ENGR-UH 3120
Civil (required)
In this course, students are introduced to the structure and properties of civil engineering materials such as asphalt, cement, concrete, geological materials (e.g. soil and rocks), steel, polymers, and wood. The properties range from elastic, plastic and fracture properties to porosity and thermal and environmental properties. Testing methods include evaluation of behavior of these materials under a wide range of conditions.

ENGR-UH 4435
Engineering Game Theory
Typically offered: every year
Prerequisite: ENGR-UH 2510
Civil (elective); Crosslisted with Economics
2 credits
This course provides 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 of equilibria; market equilibrium and pricing; auction and mechanism design; optimal auctions; revenue-equivalence theorem; social choice viewpoint; cooperative game theory; network games and effects over networks.
and reverse osmosis as well as other emerging techniques used on both small and large scales to desalt brackish water and seawater. The course introduces students to the design concept of desalination processes. This will prove invaluable for a future career in many areas of engineering.

**ENGR-UH 4435 Advanced Structural Systems**
Typically offered: spring
Prerequisite: ENGR-UH 3410
Civil (elective; also qualifies as design elective)
The course offers a treatment of advanced topics in the analysis and design of structural systems. Topics include (a) Advanced reinforced concrete (RC): slender columns, continuous structures, torsion, two-way slabs, shear walls, introduction to prestressed concrete, introduction to design for earthquake resistance. (b) Fundamentals of plastic analysis and design of RC and steel structures. (c) Strengthening and seismic retrofitting of RC and other structures with advanced materials and techniques. The course includes a number of small design projects in which students work in groups to simulate and solve design problems.

**ENGR-UH 4460 Selected Topics in Urban Systems**
Offered occasionally
Prerequisite: Junior standing
Civil (elective)
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. Students must obtain permission from their faculty mentor.

**ENGR-UH 4530 Computer Graphics and Vision**
Offered occasionally
Prerequisites: ENGR-UH 2510 and ENGR-UH 3610
Crosslisted with Interactive Media
Computer (elective)
The course introduces the basic concepts of computer graphics and vision. Topics covered in this course include 3D modeling and geometry, simulation, animation, and character animation, graphics pipeline, geometric transformations, lighting and light transfer, illumination and color models, and computer vision theory including image transformation and filtering, color vision, feature extraction, and visual recognition. The labs cover practice 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-UH 4550 Human Computer Interaction and Tangible Interfaces**
Offered occasionally
Prerequisite: ENGR-UH 1000
Computer (elective)
The course introduces the basic concepts of psychological principles of human-computer interaction, evaluation methods, usability engineering, user-centered design and prototyping, interaction, and design of systems. Topics include: (a) Advanced reinforced concrete (RC): slender columns, continuous structures, torsion, two-way slabs, shear walls, introduction to prestressed concrete, introduction to design for earthquake resistance. (b) Fundamentals of plastic analysis and design of RC and steel structures. (c) Strengthening and seismic retrofitting of RC and other structures with advanced materials and techniques. The course includes a number of small design projects in which students work in groups to simulate and solve design problems.

**ENGR-UH 4551 Advanced Algorithms**
Offered occasionally
Prerequisite: ENGR-UH 3510
Computer (elective); Electrical (elective)
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 and approaches to finding (approximate) solutions to NP complete problems. Selected additional topics may vary.

**ENGR-UH 4560 Selected Topics in Information and Computational Systems**
Typically offered: spring
Prerequisite: Junior standing
Crosslisted with Computer Science
Civil (elective), Computer (elective); Electrical (elective), Mechanical (elective)
This course explores advanced topics of special interest in information and computational 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. Students must obtain permission from their faculty mentor.

**ENGR-UH 4610 Control Systems Engineering**
Typically offered: spring
Computer (required); Mechanical (elective)

**ENGR-UH 4620 Fundamentals of Photonics-I**
Typically offered: spring
Prerequisite: MATH-UH 1023
Electrical (elective)
This module provides an introduction to the fundamentals of photonics for students in Electrical and Computer Engineering at the senior level. It focuses on studying electromagnetic waves, polarization, laws of reflection and transmission, interference, diffraction, and optical beams. Light propagation in dielectric waveguides are studied. Finally, subject to lab availability, a set of lab experiments is conducted showcasing the optical theory discussed in classes.

**ENGR-UH 4660 Selected Topics in Communication and Electronic Systems**
Typically offered: spring
Prerequisite: Junior standing
Computer (elective); Electrical (elective)
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. Students must obtain permission from their faculty mentor.

**ENGR-UH 4710 Thermal Systems**
Typically offered: spring
Prerequisite: ENGR-UH 3751
2 credits
Mechanical (required)
This course focuses on the analysis and design of energy-conversion systems. It introduces students to power generation systems. Topics covered include gas and vapor power systems and their components; refrigeration and heat pump systems; combustion; boiling heat transfer characteristics; design of heat exchangers and cooling systems; students gain an understanding of the fundamentals of such systems and the issues related to their operation from economic, environmental, ethical and safety points of view. Not recommended for ENGR-UH 2019 or earlier classes. Students following the 2018-2019 or earlier bulletin must take the 4-credit version of this course titled Thermal Energy Systems.

**ENGR-UH 4711 Compressible Flow**
Typically offered: spring
Prerequisites: ENGR-UH 2017, ENGR-UH 2222, and ENGR-UH 3710 (ENGR-UH 3710 may be taken as pre-req or co-req)
Mechanical (elective)
This course provides an introduction to conservation equations for inviscid flows, one dimensional, isentropic flow, normal shock waves, one dimensional flow with heat addition, oblique shock waves, Prandtl-Meyer expansion waves, flow in nozzles and diffusers, inviscid flow in a converging-diverging nozzle, flow in diffusers, subsonic and supersonic airfoils, compressibility effects on lift and drag, critical and drag divergence Mach number, and wave drag. It will also cover analysis of under-expanded and over-expanded supersonic two-dimensional flows; including the method of characteristics; small-disturbance theory with applications to supersonic thin-airfoil theory.

**ENGR-UH 4712 Mechanics of Composite Materials**
Typically offered: spring
2 credits
Prerequisites: ENGR-UH 3210
Civil (elective); Mechanical (elective)
This course introduces students to the field of composite materials with emphasis on laminated fiber-reinforced polymer (FRP) composites. Unlike metals, laminated composites are heterogeneous, anisotropic and relatively brittle, all of which makes it more challenging to design with composites. Nonetheless, composites are increasingly used in the design of load bearing components due to their superior structural properties. These topics include lamina and laminate stress analysis; manufacturing of FRP composite laminates; failure criteria; testing of FRP composites; and the impact of composite materials on the economy and the environment.

**ENGR-UH 4770 Micro-power Generation**
Typically offered: spring
Prerequisite: ENGR-UH 2011, ENGR-UH 2012, and ENGR-UH 2019, or equivalent courses
Civil (elective); Electrical (elective); Mechanical (elective)
This course introduces vibration and flow energy harvesting methods commonly used for powering remote sensors and sensor networks. Emphasis is placed on building the fundamentals necessary to model and analyze the response of energy harvesters. Theories of linear vibrations for discrete and continuous systems are reviewed. Constitutive models of active materials and other electromechanical transduction mechanisms are covered. Basic theories of fluid-structure interactions are also highlighted.
ENGR-UH 4810
Biomaterials
Typically offered: fall
2 credits
Prerequisite: Foundations of Science 3 & 4 Mechanical (elective)
Introduction to the field of biomaterials used in applications for the challenging field of tissue engineering and regenerative medicine. Confined to discussions on synthetic or naturally derived biopolymers, the course will touch on bulk properties, degradation mechanisms, cell-material interactions and biocompatibility, material and immune response, techniques for biomaterials assessments, methods of processability and special considerations for in situ regeneration.

CAPSTONE DESIGN PROJECT
ENGR-UH 4011
Senior Design Capstone Project I
Typically offered: fall
Prerequisite: Must be declared Engineering major and have senior standing Co requisite: Two credits of disciplinary elective course in senior Fall
2 credits
The students focus on refining the problem definition and project specifications of their chosen project, reviewing literature, developing the preliminary design, generating solution concepts and selection criteria, and reviewing and evaluating the chosen design. Students must consider social, economic, lifecycle, environmental, ethical, and other constraints, and must document the design process and the evolution of their design. Engineering and other appropriate codes and standards, and applicable regulations must be incorporated. This project culminates with a final report and presentation that propose the actual design selected for further development and/or prototyping and testing in the subsequent semester.

ENGR-UH 4020
Senior Design Capstone Project II
Typically offered: spring
Prerequisite: ENGR-UH 4011
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.

ENGR-UH 6210
Nonlinear Dynamics
This course presents some of the most-widely utilized tools to analyze the behavior of nonlinear dynamical systems. The first part of the course introduces the different types of equilibrium solutions of ordinary differential equations, and shows how to assess their stability, how to establish the phase-space representation of the dynamics, and to construct bifurcation diagrams and basins of attractions. The second part introduces several perturbation techniques to analytically construct approximate solutions of nonlinear ordinary differential equations. The third and final part introduces several techniques to analyze the existence and stability of periodic, quasiperiodic, and chaotic motions.

ENGR-UH 6550
Game Theory
This course is an introduction to the fundamentals of cooperative, co-opetition, and non-cooperative game theory. Motivations are drawn from engineered/networked systems (wireless communications, traffic networks, resource allocation, power grid, multi-agent systems, cyberphysical systems), and social models (including social and economic networks). The course emphasizes theoretical foundations, mathematical and algorithmic tools, modeling, and equilibrium notions, and learning algorithms in different environments.

ENGR-UH 6422
Data Analysis for Urban Systems
This course introduces students to the science and art of statistical model development using field and experimental data. The course is divided into three parts: 1) review of statistical inference, 2) linear regression models, and 3) models with limited independent variables. The first component focuses on a review of statistical estimation methods, properties of estimators and hypothesis testing. The second component presents linear regression methods, with an emphasis on the statistical properties of the Ordinary Least Squares estimators under idealized conditions, and on appropriate correction methods when these conditions are violated. Systems of Linear Models are discussed with emphasis on identification. The third component extends the discussion to models with limited (discrete and censored) dependent variables, with emphasis on Logit and Probit models for categorical and ordinal data, and stochastic duration models for censored data. The course also covers models for count dependent variables, and models with discrete-continuous dependent variables. Sampling strategies are introduced.

ENGR-UH 6460
Select Topics: Advanced Risk Management
Prerequisite: Must be graduate level
Risk mitigation planning is the process of developing options and actions to enhance opportunities and reduce threats to projects. This course is intended to cover Project Management Institute (PMI) Best Practices related to Risk Identification, Risk Analysis and Risk Mitigation for multi-year, complex projects such as Engineering-Procurement-Construction projects and others from a variety of industries including Pharma, Manufacturing, Oil & Gas, and Infrastructure. Additionally, we will discuss Harvard Business School (HBS) Case Studies related to the topic.

ENGR-UH 7050
Advanced Topics: 3D Computer Vision
3D object processing is an emerging field in computer vision with many applications across areas as diverse as engineering, science and medicine. The advancement in 3D acquisition technology has led to dramatic increase in the size of 3D datasets that necessitate automated 3D model processing, understanding, and analysis. This course will introduce students to the techniques of data-driven 3D object processing, including 3D shape matching, retrieval, registration, recognition, segmentation, classification and clustering.

ENGR-UH 6245
Independent Study: Aeroacoustics
In this independent study the relationship between fluid characteristics of high speed jets and the noise generated by a jet engine will examined. Existing empirical models of aeroacoustics will be surveyed. Using results of computational fluid dynamics (CFD) simulations of high speed jets, as well as available noise data, new models will be formulated that are based on the physics of fluid flow, including the generated turbulent frequency spectra.

ENGR-UH 7800
Graduate Seminar Series
Weekly seminar series addressing a variety of engineering topics, delivered by experts from academia and industry.

ENGR-UH 7910
Graduate Engineering Special Topics
Prerequisite: Must be graduate level
Special topics courses for graduate level engineering students.
Although it is not always obvious from the compartmentalized approach often taken in higher education, the most important issues facing humankind require consideration from multiple perspectives. A multidisciplinary approach is a central feature of the NYUAD core curriculum and is present in NYUAD’s major and minor programs as well. NYUAD’s natural science majors draw on the multi-disciplinary Foundations of Science sequence. The social science major programs have a comparable Foundations of Social Science series. Nearly all of the majors within the arts and humanities accept courses from other arts or humanities majors as cross-listed elective options. Even the different programs within engineering draw on a common core of science, engineering, and mathematical courses. NYUAD’s multidisciplinary major and minors take this integration of disciplines even further, supporting work across the disciplines and requiring students to think about particularly complex issues from multiple angles.
Arab Crossroads Studies (ACS) 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. It uses this location to think through the broader interactions of the Arab world with the surrounding regions, and as an invitation to investigate the historical and contemporary religious, cultural, and ethnic diversity of the Arabic-speaking world. In doing so, it provides a portal for the global NYU community to study and engage with the social, cultural, and intellectual diversity of the Arab world and its neighbors.

The historical, sociopolitical, and cultural interactions among these regions have opened engaging domains of study in both the humanities and social sciences. One example of these interactions can be seen in the Gulf, where the flow of people, ideas, and commodities has resulted in 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. Similar sites of intense interaction can be found in the Levant, Central Asia, West and East Africa, as well as South Asia, and ACS courses consider regions such as these particularly productive for studying the Arab world’s diversity. Yet ACS courses move beyond geographic descriptions to consider thematic approaches to the Arab world’s diversity that consider more specific religious, historical, political, anthropological, literary and artistic topics.

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 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 NYU Abu Dhabi or within the broader NYU global network, (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.

History and Religion, 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, 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, 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.

Learning Outcomes
Upon completion of the major in Arab Crossroads Studies at NYU Abu Dhabi, 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;
• Bring a solid background in knowledge of the Arab world and Arabic to job opportunities in policy-making, journalism, diplomacy, consulting, and finance.

The study away pathway for the Arab Crossroads Studies major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Only one elective can be taken during J-term and it is strongly recommended that not more than two non-language courses be taken while studying away.

**Minor in Arab Crossroads Studies**
The goal of the Minor 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 Minor 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. Requirements for the Minor in Arab Crossroads Studies include 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.
## ARAB CROSSROADS COURSES

### REQUIRED COURSES

**ACS-UH 1010X**

**Anthropology and the Arab World**  
Typically offered: spring  
Crosslisted with Anthropology; Arab Music Studies; Social Research and Public Policy  
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-UH 1011X**

**Introduction to Modern Arabic Literature**  
Typically offered: fall  
Crosslisted with Arab Music Studies; 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-UH 1012X**

**Emergence of the Modern Middle East**  
Typically offered: fall  
Crosslisted with Arab Music Studies; 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 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-UH 3010X**

**Problems and Methods in Arab Crossroads Studies**  
Typically offered: spring  
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.

### ARTS AND LITERATURE ELECTIVES

**ACS-UH 1210X**

**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-UH 1211X**

**UAE from Pre-History to 2030: History, Environment, Society and Culture**  
Typically offered: spring even years  
Crosslisted with History  
A selection of themes and topics providing a broad perspective of Emirati history and culture are covered in this introduction to the United Arab Emirates. The class consists largely of presentations by guest experts as well as a selection of readings designed to provide a deep insight into the past and future of the nation. Students are required to keep a journal and submit a research paper on a relevant topic of their choice.

**ACS-UH 2210X**

**Cities and Modern Arabic Literature**  
Typically offered: January  
Crosslisted with Literature and Creative Writing  
We use fiction as a tool to visit (figuratively) five cities: Cairo, Alexandria, Beirut, Haifa, and Baghdad. The novels are our guides in order to understand the multiple layers of a city, and to build knowledge about the relationship between literature and social life. We read works by Naguib Mahfouz, Sunaila Ibrahim, Huda Barakat, Hanan Al Sheikh, and others. 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.
Typically offered: fall
Crosslisted with Literature and Creative Writing
Pre-Modern
Pre-1800
This class is divided roughly into two broad sections: in the first half of the semester samples of the Qur’an are read, translated and analyzed for orthographic and phonetic features, as well as structure and meaning and basic aspects of variegated styles within the developing scripture. Early Surahs are read, as well as, later, samples of narrative and, in the last section, of legalistic (i.e. Medinan) materials. In the second half of the semester we read examples of Hadith and Qur’anic exegesis, highlighting throughout the styles and protocols of this literature. The Hadith come mostly out of Bukhari and the Sirah of the Prophet; and the exegetes includes readings from Bavdawi, Qurtubi, Razi and Gushayri (the last being an example of mystical hermeneutics).

Typically offered: Application and Junior level or higher
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 the research (both primary and secondary materials), the robustness and originality of the argument, and the quality of the student’s writing.

Typically offered: January
Crosslisted with Heritage Studies
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.

Typically offered: spring
Crosslisted with Jewish Studies
Pre-1800
Ruled over a vast region extending from North Africa to Central Asia. This course will examine the history of the Iberian Peninsula. Today this period is often portrayed as one of inter-religious harmony, while Al-Andalus is simultaneously mourned in contemporary Islamist discourse as a lost paradise. How are these constructed and controlled? Who gave these categories meaning and why? What are the obstacles to discussing and identifying race particular to the histories of these regions, their peoples, and their histories? To answer these questions, the course will draw extensively on primary sources, historical research, as well as theoretical writings on race and ethnicity.

Typically offered: January
Crosslisted with Heritage Studies
Pre-Modern
Pre-1800
Based on the success of his 1978 book Orientalism, Edward Said published the seminal work, Culture and Imperialism, which has become a touchstone text for the critical study of Globalization. How have the inhabitants of the Middle East and Africa conceived of social difference? Beginning in Late Antiquity and then with the spread of Islam into the Middle East and North Africa, this course will explore the constant dialectic between social and political contingencies that gave rise to ethnic and racial identities within and beyond the Muslim world. How did these identities and categories change over time and in which ways where they impacted by the Indian Ocean, Atlantic, and Saharan slave trades, local social and political factors, European colonialism and then de-colonization in the twentieth century? What are the terms and meanings attached to skin color or social difference in the Arabian, Hebrew, Persian, Berber, Songhai, Amharic, or Turkish speaking worlds? How are these constructed and controlled?

Typically offered: fall
Crosslisted with Art and Art History; African Studies; Anthropology; Art and Architecture of the Islamic World
Pre-Modern
Pre-1800
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 the faith in the disciplines of law, theology, and mysticism, even as their religious communities fractured into a variety of Sunni and Shia 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.

Typically offered: spring
Crosslisted with History
Pre-Modern
Pre-1800
Founded in the year 750 C.E., the Abbasid caliphate was one of the world’s great empires. At the height of its strength, the Abbasid caliphate ruled over a vast region extending from North Africa to Central Asia. This course will examine the historical rise of the Abbasids as a watershed moment in the history of Late Antiquity that would have a profound and lasting impact on the political, religious, and intellectual life of Eurasia for the next millennium. Through an engagement with primary textual and secondary studies across a wide variety of Islamicate intellectual disciplines (historical writing, philosophy, law, theology, science, political theory), students in this class will come to understand some of the complex dynamics that went into the formation of a distinctive Islamic state and society, and what consequences Abbasid rule would have for later generations.

Typically offered: spring
Crosslisted with History
How have the inhabitants of the Middle East and Africa conceived of social difference? Beginning in Late Antiquity and then with the spread of Islam into the Middle East and North Africa, this course will explore the constant dialectic between social and political contingencies that gave rise to ethnic and racial identities within and beyond the Muslim world. How did these identities and categories change over time and in which ways where they impacted by the Indian Ocean, Atlantic, and Saharan slave trades, local social and political factors, European colonialism and then de-colonization in the twentieth century? What are the terms and meanings attached to skin color or social difference in the Arabian, Hebrew, Persian, Berber, Songhai, Amharic, or Turkish speaking worlds? How are these constructed and controlled?
How do those who live in the Middle East relate to their past(s), and what discourses do they draw on to represent and authorize it today? How is the past recovered, commemorated, embodied, erased, marketed and consumed in the modern Middle East? This course focuses on various thematics of history, heritage, and memory practices: national commemorations and contested sites and events; embodied and gendered memories; invented traditions and structural nostalgia; the problems of writing oral history; memory competitions like the Middle East and the Arab World.

ACS-UH 2412JX

Interwoven Pasts of Spain and Morocco
Typically offered: January
Crosslisted with History
Pre-1800

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 will 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 an important role in the Spanish civil war.

ACS-UH 2414X

Jews in the Muslim World in the Middle Ages
Offered occasionally
Crosslisted with History
Pre-1800

This course examines the history and culture of the Jews in the medieval Islamic world, beginning with the historiographical debate about this contentious subject. The syllabus moves from the early encounter between Jews and the time of the Prophet Muhammad, discussing the Qur'an and Islamic life, and how changes in the economy and government 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-UH 2417

Ottoman Crossroads
Offered occasionally
Crosslisted with History
Pre-1800

Connecting three continents for four centuries, the Ottoman Empire brought locations as far flung as Yemen, Tunisia and Bosnia into the same cultural, legal and economic space. This course explores the Empire’s legacy in what has come to be known as the Middle East and beyond. After examining theories in Ottoman history starting in the 13th century through to World War I, we will discuss the Empire’s legacy in the twentieth and twenty-first centuries, reconfiguring our ideas about nation-states, constructions like the Middle East and the Arab World, and the boundaries between East and West.

ACS-UH 2418X

Politics and Cultures of Nationalism in the Modern Middle East
Offered occasionally
Crosslisted with Heritage Studies; History; Social Research and Public Policy
Pre-1800

As one of the most influential political ideas that have shaped the modern world nationalism has had a long-lasting impact on the history of the modern and contemporary Middle East. Covering the Arab World, Turkey and Iran this course examines nationalist cultures and political experiences across the region. We will look at nation-states, constructions like the Middle East and the Arab World; and the role of global, European and American interventions. We will examine how nationalist discourses are constructed and how they are put into practice. We will also examine the role of intellectuals, educators and political activists in promoting these nationalist discourses and how they are received by the public. Finally, we will examine how the construction of nations as ‘natural’ entities anchored in mythical pasts. This course places particular emphasis on various ‘entrepreneurs’ of nationalism: imperial, colonial and national governments, bureaucrats, intellectuals, educators, political activists, urban crowds, workers and peasants.

ACS-UH 2419X

Sufism
Typically offered: spring odd years
Pre-1800

Mysticism is an integral aspect of every religious tradition. In recent years, however, Sufism or Islamic mysticism has often been described as somehow separate from Islam itself. In this course we will investigate the historical origins of Sufism and the nature of the long-standing tension about the relationship between the Muslim legal establishment. We will also chart the evolution of Sufism from personal spiritual practice and experience to the establishment of mystical brotherhoods in which, depending on time and place, a large portion of Muslim society participated. Finally, we will return to the continued importance that Sufism has played in the Muslim World (including the Arab Gulf) and the United States during a period in which its practices have come under criticism. Sufi authors examined will include Rumi, al-Hallaj and Ibn al-Arabi.

ANTH-UH 2114X

Listening to Islam
Crosslisted with Anthropology; Music; Theater
Pre-1800

This course examines the ways Muslims have understood, experienced, and articulated their religious traditions. The first half of the course focuses on foundational texts and historical moment. The second half of the course features a range of contemporary forms of Islamic music and its performance in the world. In this course we will explore questions about the intersections between Islamic religious traditions and other musical genres.

ANTH-UH 2118X

Islam in the Americas
Crosslisted with Anthropology; History; Social Research and Public Policy
Pre-1800

The European discovery of the New World sparked the creation of a new religious tradition in the Americas. This course explores the history of Islam in the Americas, focusing on the centuries. It examines the ways in which Muslims have participated in the construction of nations as ‘natural’ entities anchored in mythical pasts. This course places particular emphasis on various ‘entrepreneurs’ of nationalism: imperial, colonial and national governments, bureaucrats, intellectuals, educators, political activists, urban crowds, workers and peasants.

ACS-UH 2715JX

Arab Crossroads: Genghis Khan, Tamerlane, and Beyond: The Mongol Empire and its Legacy
Crosslisted with History
Pre-1800

HIST-UH 3510X

Muslim Societies in African History
Crosslisted with African Studies; History
Pre-1800

HIST-UH 3511X

Islam in the Indian Ocean World
Crosslisted with History
Pre-1800

HIST-UH 3512J

Science and the Sea
Crosslisted with Heritage Studies; History
Pre-1800

HIST-UH 3710X

Central Asia and the Middle East
Crosslisted with History
Pre-1800

HIST-UH 3711

Cold War in the Middle East
Crosslisted with History
LAW-UH 2122X

Introduction to Islamic Law
Crosslisted with Legal Studies
Pre-1800

PHIL-UH 2211X

Classical Arabic Philosophy
Pre-1800

CSTS-UH 1052X

Muslim Societies in African History
Crosslisted with History
Pre-1800

SOCIETY AND POLITICAL ELECTIVES

ACS-UH 1610X

Feminism and Islamism in the Middle East and North Africa
Typically offered: Fall
Crosslisted with Political Science
Pre-1800

What does it mean to identify as a “feminist” or an “Islamist” in the MENA region today, and to what extent are these terms philosophically and politically compatible? Is feminism itself - and movements for gender equality and LGBTQ rights in the region more broadly - a legacy of colonialism and Western influence/intervention? Or do such movements have local, organic roots expressed through Islamic texts and history, and even Islamist forms of political activism? How can we appraise the track record of so-called Islamists movements (e.g., Egypt’s Muslim Brotherhood, Turkey’s AK Parti, Tunisia’s Ennahdha Party, and Morocco’s Freedom and Justice Party and Al-Adil Islami Movement) on promoting women’s rights and gender inclusivity in comparison to states, secularly oriented political movements, and jihadists

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Typically offered: spring
Crosslisted with Anthropology

Roughly one third of the Middle East population today is between 15 and 29 years old - a demographic "bulge" which has brought Middle Eastern youths at the forefront of media and government concerns both at the regional and global scale. But from the figure of the young jihadist to that of the Arab spring revolutionary, dominant perceptions of these youths often fall into highly polarized archetypes. Moving the focus away from politics and religion, this course explores the everyday worlds of Middle Eastern youths and the complex interactions - with institutions, peers and family members - which characterize their daily lives. By analyzing multiple youth cultures divided along the lines of gender, ethnicity, religious affiliation, and age group, students will address the diversity of Middle Eastern youths and question the universality of age categories. A large space will also be devoted to the voices of Middle Eastern youths themselves, from Egyptian literature and Emirati cinema to Moroccan hip-hop. These cultural productions will allow students to look at the way Arab youths use globalized artistic genres to address regional issues and express their fears, hopes and desires.

ANTH-UH 2114X
Listening to Islam
Crosslisted with Anthropology; Music; Theater

ANTH-UH 2116
Displacement and Dispossession in the Modern Middle East
Crosslisted with Anthropology; History; Core: Structures of Thought and Society; Peace Studies; Social Research and Public Policy

ANTH-UH 2117J
Migration and Displacement Across the Red Sea
Crosslisted with African Studies; Anthropology; Social Research and Public Policy

CADT-UH 1044JX
Sensory Ethnographic Methods in Kerala: Documenting Tradition, Documenting Change
Crosslisted with Core: Arts, Design and Technology; Heritage Studies; Social Research and Public Policy

CCEA-UH 1077X
Islamophobia, and Muslim Popular Culture
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1078X
Representing the Middle East: Issues in the Politics of Culture
Crosslisted with Core: Cultural Exploration and Analysis; Film and New Media

CCEA-UH 1080X
Food, Culture, and Politics
Crosslisted with Anthropology; Core: Cultural Exploration and Analysis

CSTS-UH 1059X
Urban Violence: The Middle East
Crosslisted with History; Core: Structures of Thought and Society

CSTS-UH 1075X
Exploring UAE Cities: Sociological Perspectives on Urban Life
Crosslisted with Core: Structures of Thought and Society; Social Research and Public Policy; Urbanization

ECON-UH 2451X
Economic History of the Middle East
Prerequisite: SOCS-UH 1111 or Economics Placement Test
Crosslisted with Economics; History Pre-1800

ECON-UH 2510
Islamic Economics and Finance
Prerequisite: ECON-UH 2510
Crosslisted with Economics; Legal Studies

HERST-UH 1301J
Cultural Heritage in Conflict Zones and the Responsibility to Protect
Crosslisted with Heritage Studies; Peace Studies

LAW-UH 2115X
Comparative Legal Systems: United States and United Arab Emirates
Crosslisted with Legal Studies

LAW-UH 2125X
Islamic Law and Secular Politics
Crosslisted with Legal Studies: Core: Structures of Thought and Society; Political Science; Social Research and Public Policy

LAW-UH 2126JX
International Commercial Arbitration: From Islamic Law and Secular Politics
Crosslisted with Business and Organizational Studies; Legal Studies

MCC-UH 1006J
Reporting Morocco
Crosslisted with Media, Culture and Communication

POLSC-UH 2314X
Ibn Khaldun and Political Theory
Crosslisted with Political Science

POLSC-UH 2420J
Who are You Israel? A look into the Old-New Middle East neighbor
Crosslisted with Political Science

POLSC-UH 2421X
Political Economy of the Middle East
Prerequisite: SOCS-UH 1112
Crosslisted with Political Science

POLSC-UH 2422X
North African Politics
Crosslisted with African Studies; Political Science

SRPP-UH 1413X
Social Change and Development in the Arab World
Crosslisted with Social Research and Public Policy

SRPP-UH 1810X
Islam and Society2420
Crosslisted with Social Research and Public Policy

SRPP-UH 2211
Ethnographic Field Research
Crosslisted with Anthropology; Heritage Studies; Social Research and Public Policy

SRPP-UH 2412X
Islamist Social Movements in the Middle East
Crosslisted with Political Science; Social Research and Public Policy

SRPP-UH 2416X
Gulf Urban Societies
Crosslisted with Anthropology; Social Research and Public Policy

SRPP-UH 2612X
State Formation: The Case of the United Arab Emirates
Crosslisted with Social Research and Public Policy

SRPP-UH 2614X
Women and Work in the Gulf
Crosslisted with Social Research and Public Policy

SRPP-UH 2624JX
Disability in a Global Context: Advancing Inclusion in the UAE
Crosslisted with Education; Social Research and Public Policy

SRPP-UH 2625JX
Making Women Matter: Case Studies from the GCC
Crosslisted with Social Research and Public Policy

TOPICAL RESEARCH

ACS-UH 3910
Directed Study
Typically offered: by Application
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 the research (both primary and secondary materials), the robustness and originality of the argument, and the quality of the student's writing.
CAPSTONE EXPERIENCE

ACS-UH 4000
Arab Crossroads Studies Senior Capstone Seminar
Typically offered: fall
Prerequisite: Declared Arab Crossroads Studies Major and Senior standing
The capstone seminar is designed as a workshop offering graduating seniors a communal environment in which to conceptualize, share and refine a year-long research project, self-designed in consultation with a faculty advisor. In this semester, particular attention will be paid to the organization and practice of research as well as evidence, method and scholarly habit and process. The fall semester culminates in the presentation of significant writing (at least 20 pages/6000 words) toward the final scholarly product, the written and publicly presented capstone. Each student should also be working with their faculty advisor throughout the semester, submitting drafts to their advisor and working with her/him on the research process.

ACS-UH 4001
Arab Crossroads Studies Senior Capstone Project
Typically offered: spring
Prerequisite: ACS-UH 4000
The spring semester of the ACS Senior Capstone is composed of the student working in close consultation with a faculty member on their capstone project. It is expected that the student will meet weekly with their advisor.

From the electric telegraph to personal computers, from the participatory web to intelligent networks, our tools for communication and media production are constantly changing the ways we connect with one another. Interactive Media’s mission is to make sense of these developments by demystifying their inner-workings and leveraging them as a means for creative expression, communication, and participation. While Interactive Media courses attempt to keep pace with the latest in transformative technologies, the program’s questions remain the same: Can these technologies improve society and enrich the lives of everyone? Can their application address issues of equity, beauty, diversity, or the environment? Can they facilitate delightful experiences, engaging conversations, and meaningful relationships?

The Interactive Media program at NYU Abu Dhabi approaches these questions through an ethos of creativity, community, accessibility, playful exploration, and critical investigation. In practice, the program rests at the convergence of art, design, communications, computer science, and engineering. The specific goals of the Interactive Media program are twofold. It aims to empower students with the knowledge and ability to explore expressive possibilities brought about by existing and emerging forms of technology. It also strives to cultivate an intellectual framework to investigate, understand, and navigate a world infused with media and communication technologies. The technologies are posited not as an end in themselves but as a means to address fundamental questions pertaining to the human condition, complex relationships between ourselves and our mediated environment, and what it means to be an active participant in a world increasingly informed by computation and automation.

Course work routinely involves electronics, programming, practical research, and design. Students create interactive projects and prototypes of their own choosing that involve the creative use of hardware, software, and digital media. Iteration, implementation, and analysis are key factors throughout this active learning process. The intent is not to master any one technical domain, but rather to foster the confidence and literacy to critically engage in a diverse technical landscape. Emphasis is directed towards questioning the socio-cultural roots and effects of the tools as well as their aesthetic, political, and ethical implications.

The strength of the Interactive Media program ultimately lies in its ability to facilitate a supportive environment where students are encouraged to imagine new possibilities for expression. Through an ever-evolving project-based curriculum, communal work spaces,
and an emphasis on bringing creative ideas to life, the program embodies a culture of collaboration and inclusivity applicable to people of all backgrounds and interests. As a result, a student graduating as an Interactive Media major might land at a major entertainment studio creating immersive virtual games or they might pursue a career in the health care sector designing innovative print-at-home prostheses. Regardless, graduates of this major will be empowered to more fully engage in a world where technical change is anticipated, collaboration between humans and technology is expected, and a fluency in interactive media is fundamental.

Program Learning Outcomes for Interactive Media

• Students will cultivate a substantive understanding of the past, present, and future landscape of Interactive Media.
• Students will be challenged to answer fundamental questions relating to the field of Interactive Media.
• Students will develop conceptual skills through the use of computational and interactive media tools to create project-based work and project-oriented research.
• Students will develop their critical thinking skills by analyzing and critiquing work in cultural, social, historical, ethical, and aesthetic contexts.
• Students will cultivate technical skills with contemporary media technologies to execute their coursework.
• Students will gain the ability to explore, innovate, and realize creative ideas in multiple fields of inquiry and interest.
• Students will develop professional practices of delivering and sharing their work.
• Students will gain experience in collaboration through active participation in group and team-based work.

Study Away Pathway for Interactive Media

The study away pathway for the Interactive Media major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Requirements for the Major in Interactive Media

The Interactive Media major consists of 12 courses. Students are required to take four foundation courses, a minimum of six elective courses, a Capstone Seminar, and a Capstone Project.

The required courses are Introduction to Interactive Media (IM-UH 1010), Communications Lab (IM-UH 1011), Communication & Technology (IM-UH 1012), and Understanding Interactive Media—Critical Questions and Theories (IM-UH 1013). The program’s elective courses are organized into three clusters—Computational Media, Media & Design Thinking, and Physical Computing. The Computational Media course cluster focuses on logic and creative expression through programming and screen-based interaction design. The Media & Design Thinking course cluster emphasizes critical communication skills through a combination of theoretical discourse, mixed media, multimedia, and problem-based learning. The Physical Computing course cluster entails human-centric design patterns expressed through electronics and physical interaction design.

Students must take at least one elective within each of the three clusters, at least two electives at the 2000 level, and at least one elective at the 3000 level. The Interactive Media curriculum culminates in an Undergraduate Capstone during the senior year.

Minor in Interactive Media

The minor in Interactive Media is open to all NYUAD students. It is designed to allow students to engage with the ideas offered by their coursework, both in the core curriculum and their majors, and imagine how those ideas might be communicated or augmented with emerging media technologies. The minor requires students to take two required courses, Introduction to Interactive Media (IM-UH 1010) and Communications Lab (IM-UH 1011), and any two Interactive Media electives.

Requirements for the Minor in Interactive Media

4 courses, distributed as follows:
1 IM-UH 1010 Introduction to Interactive Media
1 IM-UH 1011 Communications Lab
2 Interactive Media Electives; these may be taken from any of the three elective clusters*  

* For Computer Science majors fulfilling their minor requirement with IM, the electives must be selected from within IM’s Computational Media cluster.
# INTERACTIVE MEDIA COURSES

## REQUIRED COURSES

### IM-UH 1010
**Introduction to Interactive Media**

Typically offered: fall, spring

Crosslisted with Art and Art History; Film and New Media

With the advent of digital computation, humans have found a variety of new tools for self-expression and communication. Thinking about how we interface with these tools beyond the mouse and key-board, we can approach software and electronics as artists and designers, exploring new interactions with machines and each other. This introductory course will provide students hands-on experience with screen and physical interaction design through programming and electronics using microcontrollers, electronics, and software development. Weekly exercises encourage students to experiment freely, creating their own novel interfaces and controls for working with machines. The course culminates with final projects exhibited at the program’s end-of-semester showcase.

### IM-UH 1011
**Communications Lab**

Typically offered: fall, spring

Crosslisted with Design; Music

Communications Lab is a production-based course that surveys various technologies including web development, 2D design, digital imaging, audio, video, and animation. The forms and uses of these communications technologies are explored in a laboratory context of experimentation, collaboration, and discussion. Much of class time will be spent introducing and surveying equipment and software essential to media production and contemporary storytelling. Each technology is examined as a tool that can be employed and utilized in a variety of situations and experiences. The World Wide Web will serve as the primary environment for content delivery and user-interaction. Principles of interpersonal communications and media theory are also introduced with an emphasis on storytelling fundamentals, user-centered design, and interactivity.

### IM-UH 2310
**Mashups - Creating with Web APIs**

Typically offered: fall

Crosslisted with Engineering

As the World Wide Web continues to grow and pervade our everyday lives, an ever-increasing amount of data and digital services are accessible to us via 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. Taking a hands-on approach, much of class time will be spent creating code, primarily JavaScript, for client-side (front-end) web development.

**IM-UH 2311**

**Experiential Video Art**

Offered occasionally

Crosslisted with 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 practices. 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 recommended, though not required.

**IM-UH 2316**

**Software Art: Text**

Typically offered: spring

Recommended Prerequisite: IM-UH 1010, IM-UH 2310, or CS-UH 1001

Crosslisted with Literature and Creative Writing

2 credits

An introduction to the history, theory and practice of computer-aided artistic endeavors in the field of prose and poetry. This course will focus on the appearance and role of computers as a new way for artists to write and read both programming and natural languages. While elaborating and discussing concepts and paradigms specific to computing platforms, such as recompilation, stochastic writing and ambiguity, students will be encouraged to explore their own artistic practice through the exclusive use of their computers, by writing their own programs. As such, Software Art: Text will be the semester, students will look at many examples of current work by creators of musical interfaces, and discuss a wide range of issues facing the field. Students will design and prototype a musical instrument - a complete system encompassing musical controller, algorithm for mapping input to sound, and a 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.

**IM-UH 2318**

**Decoding Nature**

Typically offered: fall

Recommended Prerequisite: IM-UH 1010, IM-UH 2310, or CS-UH 1001

How can we make sense of the unpredictable, evolutionary and emergent properties of nature in software? How can we understand the mathematical principles behind our physical world help us to create digital worlds? And how can we implement these code-based simulations to reflect aspects of both environmental and human behaviors? This course attempts to address these issues by focusing on the programming strategies and techniques behind computer simulations of natural systems using p5.js (a JavaScript library in the spirit of Java's Processing framework). We will explore a variety of forces and behaviors that occur naturally in our physical world. This includes properties of movement, physics, genetics, and neural networks. For each topic, we will be encouraged to simulate those occurrences in a digital environment. The results will usually be visible in nature and manifested in the form of interactive animated coding sketches.

**IM-UH 2320**

**Games and Play**

Typically offered: fall

Games and play are deeply embedded in human culture. Play suggests a range of human experiences not easily contained by a common form. Games use their playable form to speak to the cultural spaces in which they reside. Is freedom in play, there is structure in games. How do they work together? This course explores how games structure play to serve their purpose, and how play inspires games to push expectations of popular culture. Informed by game studies and theories of play, students will study analog and digital games to consider the technological, spatial, artistic and social structures that shape a play experience. Utilizing web-based technologies and the Unity game engine, students will assume the role of both game designer and developer, experimenting with building game experiences that convey meaning as well as express aspects of humanity beyond context and conflict. Some programming experience is preferred but not required.

**IM-UH 2321**

**Software Art: ASCII to Algorithm**

Crosslisted with Art and Art History

ASCII to Algorithm is an introduction to the history, theory and practice of computer based artistic endeavors in the field of visual art. It traces the path of early encounters with the computer as a tool for artists and surveys the development of a foundation that has led to contemporary software art as a medium. The course will examine the computational foundation that positions the computer as a tool for artists and surveys implementation of software as a political medium. The course will include several workshops in computer simulations to orchestrate urban life, blockchain-backed proof of ownership and algorithmic criminal assessment. Along with an introduction to political and social studies, coupled with an exploration of the underlying political impacts of these systems, students will work on several hands-on projects to offer functioning alternatives to those systems. To that end, this course will include useful techniques in JavaScript and Python.

**IM-UH 3311**

**Alternate Realities**

Typically offered: spring

Prerequisite: IM-UH 1010, IM-UH 1011, IM-UH 2310, IM-UH 2318, IM-UH 3310, CS-UH 1001 or ENGR-UH 1000

Crosslisted with Design

This course will introduce students to the design and development of Virtual Reality experiences.
We will examine these increasingly popular means of delivering content and social interactions and identify their unique affordances over existing platforms, and how this can be translated into cinematic, interactive and web VR, the practical elements of immersive production and the challenges of funding and distributing these projects in a pre-market economy, as well as talking about the opportunities around the corner for immersive storytelling and how the disciplines can apply to various sectors. Students require no prior knowledge of immersive technologies, but will gain more if they have a passion for storytelling and want to position their career within the Creative Industries.

INTRODUCTION TO DIGITAL HUMANITIES

Typically offered: spring
Crosslisted with Art and Art History; Design
Prerequisite: IM-UH 1510, or equivalent
Typically offered: spring
Crosslisted with Art and Art History; Design
Prerequisite: IM-UH 1511

What happens when the arts and humanities are represented in digital form? What kind of new insights can we have by looking at the data of the humanities? This course will look at intersections between computers and the humanities, a form of inquiry known as “digital humanities.” The course is structured around a broad examination of concepts important in today’s society (computational thinking, digital identity, text as data, dataset, pattern, algorithm, network, location). Students will discuss these concepts critically, explore real-life examples, and put them into practice in hands-on activities. Examples of such hands-on work might include, but are not limited to, creating accessible web design, analyzing text digitally, building and visualizing a dataset, curating an open bibliography, thinking about art as data, building a Twitter bot, teaching a computer to recognize human handwriting, visualizing social networks or making digital maps. The course assumes no prior technical skills, but a willingness to explore new technologies is essential for success.

IM-UH 1512J

SUPER-HUMAN

Typically offered: January
Crosslisted with Art and Design

We live today at the forefront of the Fourth Industrial Revolution. Rapid progress and accessibility of disciplines and technologies such as robotics, sensors, artificial intelligence and machine learning, nanotechnology, rapid prototyping and global communications networks are all building on and amplifying one another, making up a new human. Smart systems - homes, factories, farms, grids or entire cities - will help tackle problems as diverse as climate change and waste management to human health and happiness. Alongside these technological advances are a set of broader socio economic, geopolitical and demographic disruptions with nearly equivalent impact to the technological factors. In this course, students will explore fundamental building blocks of technology-enhanced and human-aware rapid product design through a combination of design thinking and design doing. This course makes full use of the liberal arts to connect and constrain our technical challenges. We will explore how all these discourses dovetail in both their application of technology and their design of solutions with a real-world impact.

IM-UH 1513

TEMPORARY EXPERT: DEVELOPING A RESEARCH-BASED ART PRACTICE

Typically offered: spring
Crosslisted with Art and Art History; Design
Prerequisite: IM-UH 1510, or equivalent
Typically offered: spring
Crosslisted with Art and Art History; Design
Prerequisite: IM-UH 1511

What does it mean to become a “temporary expert?” How does one develop one’s own creative research-based practice? This course will address these questions by engaging with Abu Dhabi’s environmental and social dimensions as a subject for research, context and imaginative art and design opportunities. Students will adopt a wide variety of tools and strategies in order to lay the foundations for a research-based art practice that considers materials, media, context, and audience, as well as one’s personal strengths and desires. Over the course of the semester, students will develop art and design projects that interface with a multiplicity of other disciplines, and engage in idea exchange with through field trips, hands-on practice, case studies, and readings on systems thinking, communication, and the idea of “the public,” we will explore method, documentation and presentation of research, as well as the merits of both success and failure.

IM-UH 1514J

RESOURCENESS: ETHIOPIA

Typically offered: January
Crosslisted with African Studies
Typically offered: January
Crosslisted with African Studies

Innovation in the context of a developing society is not the process of speculation, but the product of resourceness and necessity. Communities in the developing world often lack what many take for granted, yet they have their own ways - by building schools, supporting entrepreneurship, caring for the environment, turning waste to energy and many other activities. This course aims to equip students with the skills to recognize and impact these innovations through a combination of case studies, solution design and on-the-ground project fieldwork in Addis Ababa and rural Ethiopia. Students will gain understanding and experience applying ethnographic methods towards the design of innovations in a cultural and economic context through on-location fieldwork. For example, helping local honey entrepreneurs reach larger markets, helping local teachers improve STEAM curriculum, connecting students to the broader NYU Abu Dhabi community of scholars, improving waste management and others.

IM-UH 1515J

EXPLORABLE STORIES

Typically offered: January
Crosslisted with Art and Design

This course aims to help students appreciate and apply the challenges of funding and distributing these projects in a pre-market economy, as well as talking about the opportunities around the corner for immersive storytelling and how the disciplines can apply to various sectors. Students require no prior knowledge of immersive technologies, but will gain more if they have a passion for storytelling and want to position their career within the Creative Industries.
Typically offered: spring

The future: let's patch it together from scraps.

(genetics, personal genomics, microbiome,
imaging and printing with biology, tissue culture),

organization. Iterative design cycles and project-
opportunities in collaboration with our local partner
specific "maker" learning materials. Rooted in the
synthetic futures (genetic engineering and
students will learn basic lab techniques while
and the more scientific forms of speculation as a
means for students to envision, draft, and draw
and paint their own images and imaginations of
alternative worlds. Students will apply the futurist
methods to creative projects and in addition,
discuss and critique the field.

BioArt Practices
Typically offered: spring

This course will take a tour of the materials and
techniques utilized by artists in the emerging field
of biological art - that is art which uses life itself
as a medium. Through these works of art and science class
will introduce concepts in genetic engineering,
personal genomics, epigenetics, microscopic imaging, tissue culture/bioprinting,
biopolitics, and bioethics as sites for artistic
exploration. Organized in thematic modules
students will learn basic lab techniques while
studying the work of artists in this interdisciplinary
field. The four core areas are: Input/output
(imaging and printing with biology, tissue culture),
synthetic futures (genetic engineering and
specialized design), identity after the genome
(genetics, personal genomics, microbiome,
epigenetics, portraiture), and final projects.

Making Education
Typically offered: spring

IM-UH 2520J
Recommended Prerequisite: IM-UH 1110, IM-UH 1111, IM-UH 1012 or IM-UH 1013
Crosslisted with Art and Art History; Design
Making Education is a regional seminar course that
will focus on education theory, instructional design,
creative collaboration, and production of site-
specific “maker” learning materials. Rooted in the
Interactive Media culture of openness, accessibility
and making, students will be challenged to
thoroughly navigate the education system in
Kathmandu, Nepal and meaningfully effect learning
opportunities in collaboration with our local partner
organization. Iterative design cycles and project-

Altered Futures

Typically offered: fall

Reconstructed Prerequisite: IM-UH 1010
Intelligent robots living amongst ordinary people used to be a storyline relegated to the world
of science-fiction. However, the 21st century
has witnessed a rapid adoption of automated
machinery in many aspects of daily life. In this
course, students will explore the significance
of today’s robots to humans by learning about and building experimental robots
for theatrical performance. Robots will be defined
broadly, incorporating a wide range of machines
both automated and remotely controlled. Students
will be exposed to critical analysis regarding the
historical and contemporary use of machines in art
and theatrical performance. In parallel, students
will also analyze the social implications of
robotics and mechanical construction techniques.
Over the course of the semester, students will iterate
through multiple projects exploring how robots
also convey meaning and emotion. The course
will culminate with a final public performance by
the robots. Experience with physical computing
through Introduction to Interactive Media or a
course equivalent is highly encouraged.

MULTIDISCIPLINARY PROGRAMS | INTERACTIVE MEDIA

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into an artwork via these readily accessible open source technologies, generates a unique feedback loop, or dialogue-like relationship, where a person and a computer are continuously reacting to each other’s senses. This course will examine this feedback loop, specifically how a person is directly integrated into the artistic expression of the work. Ultimately, students will create interactive installations and performances where the human body is the central component of the artwork.

VISAR-UH 2117
Sound Art
Crosslisted with Art and Art History

CAPSTONE EXPERIENCE

IM-UH 4000
Capstone Seminar
Typically offered: fall
Prerequisite: Must be declared Interactive Media major and senior standing
The Capstone Seminar course is the first part of a year-long Undergraduate Capstone in Interactive Media. The beginning of the Seminar focuses on reflection and conceptualization, emphasizing the need for a strong thematic approach and foundational inquiry underlying the Capstone Project. Design and ideation exercises will help students frame their multidisciplinary work in terms that are personally relevant as well as accessible to a wider audience. Through additional research, prototyping and iteration, students will work towards creating a production plan for an interactive work to be designed and developed during the Capstone Project course. A collaborative spirit will be infused across the Seminar through constructive input and critical feedback of Capstone peer’s project development along with student-led discussions of texts and works that have helped inform their creative direction. By the end of the course, students will produce a statement of creative intent that will include the research question and relevant conceptual contexts with which they want to engage along with a roadmap outlining the practical steps towards the realization of the Capstone project.

IM-UH 4001
Capstone Project
Typically offered: spring
Prerequisite: IM-UH 4000
The Capstone Project builds upon the conceptual and iterative design process of the Capstone Seminar and serves as a semester-long production course for Interactive Media majors. Students will leverage the skills they have learned in terms of software, hardware, interaction design, media study, and design thinking to create and innovate on their proposed project. This process will involve rigorous planning, testing, and documenting that follows a trajectory from low-tech prototypes to a finished work that is polished and robust. Students will be expected to share their project with the Interactive Media community as well as offer support to their Capstone peers through involvement in practical user testing and exhibition of each other’s work. Upon completion, students will have demonstrated an ability to build, deliver, and reflect upon an interactive media product or experience that meaningfully addresses a chosen topic of inquiry and pushes the boundaries of the form. Emphasis also lies on professional production practices and presentation through the sharing and re-examining of the work, be it commercial, social, or artistic in nature.

Law constitutes one of the fundamental ways in which society is ordered, and the rule of law remains essential to individual and communal flourishing. The undergraduate major in Legal Studies at NYU Abu Dhabi poses the broad philosophical, cultural, social, economic, political, religious, and ethical questions that prove indispensable both to a deep understanding of law and to liberal arts education. What is justice? What is Law? How is it organized? Who and what constitutes the arbiter of justice? What are the effects of historical, cultural, religious, and national settings on law and justice? Is the developing global society on the path to a just and moral order, and what role can the law play? What are the legal issues raised by global concerns such as those about the environment, technology, and cyber security? The Legal Studies curriculum design responds, in part, to the increasing globalization of law through a consideration of issues such as the environment, the rule of law, international business, law and media, human rights, technology and security, and law and ethics. At the same time, recognizing that law maintains a local focus, the curriculum treats the broad questions raised by globalization through the study of particular examples drawn from common law, continental law and other legal systems.

The major in Legal Studies is intended as an approach to the study of law rooted in the liberal arts tradition. Legal education expands, deepens, and sharpens the mind, and it honed skills such as critical thinking, textual interpretation, understanding of the many facets of arguments, respect for the opposing views, dispute resolution, reconciliation, and clear oral and written expression. The integration of Legal Studies with liberal arts education enhances the opportunity for cross-disciplinary study. The Program in Legal Studies is situated within both the Social Sciences and the Arts and Humanities, and it thus aims to serve as a bridge between these divisions. The design of the Legal Studies curriculum facilitates double majors and allows ample leeway for taking courses in other academic disciplines. The curriculum aspires to foster in students the readiness and ability to act in a truly human manner (in modo humano) which entails qualities such as serving as an advocate for individual rights and as an artisan of the common good.

Earning the B.A. in Legal Studies does not result in automatic licensing as a lawyer, and completion of the program of study will not necessarily allow credit against future legal studies or entry into the profession. Although the B.A. in Legal Studies is not a professional degree, the versatility of the degree paves the way to manifold career options. The study of law counts as a time-honored and proven path to opportunities as government officials, entrepreneurs, advocates, diplomats, corporate executives, NGO
representatives, and not-for-profit directors, to mention but a few examples. For those students who intend to enroll in J.D., LL.M. and other graduate programs, the Legal Studies major affords a firm foundation as the major introduces an understanding of law which, no doubt, will prove advantageous to further study. Students who opt to complete the Legal Studies London Track will be exposed to the great ideas of the common law as a preparation for service in legal and law-related professions.

Learning Outcomes
On successful completion of this program, students will be able to:
1. Identify the general principles and nuances of the philosophical, cultural, historical, social, economic, political, religious, and ethical questions that prove indispensable both to a deep understanding of law and to liberal arts education.
2. Recognize how the general principles of law pertain to a large variety of legal questions raised by the subject area of the curriculum from comparative and interdisciplinary perspectives.
3. Discuss the nature of legal systems and institutions, of legal ethics and professional responsibility, of international business law, of the rule of law, and of fundamental human rights.
4. Critically analyze problems, cases, or arguments and formulate a range of solutions that employ various legal concepts or principles.
5. Communicate, in writing, with an attractive style that is guided by the rules of precise language, economy of verbiage, convincing arguments, and pertinent examples.
6. Demonstrate respect for the proper authority of just legal institutions as an essential component of the common good and the rule of law.
7. Take responsibility for projects involving individual autonomy and team work; and interact successfully in a professional setting and business workplace.

The study away pathway for the Legal Studies major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

REQUIREMENTS FOR THE MAJOR IN LEGAL STUDIES

6 Required Courses:
LAW-UH 1010 What is Law? Comparative Global Jurisprudence
LAW-UH 1011 Legal Writing and Research
LAW-UH 1012 Legal System and Method
LAW-UH 1013 Business Law, or LAW-UH 1014 Commercial Law
LAW-UH 2010 Legal Institutions, or LAW-UH 2011 Constitutional and Administrative Law
LAW-UH 3010 Legal Ethics and Professional Responsibility
4 Legal Studies Electives
2 LAW-UH 4000 – 4001 Capstone Seminar and Project

Minor in Legal Studies
The minor in Legal Studies is open to all students who wish to gain a basic understanding of fundamental legal concepts, institutions, and method. As virtually all fields of academic inquiry entail some legal consideration, the minor serves as a complementary field of study to disciplines in the Social Sciences, Arts and Humanities, Sciences, and Engineering. The minor requires four Legal Studies courses, at least two of which must be drawn from the Required Courses listed above.

REQUIREMENTS FOR THE MINOR IN LEGAL STUDIES
4 courses, distributed as follows:
2 of the Required Courses for the Major
2 Additional Required or Legal Studies Electives

Legal Studies London Track
The Legal Studies London Track is an option for Legal Studies majors who wish to study the great ideas of the common law. These ideas constitute the foundations of legal knowledge required for service as a solicitor or barrister in the UK. The law courses are taught at NYUAD and at NYU London by faculty from NYUAD and from Birkbeck College of Law, University of London. The following are the eight recommended courses (in alphabetical order) that comprise the London Track.

LAW-UH 1014 Commercial Law (Equivalency to Required Course Business Law)
LAW-UH 2011J Constitutional and Administrative Law (Equivalency to Required Course Legal Institutions)
LAW-UH 1110 Contracts
LAW-UH 2500 Criminal Law
LAW-UH 2501 Torts
LAW-UH 3500 Property - Land Law
LAW-UH 3501 Equity and Trusts
LAW-UH 3503 European Union Law

For more information about the London Track, please see the NYUAD Student Portal https://students.nyuad.nyu.edu/academics/global-education/study-away/study-abroad-paths/legal-studies-program.
### Year 1

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<tr>
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<td>First-Year Writing Seminar</td>
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<td>Spring</td>
<td>What Is Law?</td>
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<td>Legal Writing &amp; Research</td>
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<td>Legal Institutions or Constitutional and Admin Law</td>
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<td>Core</td>
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<td>General Elective</td>
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<td>J-Term</td>
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<td>Spring</td>
<td>Legal Studies Elective</td>
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<td>Commercial Law or Business Law</td>
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<td>General Elective</td>
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<td>Spring</td>
<td>General Elective</td>
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### Legal Studies Courses

#### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>LAW-UH 1011</td>
<td>Legal Writing and Research</td>
<td>Typically offered: fall, spring</td>
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<tr>
<td>LAW-UH 1012</td>
<td>Legal System and Method</td>
<td>Typically offered: fall</td>
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### Sample Schedule

Alternative sample schedules are available at nyuad.nyu.edu/grids

### What Is Law? Comparative Global Jurisprudence

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

### Legal Writing and Research

Typically offered: fall

This course introduces sources of law, legal research, legal reasoning, and interpretative methodologies. The course discusses the sources and techniques for basic legal research. It develops and hones students’ ability to write about complex legal issues in a variety of settings and for a variety of audiences. The course focuses on the interpretation of texts, developing clear and persuasive arguments, and the use of available library resources including technologically available legal materials. It also treats the drafting of legal briefs, memoranda, and other legal documents. A central feature of the course is to lay the groundwork for working with various law-related texts as a foundation for legal studies and for the eventual senior capstone thesis.

### Legal System and Method

Typically offered: fall

The history of Western law is that of the two Romes, of the Papacy and law - papatus and imperiatus. It is a narrative of codification and the books of law, of scriptural texts and the casuistry that they generate. The first moment of legal study is that of inaugural texts and collections, of sovereignty, its representation and its textual delegation. The course will introduce the hierarchy of sources of law, the process of enacting law, the concepts of norm and rule, and then the plural regime of legal interpretation of sources, the hermeneutics of practice. Beginning with the concept of the code, the course will proceed to the topics of statutory interpretation, systems of precedent, and forensic rhetoric in distinct substantive legal disciplines.

As the English legal sage Sir Edward Coke put it, inevitably in Latin, nemo nascitur Artifex - no one is born a lawyer. To this end, the methods course will also entail and be supported by a vigorous legal writing and research program.

### Business Law

Typically offered: spring

The law has become a central subject in the world of business, setting the rules and regulations under which economies operate. This course explores the legal environment in which businesses operate and studies the interaction between business and the legal system. The course will first introduce students to the legal and constitutional environment of business and business dispute resolution. Students will then be introduced to intellectual property and internet law, business crime and regulatory compliance, business contracts on a comparative law basis, business negotiable instruments such as checks and banking, letter of credits, documentary credits, debtor-creditor relationships and more specifically creditor’s rights, bankruptcy, reorganization, employment relations, agency, labor and immigration. This course will then examine the business organizations such as sole proprietorships, partnerships, limited liability companies and other topics that dictate how to form, buy, manage, run, close or sell a business.

### Commercial Law

Typically offered: fall

Crosslisted with Economics London Track

This course is designed to provide you with the basic building blocks, the knowledge and skills, to manage a business and deal confidently with company law. It is an area of law that many students expect to be dry, technical and difficult. It is certainly challenging and as a largely statute-based area of law, potentially dry. But the reality of company law is very different. The course does not slavishly follow the structure of the Companies Act 2006 - the largest piece of legislation ever produced by Parliament. That would be an impossible project and an ineffective way of studying company law. Focusing upon underlying fundamentals, contemporary debates and transferable skills this module enables you to explore the basic principles and concepts central to company law in their social setting. The course treats the role of company law in the regulation of business organizations, introduction to legal forms of business organization; incorporation; separation of ownership and control, corporate governance, directors’ duties, and remedies.
Cultural, social, economic, political, and religious orders to elucidate the relevant issues in legal materials are drawn from a variety of jurisdictions, such as Australia, China, the European Union, Finland, France, Germany, Japan, New Zealand, and the United Kingdom, in order to elucidate the relevant issues in legal ethics. The course in Contracts will provide an international and comparative introduction to the law of volitional obligations. The course will familiarize students with the basic concepts of promise, consideration, offer and acceptance, vitiating factors, terms and conditions, interpretation, performance, breach, and remedies. Comparing international regulation of sale of goods and the Roman principles underpinning European contract law, the course will then develop the key features of the common law of contract and trace its roots and future in European law. Legal Institutions

Legal Ethics and Professional Responsibility

Typically offered: fall

This course examines the ethical issues raised by the function of law and lawyers in protecting individual rights and advancing the common good. The increasing globalization and transnational practice of law warrants a comparative perspective with regard to specific issues in legal ethics. Legal materials are drawn from a variety of jurisdictions, such as Australia, China, the European Union, Finland, France, Germany, Japan, New Zealand, and the United Kingdom, the United Arab Emirates, and the United States, in order to elucidate the relevant issues in legal ethics. Among the issues addressed are the legal profession and professional identity, truth, trust telling, confidentiality, conflict, client autonomy, access to legal services, cause lawyering, ethical breaches, and malpractice. These ethical issues in law are considered from a range of philosophical, cultural, social, economic, political, and religious perspectives.

Typically offered: spring

Contracts

The course in Contracts will provide an international and comparative introduction to the law of volitional obligations. The course will familiarize students with the basic concepts of promise, consideration, offer and acceptance, vitiating factors, terms and conditions, interpretation, performance, breach, and remedies. Comparing international regulation of sale of goods and the Roman principles underpinning European contract law, the course will then develop the key features of the common law of contract and trace its roots and future in European law. Critical Legal Theory

Typically offered: fall

How are we to understand Law as it is situated in social life? How did Law and Religion become separate institutions in Western societies? Throughout this course we will encounter a number of legal-theoretical positions drawn from classical philosophy and contemporary theorists dating from the pre-Christian era to our present day. The aim will be to familiarize students with the basic concepts of promise, consideration, offer and acceptance, vitiating factors, terms and conditions, interpretation, performance, breach, and remedies. Comparing international regulation of sale of goods and the Roman principles underpinning European contract law, the course will then develop the key features of the common law of contract and trace its roots and future in European law. Relationship of Government and Religion

Typically offered: fall

This course introduces students to the relationship between government and religion in the United States. Using the opinions of the United States Supreme Court, the highest court in the nation and final authority on interpretations of the Constitution, students will begin a close examination of the meaning, interpretation, 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 words prohibit government entanglement with religion while simultaneously bestowing the government with the responsibility to protect religious freedom; the course will examine the tension within these dual guarantees and efforts made to abide by them. The course is demanding and interactive, but prior knowledge of the subject matter or the United States is not a prerequisite. Through this course, students will learn skills that form the foundation of a liberal arts education and of legal analysis: how to read complex texts, how to deconstruct sophisticated arguments, how to construct remonstrances, and how to value differences in opinion and frameworks for decision-making.

Constitutional and Administrative Law

Typically offered: fall

Crosslisted with Political Science

London Track

In Law Schools throughout the world ‘constitutional and administrative law’ - also referred to as ‘Public Law’—is concerned primarily with the legal rules and processes that structure and regulate a country’s government. In addition, in this course, we pay equal attention to the study of the historical and contemporary social and political facts and values which qualify the function of such rules. Studying the public law together with the key political facts and values that determine its real function is particularly appropriate in the United Kingdom because its constitution, unlike most other countries’, is neither codified in a single, legally binding document nor considered to be supreme law that could override the Parliament’s will. Instead, the UK parliament is considered entirely free to legislate on any subject matter. As a result, the sources of the un-codified British constitution range from a plethora of statutes (Acts of Parliament) and common law (judge-made rules) to political habits (‘conventions’) all of which are subject to change. Part One will focus on constitutional law and its general structure in the UK, and Part Two will focus on administrative law and judicial review.

Punishment in Politics, Law and Society

Typically offered: January even years

Crosslisted with Political Science; Social Research and Public Policy

This seminar investigates the state’s power to punish. We read foundational works from philosophy, sociology, political science, and law to explore why states punish, how they punish, and whom they punish. The course focuses on the modern American approach to punishment, including its use of mass incarceration and the death penalty. Students will analyze US Supreme Court cases in light of the fundamental purposes of punishment, and compare penal practices around the world. Though subject to change, activities outside the classroom may include attending arraignment court, observing a sentencing hearing, and visiting a correctional facility.

Climate Change Law and Policy

Typically offered: fall

Crosslisted with Environmental Studies

Climate change will be a foremost theme that will influence financial activities, and policy and legal framework for years to come. In a noticeably short time span, climate change has become a global challenge calling for collective action. Climate change law is emerging as a new legal discipline. Students in this course will explore how climate change law relates to other areas of law and how
climate change has elicited rulemaking process at the international, regional, national and local levels. The class will be invited to study the negotiation process, implementation status of the United Nations Framework Convention on Climate Change (UNFCCC), the Kyoto Protocol, and the Paris Agreement. 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.

LAW-UH 2115X
Comparative Legal Systems: United States and United Arab Emirates
Typically offered: fall
Crosslisted with Arab Crossroads Studies
The growing trend of globalization in nearly every field of human endeavor demands legal experts to acquire an awareness of legal traditions and systems that operate beyond their borders. This course will invite students to explore various legal systems from a comparative perspective. Primarily this course will focus on essential characteristics of the three major legal systems: Civil, Common, and Islamic law. Students will also examine diverse legal systems, inspired by various political, social, and religious doctrines. This course will pay special attention to legal traditions explicitly functioning in late 19th century United States of America and the United Arab Emirates. This class will offer historical and cultural backgrounds 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 the United States and the United Arab Emirates. The class will benefit from guests’ lectures and field trips in order to gain a deeper understanding of the procedural and substantive aspects of law.

LAW-UH 2116
International Business Law
Typically offered: spring
Companies of all sizes, and across all sectors, are doing business in various forms beyond their domestic borders. This course is designed to provide the students with theories and comprehensive information on the legal and ethical implications and ramifications of doing business internationally, along with the related cultural, political and economic issues. The course will also examine diverse legal systems, inspired by various political, social, and religious doctrines. This course will pay special attention to legal traditions explicitly functioning in late 19th century United States of America and the United Arab Emirates. The class will offer historical and cultural backgrounds 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 the United States and the United Arab Emirates. The class will benefit from guests’ lectures and field trips in order to gain a deeper understanding of the procedural and substantive aspects of law.

LAW-UH 2117
International Business
Typically offered: fall
Globalization has affected the way business is conducted. It has also modified and intensified the interaction between government policies and business in order to evaluate the risk of international business projects and protect the companies against international business uncertainties, knowledge of globalization, cultural and societal environment, trade theory, government in international business, entry modes, economic integration, emerging markets, financial institutions, management strategy, and the legal regimes that shape the trade and investment in Europe, Asia, Middle East, and in North America in areas such as trade of goods, trade in services, intellectual property transfer arrangements, transfer of capital, and foreign investment. The course is offered to enable students to better analyze and understand the opportunities and challenges that companies face when expanding their activities internationally.

LAW-UH 2118
Law in Literature
Typically offered: spring
Crosslisted with Core: Cultural Exploration and Analysis
Literary and legal have been characterized as two of the most central narrative endeavors of culture, with legal narratives, moreover, wielding state power. This course will look both at the multiform ways in which law has been portrayed in literature and also how jurisprudence itself can be illuminated by understanding it not just as presenting a surface level of evidence, but as a narrative that reflects deeper levels of established social and cultural norms. Students will thus examine, on the one hand, the extent to which literary texts can help lawyers understand a larger human dimension that can revitalize their grasp of the ethical nuances of law. On the other, students will test Dworkin’s claim that we can improve our understanding of the nature of law by comparing legal interpretation with modes of interpretation in other fields of knowledge, particularly literature. Readings covered in this course include works by Aeschylus, Barthes, Brecht, Capote, Dostoevsky, Durrenmatt, Fuller, Glaspell, Holmes, Jackson, Kafka, Kleist, Krazieg, Melville, Shakespeare, and Sophocles.

LAW-UH 2119
Speech, Debate, and Oral Argumentation
Typically offered: fall, spring
Students attend weekly sessions that entail delivering speeches, debating and/or mooting. This course is intended to foster clear analysis, the development of persuasive arguments, and effective oral presentation. Students who fulfill the course requirements (as stipulated in the course syllabus) receive 1 credit hour per semester up to a maximum of 4 credit hours over the course of four academic semesters. First year students are not eligible to enroll in this course during their first semester.

LAW-UH 2120 J
Law in Entrepreneurship
Typically offered: January
Crosslisted with Economics; Leadership and Social Entrepreneurship
This course will introduce entrepreneurial strategy, focusing on law as a basic framework. Students will gain the fundamental and practical knowledge of legal competencies for enterprises, be introduced to a broad range of legal issues encountered by founders and business executives, and develop a set of analytical perspectives for making judgments when such issues arise. Students will act in the role of key decision-makers or the advisors of the founders and solve problems related to the development of the competitive advantage of the enterprise in a given market. While the chief concern of those who create and manage businesses of any kind is often in the mechanics of the business itself, law is an integral part of running the machine that is an enterprise. It is law that sets certain standards for the setting in which a business operates and provides the framework to codify the business’ own standards. Thus, insight into the law becomes a significant tool in the business owner’s repertoire. It allows you to be mindful of the business’ limits and knowledgeable about the manner in which the business can be strengthened.

LAW-UH 2121
Renewable Energy Law and Policy
Typically offered: spring
Crosslisted with Environmental Studies: Social Research and Public Policy
This introductory level course on renewable energy examines the historical and legal origins of the renewable energy policies and other emerging policies. The course introduces the renewable sources and basic terms and concepts, regulatory trends and other emerging issues. The primary focus of the course is to provide students with an understanding of the renewable energy policies and laws of the developing countries. We will spend considerable time with Africa, Small Island States, United Arab Emirates, 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 inspiring changes between industrialized and developing countries, the nexus between global climate change and renewable energy, sustainable energy sources, and challenges that global policymakers will face in future. The course will look at the wide variety of local and regional laws, regulatory techniques, and policy objects.

LAW-UH 2122X
Introduction to Islamic Law
Typically offered: fall
Crosslisted with Arab Crossroads Studies
What is Islamic law? What kinds of sources do we use to access Islamic law, and how has Islamic legal thinking and practice changed historically? This course introduces students to topics in Islamic law while addressing questions of continuity and change in the Islamic legal tradition from medieval to modern times. The first part of the course will introduce aspects of substantive Islamic law, including criminal and penal law, family law, and the law of war, through the eyes of a twelfth-century jurist’s legal handbook. The second part will explore the diversity of Islamic law across chronological and geographic space, examining topics from classical jurisprudence to contemporary Islamic law and the law of the diverse Jewish diaspora. Students will be introduced to the legal dynamics of the Islamic legal framework and the ways in which it has changed and adapted over time. The course will focus on doctrinal aspects of international law and their critical application, including how politics and power inform the negotiation and enforcement of international agreements. The course will cover a range of topics including: sources of international law, subjects of international law, the use of force in international law, the operation of the United Nations system, settlement of disputes in international law (including the role of the International Court of Justice, international human rights, and international environmental law. It offers a rigorous foundation for further study in this field.
Typically offered: January
Crosslisted with Peace Studies; Political Science; Social Research and Public Policy

This course analyzes the legal foundations, global policy making, and the history of the conception, protection, and violation of human rights law. It presents analytical frameworks, concepts, facts, legal theories, and empirical methods used in the study of the politics of human rights law. It examines how democracy and democratization, international law and institutions, the activities of powerful democracies, and global civil society each influence human rights law around the world. It incorporates perspectives from the disciplines of law, political science, economics, history, and sociology.

Typically offered: fall
Crosslisted with Arab Crossroads Studies; Core: Structures of Thought and Society; Political Science; Social Research and Public Policy

How have the concepts of religion and politics been understood in Islamic legal traditions? How have those understandings changed in response to colonialism and the emergence of the modern state? What is “secularism” today, and how does it relate to Islamic thinking in the contemporary world? This course works from the assumption that these three questions can no longer be separated from one another. We draw from recent work in ethnography and the everyday reality of Islamic law, in addition to texts in politics, history, and comparative legal theory. We will interrogate dimensions of sovereignty, religion, and the political authority as they intersect with the daily lives of contemporary Muslims in Malaysia, Egypt, Britain, and elsewhere. The course begins with a brief introduction to Islamic law, then proceeds to study the impact of European colonialism in the Middle East and South Asia, the apostasy case against Nasr Abu Zayd, Imam Khomeini’s fatwas on sex reassignment, and several cases of religious conversion; the course concludes with studies of how Muslims navigate the landscape of legal pluralism in contemporary Europe.

Typically offered: fall, spring
Crosslisted with Arab Crossroads Studies; Business and Organizational Studies

Arbitration is one of the oldest and most effective methods of dispute resolution. It has grown in importance significantly over the past few decades, particularly on the international level. This course will cover foundational aspects of international commercial arbitration (the arbitration agreement, the arbitral tribunal, the arbitral procedure, the seat of arbitration, the law applicable to the merits of the dispute, and the arbitral award and its enforcement). Students will then turn their attention to the specificities of arbitration in the Middle East, from its Islamic origins to its current challenges. To implement case studies, students will visit several arbitral institutions, law firms and companies based in the United Arab Emirates.

Typically offered: spring

This course aims to provide, from a critical perspective, a historical introduction to the various ways of theorizing Property and Property Rights in the West, some analytics about the key concepts of the field (once called Laws of Things), and a survey of contemporary debates about Property. The method of the course is genealogical. After a brief presentation of pre-modern ways of theorizing Property, the course is devoted to the rise and triumph of Property as a subjective, absolute and exclusive right. Then, it examines various attempts to overcome this conception, mainly social, analytical and realist critiques, to conclude with a view on the current debate in Property Theory.

Typically offered: fall, spring
Crosslisted with Political Science

How do people, states, and organizations articulate their rights in diplomacy and dispute settlement? What roles do law, evidence, sovereignty, and politics play in the resolution of disputes arising from public, commercial, and civil interactions? How do courts and tribunals shape these practices, and how have they created doctrine on jurisdiction, admissibility, interpretation, responsibility, liability, defenses, and evidence? How do lawyers develop legal theories, strategies, and arguments? This course guides students to answer these questions through moooting: researching, writing, and presenting legal arguments for hypothetical cases in standardized competitions. The course first introduces dispute settlement and/or prosecution in the international context: legal research techniques, briefing, and argumentation; and sources relevant for a moooting competition. Students then research, write, and practice legal arguments. Qualified students may form a team to compete in international moooting competitions in Dubai, Washington, The Hague, Nuremburg, Hong Kong, or Vienna.

Typically offered: fall

Over half of the world’s population now lives in cities; this share has been forecast to increase to close to 70% by 2050. With growing urbanization, cities and their residents have become major consumers of natural resources. However, if urban growth is managed properly, cities also have the potential to be efficient and sustainable users of natural resources, especially in this era of advanced technology that allows for remote monitoring and control of resource use. Recognizing the challenges that cities face and their potential, one of the United Nations Sustainable Development Goals is to “make cities inclusive, safe, resilient and sustainable” by 2030. This seminar will analyze international sustainability policies implemented in leading cities around the world and examine the opportunities and potential drawbacks to allowing global cities to play an increasingly significant role in environmental regulation. The seminar will feature in-depth case studies of seven mega-cities (Abu Dhabi, Beijing, Berlin, London, New Delhi, New York, and Shanghai) in an attempt to find common features to cities’ environmental initiatives.

Typically offered: spring
London Track

How does law concern itself with crime? Indeed, how is crime defined in law and is its conceptualization temporally determined? This course will seek to examine the notion of criminality with reference to the subject of ‘criminal’ and the juridical apparatus that seeks to punish it. Here, we will look at juridical concepts of criminal responsibility as well as legal criminal acts. We will situate the juridical notions alongside social, political, and historical contexts. For this we will engage with various perspectives on the historical developments of the idea of punishment, and conclude with the contemporary criminalizational turn to the management of crime through preventative measures, and surveillance technologies.

Typically offered: spring
London Track

The course examines the effectiveness of the tort system in compensating individuals suffering personal injury, injury to reputation, psychological damage, economic loss or incursions on private property as a result of accidents, disease or intentional acts. Focusing on the tort of negligence in particular, the course explores the social, economic and political contexts in which the rules and principles of tort are applied. The course is divided into three parts. The first part will explore the historical development of tort, the nature of tort law, and the relationship between tort and other branches of the law of obligations and tort’s relation with other legal systems. It provides an in-depth exploration of two organizing themes (fault and damage) within tort law drawing upon a range of examples from tort law and from the tort of negligence. Part two contains the core of the course with an examination of the development of the tort of negligence, with special emphasis on an examination of the duty of care concept. The final part of the course explores some intentional torts, with emphasis on torts aimed at the protection of reputation, confidential information and the quiet enjoyment of land.

Typically offered: fall
London Track

This course will give you the opportunity to develop a broad and coherent understanding of the key aspects of land law, and a critical awareness of the significance of contemporary research and debates about the subject. The course is divided into three parts. Part one is concerned with some key concepts such as ownership, alienation, transfer and tenure. The course will focus in particular on the legal problems and debates concerning the ownership of land, and includes consideration of the historical development of land law, and the role of legal theory in the interpretation of property rights. Part two is concerned with the legal regulation of property rights, and how the courts have implemented the normative principles of ownership. Part three is concerned with some of the most important areas of modern land law, such as planning, landlord and tenant law, and the law of trusts.

Typically offered: fall
London Track

This course gives you the opportunity to develop a broad and coherent understanding of the key aspects of land law, and a critical awareness of the significance of contemporary research and debates about the subject. The course is divided into three parts. Part one is concerned with the ownership, alienation, transfer and tenure of land, and includes consideration of the historical development of land law and the role of legal theory in the interpretation of property rights. Part two is concerned with the legal regulation of property rights, and how the courts have implemented the normative principles of ownership. Part three is concerned with some of the most important areas of modern land law.
which equity is important. Traditional analysis of equity, in terms of its historical development and its maxims, is also a feature of this course. The course involves an examination of equity’s central concept, the trust. Its functions range from the preservation of family wealth to its use as a medium for collective investment trusts and superannuation and pension funds. We also consider the private purpose trust and the use of the trust in charitable provision. The course moves on to engage with issues around breach of trust, including the duties of trustees, the remedies obtainable and new frontiers in the law, such as restitution.

**LAW-UH 3503**

**European Union Law**

Typically offered: fall

Crosslisted with Political Science; Social Research and Public Policy

London Track

The purpose of this course is to equip you with a thorough understanding of the key features of the European Union (EU) and its legal order. Given the significant impact of EU law and policies on the Member States and beyond, understanding this area of law is vital for any legal practitioner. The study of EU law is also extremely rewarding from a more academic perspective, as it teaches us important lessons about the interaction between different legal orders, the limits of State sovereignty and the role of international institutions. In recent years, the EU has become a source of continual political conflict: both over the content of its measures and the legitimacy of its institutions. We will consider these questions throughout the course and in particular in the context of two major crises that the EU is currently facing: the refugee crisis and Brexit. The first part of the course will focus primarily on the institutional and procedural law of the EU, while the second part of the course will be concerned with the rules governing two key substantive policy areas, the internal market and the Area of Freedom, Security and Justice (AFSJ).

**LAW-UH 3990**

**Directed Study**

Typically offered: by Application

As arranged with instructor

**CCEA-UH 1011**

**Law and the Imagination**

Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Literature and Creative Writing

**CSTS-UH 1013J**

**Relationship of Government and Religion**

Prerequisite: Must have passed placement test

Crosslisted with Core: Structures of Thought and Society

**PHIL-UH 2614**

**Political Philosophy**

Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)

Crosslisted with Political Science

**POLSC-UH 2302J**

**Diversity and Society**

Crosslisted with Political Science

**POLSC-UH 2322J**

**Civil Liberties: Legal and Moral Perspectives**

Crosslisted with Political Science

**POLSC-UH 2527**

**Politics of International Law**

Recommended Prerequisite: POLSC-UH 1112

Crosslisted with Political Science

**POLSC-UH 2528**

**International Diplomacy in Theory and Practice**

Crosslisted with Political Science

**POLSC-UH 3516J**

**Surviving the 21st Century: Power and Statecraft in the Digital Age**

Crosslisted with Peace Studies; Political Science; SRPP-UH 1613J

21st-Century International Human Rights

Crosslisted with Leadership and Social Entrepreneurship; Social Research and Public Policy

**SRPP-UH 1615**

**Law, Society, and Public Policy**

Crosslisted with Social Research and Public Policy SRPP-UH 2417

Global Stratification

Crosslisted with Economics; Political Science; Social Research and Public Policy

**CAPSTONE EXPERIENCE**

**LAW-UH 4000**

**Legal Studies Capstone Seminar**

Typically offered: fall

Prerequisite: Must be declared Legal Studies major and senior standing

In this seminar forum under the guidance of a legal studies faculty member and in the academic community of the seminar participants, students identify a discrete legal text, case, or issue (or several thereof), and then engage in critical analysis from not only legal but also from philosophical, cultural, social, economic, religious, and ethical perspectives. While identifying the question(s), students undertake requisite research and begin drafting a senior thesis.

**LAW-UH 4001**

**Legal Studies Capstone Project**

Typically offered: spring

Prerequisite: LAW-UH 4000

On the basis of the work developed in the Capstone Seminar, students write a senior thesis, a significant paper that is intended as the culmination of the legal studies curriculum. During the Capstone Project, the student takes fundamental responsibility in meeting the challenge to contribute to knowledge, reframe conventional approaches, and/or create something new. At the end of the Spring semester, each student will present their thesis before a panel of three faculty members.
This minor in African studies provides students with the opportunity to engage with the study of Africa from a range of disciplines, acquire in-depth knowledge of African societies and cultures, and become conversant with the major social concerns, intellectual debates, and artistic expressions relevant to the continent. The minor is expected to appeal in particular to students who wish to pursue careers on the continent in public service, non-profit work, or business, and to those who wish to undertake graduate study related to Africa.

**Minor in African Studies**

Minors in African studies must complete the required “Africa in the World” plus three Africa-focused electives. To ensure the appropriate breadth within the minor’s choice of electives, each minor must take at least one elective in Arts and Humanities and one in Social Sciences. In addition to electives at NYU Abu Dhabi, minors may satisfy the elective requirements by taking another course in the NYU global network that contains significant material on Africa and in which their final project (if required) includes Africa as a major area/subject of focus.

The mastery of African languages (including Arabic, French, and Portuguese) directly contributes to the minor’s learning objectives. Minors may meet one elective requirement through a language course. In the case of relevant languages offered at NYU Abu Dhabi (i.e. Arabic and French), only courses that correspond to at least the Intermediate 2 level may count towards the minor. For African languages only offered at other sites of the GNU, any 4 credits of language study may count.

**Learning objectives**

Students who successfully complete the minor in African Studies will:

- become familiar with the major theoretical and methodological approaches in the study of the African continent and its peoples.
- develop a critical understanding of the diverse intellectual traditions that have taken Africa as an object of knowledge and scholarly research.
- learn to select, contrast, and combine relevant disciplinary outlooks that will allow them to address complex issues in contemporary African.
- understand how thinking about Africa has shaped various disciplines in Social Sciences and the Humanities.
- acquire substantive knowledge about the histories, societies, and cultures of the African continent.
- be able to demonstrate the relevance of Africans as key actors in the world’s past, present and future.

**Requirements for the Minor in African Studies**

4 courses, distributed as follows:

- 1 HIST-UH 1105 Africa in the World
- 1 Africa-focused elective from Arts & Humanities
- 1 Africa-focused elective from Social Sciences
- 1 Additional Africa-focused elective from either area
AFRICAN STUDIES COURSES

REQUIRED COURSES

HIST-UH 1105
Africa in the World
Crosslisted with History; History Atlantic World; History Indian Ocean World

ARTS AND HUMANITIES ELECTIVES

AFRST-UH 1110J
Interdisciplinary Introduction to African Urban Studies
Typically offered: January
Crosslisted with Social Research and Public Policy; Urbanization
This course will draw from several disciplines to set out various ways of understanding the African city as both space and archive, with Accra serving as the primary case study. Students will be introduced to key aspects of urban spatial theory and to ways of doing streetside ethnography and nearby history. The course will be structured around a short novel and a play, with references to other African cities such as Lagos, Nairobi, and Johannesburg, among others. Ultimately the objective of the course is to equip students with the interpretative and research skills to be able to understand and discuss any cities of their choice in dialogue with the best research in the field and in a lively and sophisticated manner.

ANTH-UH 2117J
Migration and Displacement Across the Red Sea
Crosslisted with Anthropology; Arab Crossroads Studies; Social Research and Public Policy

ARABL-UH 2120
Intermediate Arabic 2
Prerequisite: ARABL-UH 2110
Crosslisted with Arabic Language

MUSIC-UH 1662
African Popular Music
Crosslisted with Anthropology; Heritage Studies; Music

THEAT-UH 1514
African Women Playwrights
Crosslisted with Literature and Creative Writing; Theater

SOCIAL SCIENCE ELECTIVES

ECON-UH 1410J
Research Design, Fieldwork, and Data Analysis for Development Economics
Crosslisted with Economics; Political Science; Social Research and Public Policy

HIST-UH 3323J
Trans-Atlantic Slave Trade: History and Memories
Crosslisted with History Atlantic World; Social Research and Public Policy

POLSC-UH 1111
Introduction to Comparative Politics
Recommended Prerequisite: SOCSC-UH 1010Q and SOCSC-UH 1112
Crosslisted with Political Science

POLSC-UH 2325J
Revolution-The Politics of Energy
Crosslisted with Political Science

POLSC-UH 2416
Health and Governance
Crosslisted with Political Science

POLSC-UH 2422X
North African Politics
Prerequisite: POLSC-UH 1111
Crosslisted with Political Science

SRPP-UH 1412J
Wealth and Inequality in the Global City
Crosslisted with Economics; Social Research and Public Policy; Urbanization

SRPP-UH 2626J
Knowledge Translation: Bridging Science, Policy, and Practice in Inclusive Education
Crosslisted with Education; Social Research and Public Policy
The Ancient World Studies multidisciplinary minor focuses on the shared and overlapping periods in the development of cultures and societies 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 minor encompasses a number of disciplines, including archaeology, art history, history, literature, and philosophy.

Learning outcomes:
• an understanding of several ancient societies and cultures and the ways in which they are examined and analyzed;
• an understanding of the potential for cross-disciplinary approaches to the study of the ancient world;
• ability to read, analyze, and write about ancient material culture and texts persuasively, and locate them in their historical and cultural contexts;
• familiarity with the methodologies and critical approaches and research tools deployed in the study of the ancient world;
• ability to engage in detail with the methods needed to analyze the range of fragmentary evidence, both written and material, required in an interdisciplinary study of the ancient world;
• ability to assess differences among, and relations between ancient cultures.

Minor in Ancient World Studies
The minor in the Ancient World requires that students complete four approved courses. These courses must be distributed across at least two disciplines or geographic regions and may include up to two semesters of intermediate or higher level ancient language study. Students are strongly encouraged to include among these four courses one on archaeology or material culture.

REQUIREMENTS FOR THE MINOR IN ANCIENT WORLD STUDIES
4 courses, distributed as follows:

- Ancient World Studies or crosslisted courses covering at least two disciplines or geographic regions and up to two semesters of intermediate or higher level ancient language study

ANCIENT WORLD STUDIES COURSES

AW-UH 1110
Ancient Empires
Offered occasionally
Crosslisted with History
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 in this course include kingship, warfare, economy, law, ethnic identity, core-periphery relations, and imperial ideologies.

AW-UH 1113X
Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period
Typically offered: spring
Crosslisted with Arab Crossroads Studies; Art and Art History; History Pre-1800
Taking the arrival of Alexander the Great in Central Asia as its pivot point, this 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 different forms of communication with the Mediterranean had on Central Asian art and material culture. Students will consider topics such as urbanism, architecture, iconography, and historiography as well as specific aspects of material culture including ceramics, arms and costume.

AW-UH 3190
Directed Study
Typically offered: by Application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper. Ancient Greek, Latin and Classical Chinese are offered.

CSTS-UH 1008
Birth of Science
Crosslisted with Core: Science, Society and History; Core: Structures of Thought and Society

HIST-UH 3712
Ancient Roman Empire
Crosslisted with History
Pre-1800

PHIL-UH 2210
Ancient Mediterranean Philosophy
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosslisted with Philosophy

PHIL-UH 2211X
Classical Arabic Philosophy
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosslisted with Arab Crossroads Studies; Philosophy

PHIL-UH 2212
Classical Indian Philosophy
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosslisted with Philosophy
Arab Music Studies is an interdisciplinary field concerned with the production and dissemination of knowledge about Arab music as a repertoire (or set of repertoires), system of musical practice, and cultural phenomenon. The minor in Arab Music Studies offers students an opportunity to explore Arab history, society, and culture from a musical direction. It is expected to appeal to students interested in pursuing careers in the arts (especially in the MENA region) and/or graduate work in anthropology, ethnomusicology, or Middle Eastern studies. The minor emphasizes hands-on training in Arab music performance, but prior experience in music performance is not required or even expected for students who undertake it.

**Minor in Arab Music Studies**

The Arab Music Studies minor consists of one required course in Music, “Arab Music Cultures,” which is offered every year; one course in Arab Crossroads; and at least eight credits (generally four courses) in the area of Arab music performance (oud, Arab percussion, etc.). For the Arab Crossroads course, students may choose between “Anthropology and the Arab World”, “Emergence of the Modern Middle East”, and “Intro to Modern Arabic Literature”. Arabic language courses do not count toward the minor.

**Requirements for the Minor in Arab Music Studies**

1. MUSIC-UH 1611X Arab Music Cultures
2. Arab Crossroads Elective
3. 8 credits (generally 4 courses) in Arab music performance, selected from the Arab Music Electives

**Arab Music Studies Minor Courses**

**Required Courses**

- MUSIC-UH 1611X Arab Music Cultures
  Crosslisted with African Studies; Anthropology; Arab Crossroads Studies; Heritage Studies; Music

**Arab Crossroads Electives**

- ACS-UH 1010X<br>Anthropology and the Arab World<br>Crosslisted with Anthropology; Arab Crossroads Studies; Social Research and Public Policy

- ACS-UH 1011X<br>Introduction to Modern Arabic Literature<br>Crosslisted with Arab Crossroads Studies; Literature and Creative Writing

- ACS-UH 1012X<br>Emergence of the Modern Middle East<br>Crosslisted with Arab Crossroads Studies; History

**Arab Music Electives**

- MUSIC-UH 1204<br>Beginning Group Music Instruction - Oud<br>Crosslisted with Music<br>2 credits

- MUSIC-UH 1208<br>Beginner Group Music Instruction - Arabic Percussion<br>Crosslisted with Music<br>2 credits

- MUSIC-UH 1220<br>Music Ensembles<br>Crosslisted with Music<br>Dependent Upon Instrument<br>2 credits

- MUSIC-UH 1251<br>Individual Music Instruction 1<br>Crosslisted with Music<br>Dependent Upon Instrument<br>2 credits

- MUSIC-UH 1252<br>Individual Music Instruction 2<br>Crosslisted with Music<br>Dependent Upon Instrument<br>2 credits

**Arab Crossroads Electives**

- ACS-UH 1010X<br>Anthropology and the Arab World<br>Crosslisted with Anthropology; Arab Crossroads Studies; Social Research and Public Policy

- ACS-UH 1011X<br>Introduction to Modern Arabic Literature<br>Crosslisted with Arab Crossroads Studies; Literature and Creative Writing

- ACS-UH 1012X<br>Emergence of the Modern Middle East<br>Crosslisted with Arab Crossroads Studies; History

**Arab Music Electives**

- MUSIC-UH 1204<br>Beginning Group Music Instruction - Oud<br>Crosslisted with Music<br>2 credits

- MUSIC-UH 1208<br>Beginner Group Music Instruction - Arabic Percussion<br>Crosslisted with Music<br>2 credits

- MUSIC-UH 1220<br>Music Ensembles<br>Crosslisted with Music<br>Dependent Upon Instrument<br>2 credits

- MUSIC-UH 1251<br>Individual Music Instruction 1<br>Crosslisted with Music<br>Dependent Upon Instrument<br>2 credits

- MUSIC-UH 1252<br>Individual Music Instruction 2<br>Crosslisted with Music<br>Dependent Upon Instrument<br>2 credits

**Arab Crossroads Electives**

- ACS-UH 1010X<br>Anthropology and the Arab World<br>Crosslisted with Anthropology; Arab Crossroads Studies; Social Research and Public Policy

- ACS-UH 1011X<br>Introduction to Modern Arabic Literature<br>Crosslisted with Arab Crossroads Studies; Literature and Creative Writing

- ACS-UH 1012X<br>Emergence of the Modern Middle East<br>Crosslisted with Arab Crossroads Studies; History

**Arab Music Electives**

- MUSIC-UH 1204<br>Beginning Group Music Instruction - Oud<br>Crosslisted with Music<br>2 credits

- MUSIC-UH 1208<br>Beginner Group Music Instruction - Arabic Percussion<br>Crosslisted with Music<br>2 credits

- MUSIC-UH 1220<br>Music Ensembles<br>Crosslisted with Music<br>Dependent Upon Instrument<br>2 credits

- MUSIC-UH 1251<br>Individual Music Instruction 1<br>Crosslisted with Music<br>Dependent Upon Instrument<br>2 credits

- MUSIC-UH 1252<br>Individual Music Instruction 2<br>Crosslisted with Music<br>Dependent Upon Instrument<br>2 credits
The creative and intellectual work undertaken by designers has the capacity to inform and transform human understanding and awareness. These practices can drive cultural and technological innovation, provide critical vision, and establish vital forms of human exchange. The multidisciplinary minor in Design introduces students to core principles and areas of design across a wide spectrum of design fields and areas of research. Course offerings immerse students in graphic design, interaction and web design, experimental design, rapid prototyping and digital fabrication. Classes also introduce students to historical and theoretical components and examine current and emergent applications in the fields of design and technology.

The curriculum emphasizes both design thinking and technical training by introducing students to visual communication and digital fabrication skills, along with enhanced creative thinking and critical problem solving strategies. Students learn to think like designers by honing skills in observation, research, brainstorming, visualization, critical thinking, iteration, prototyping, and project realization. Coursework is designed to provide a toolkit for translating observation into insights and insights into products and systems that can improve lives.

**Minor in Design**

The multidisciplinary minor in Design requires four courses (16 credits). In order to develop a comprehensive understanding of the field of design, students must take at least one course in each of the following areas: Design Thinking; Visual Communication; Design Electives.

**REQUIREMENTS FOR THE MINOR IN DESIGN**

4 courses (16 credits) distributed as follows:

1. Design Thinking course (4 credits)
2. Visual Communication course (4 credits)
3. Design Elective (4 credits)
4. Additional Elective (4 credits) from any of the categories above

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**DESIGN COURSES**

**DESIGN THINKING ELECTIVES**

- **CADT-UH 1001**
  - Manus et Machina
  - Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Heritage Studies; Interactive Media

- **CADT-UH 1005**
  - Creativity and Innovation
  - Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology

- **CADT-UH 1016**
  - Utilitas, Venustas, Firmitas
  - Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology

- **CADT-UH 1025**
  - Re-Design
  - Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology

**VISUAL COMMUNICATION ELECTIVES**

- **VISAR-UH 1110**
  - Types of Art: From Calligraphy and Stone Carving to Digital Type
  - Crosslisted with Art and Art History

- **VISAR-UH 1111**
  - Graphic Design Studio
  - Crosslisted with Art and Art History

- **VISAR-UH 1112**
  - Foundations of Graphic Design
  - Crosslisted with Art and Art History

- **VISAR-UH 1114**
  - Yes Logo
  - Crosslisted with Art and Art History

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**DESIGN ELECTIVES**

- **ARTH-UH 1115.JX**
  - Islamic Architecture: Formation to Revival
  - Crosslisted with Arab Crossroads Studies; Art and Art History

- **CADT-UH 1006.J**
  - Nomads
  - Crosslisted with Art and Art History; Core: Art, Technology and Invention; Core: Arts, Design and Technology

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**CADT-UH 1007**

- **Wood**
  - Crosslisted with Art and Art History; Core: Art, Technology and Invention; Core: Arts, Design and Technology

- **CADT-UH 1020**
  - Wayfinding: Graphic Design in the Built Environment
  - Crosslisted with Art and Art History; Core: Art, Technology and Invention; Core: Arts, Design and Technology; Interactive Media

- **CADT-UH 1045.J**
  - Plastic Fantastic
  - Crosslisted with Core: Arts, Design and Technology

- **CDAD-UH 1001Q**
  - Data
  - Crosslisted with Core: Data and Discovery; Core: Experimental Discovery in the Natural World

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**VISUAL COMMUNICATION ELECTIVES**

- **VISAR-UH 1110**
  - Types of Art: From Calligraphy and Stone Carving to Digital Type
  - Crosslisted with Art and Art History

- **VISAR-UH 1111**
  - Graphic Design Studio
  - Crosslisted with Art and Art History

- **VISAR-UH 1112**
  - Foundations of Graphic Design
  - Crosslisted with Art and Art History

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**IM-UH 1111**

- **Communications Lab**
  - Crosslisted with Interactive Media; Media, Culture and Communication; Music

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**IM-UH 1102**

- **Communication and Technology**
  - Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Interactive Media; Media, Culture and Communication

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**IM-UH 1512.J**

- **Super-human**
  - Crosslisted with Interactive Media
Environmental Studies

The multidisciplinary minor in Environmental Studies 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 significant commitment to environmental sustainability. The minor is designed to integrate the fundamental sciences, including biology, chemistry, computer science, and physics, in part using mathematics, 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 to identify, explore, and solve fundamental problems of environmental concern. Whenever possible, the courses utilize the local environment as a natural laboratory for field trips and consider relevant local phenomena and issues.

Minor in Environmental Studies
The multidisciplinary minor in Environmental Studies 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 Sciences; Environmental Policy; and Environment, Culture, and Society. The minor in Environmental Studies is designed for students with broad disciplinary backgrounds.

REQUIREMENTS FOR THE MINOR IN ENVIRONMENTAL STUDIES
4 courses, distributed as follows:
1. Environmental Sciences course
1. Environmental Policy course
1. Environmental Culture and Society course
1. Additional elective (from any of the categories above)
ENVIRONMENTAL STUDIES COURSES

ENVIRONMENTAL SCIENCES

ENVR-UH 1110
The Biosphere
Offered occasionally
This course introduces students to the fundamental dynamics of Earth's atmosphere and its oceans. These two systems are then integrated into a global picture of the biosphere. Topics include: the carbon cycle, climate feedbacks and anthropogenic influences; global ecology, energy transport, the paleoclimate record, the coupled atmosphere ocean iceland 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 carbon neutral, zero-waste city.

ENVR-UH 1111
Global Climate Change
Offered occasionally
In this seminar students are introduced to the data and models that are the basis for our current understanding of Earth's climate, and how it is changing. Major topics will include the atmosphere, world ocean, ice sheets, carbon cycle, paleoclimate, global warming, sea-level change, global climate models, and future energy. Physical laboratory experiments, fluids demonstrations and introductory-level computer simulations will reinforce theoretical concepts covered in class. The course focuses on quantitative analysis and understanding but also weaves in elements relating to human impacts, economics, and policy-making.

BIO-UH 2120
Ecology
Prerequisite: Foundations of Science 1-6
Crosslisted with Biology

BIOL-UH 3118
Conservation Biology
Prerequisite: Foundations of Science 1-6
Crosslisted with Biology

CDAD-UH 1016EQ
Where the City Meets the Sea: Studies in Coastal Urban Environments
Crosslisted with Core: Data and Discovery; Core: Experimental Discovery in the Natural World; Urbanization

CSTS-UH 1002J
State and Fate of Earth
Crosslisted with Core: Data and Discovery; Core: Science, Society and History; Core: Structures of Thought and Society

ENVIRONMENTAL POLICY

ENVR-UH 1310
Energy and the Environment
Offered occasionally
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.

ENVR-UH 1311
Environment and Society
Offered occasionally
This course is 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.

ENVR-UH 1312
Global Debate on Green Growth
Offered occasionally
In March 2012, the Organization for Economic Co-operation and Development (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. This course 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.

ACS-UH 2610JX
Oil and Energy in the Middle East
Crosslisted with Arab Crossroads Studies; Political Science

CDAD-UH 1022/JQ
Sustainable Development
Crosslisted with Core: Data and Discovery

CDAD-UH 1026EJ
Water, Energy, Food Nexus
Crosslisted with Core: Data and Discovery; Core: Science, Society and History

CSTS-UH 1064J
Green Mobility and Cities
Crosslisted with Core: Structures of Thought and Society; Economics; Urbanization

CSTS-UH 1056J
Protecting the World's Health: Triumphs and Challenges
Crosslisted with Core: Science, Society and History; Core: Structures of Thought and Society; Social Research and Public Policy

CSTS-UH 1064J
Well-Being and the Design of the Built Environment
Crosslisted with Design; Core: Structures of Thought and Society

CDAD-UH 1080J
Environmental Justice and Urban Inequality
Crosslisted with Core: Structures of Thought and Society; Social Research and Public Policy; Urbanization

LAW-UH 2114
Climate Change Law and Policy
Crosslisted with Legal Studies

LAW-UH 2121
Renewable Energy Law and Policy
Crosslisted with Legal Studies; Social Research and Public Policy

ENVIRONMENT, CULTURE AND SOCIETY

CCOL-UH 1021
The Desert
Crosslisted with Core: Colloquia

CSTS-UH 1052X
History and the Environment: The Middle East
Crosslisted with Arab Crossroads Studies; History; Core: Structures of Thought and Society

HIST-UH 2111
Global Environmental History
Crosslisted with History

HIST-UH 3110
Economic Development and Environmental Change in China
Crosslisted with Economics; History; Social Research and Public Policy

SRPP-UH 1611
Introduction to Global Health
Crosslisted with Social Research and Public Policy

POLSC-UH 2529J
Fulfilling the Promise of the Sustainable Development Goals by 2030
Crosslisted with Political Science

POLSC-UH 2911
Environmental Politics
Crosslisted with Political Science; Social Research and Public Policy

POLSC-UH 2912
Politics of Natural Resources
Crosslisted with Political Science; Social Research and Public Policy

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In recent decades, heritage has become an attractive term for scholars in various disciplines, ranging from archaeologists, sociologists and conservation scientists, to policy makers, communities, and the commercial sector. The minor in Heritage Studies introduces students to the theory and practices of the disciplines associated with heritage from local and global perspectives. It combines courses from various divisions at NYUAD reflecting the multidisciplinary nature of heritage studies. The program offers courses that are related to heritage production, consumption and use, identity politics, cultural contestation and legislation on one side, and scientific methods of investigation and data interpretation for the recovery and conservation of cultural heritage on the other.

The learning outcomes are structured around two overlapping themes:

Heritage & Society courses focus on the uses of heritage as a political, economic and social agent. The theme includes broader and more holistic concepts of heritage such as cultural landscapes, which combine the physical, cognitive and cultural reality of a site.

The conservation and analysis of heritage sites, (art)objects and their narratives is central in heritage management, interpretation and presentation. Courses taken in the Heritage & Science area center on the scientific methodologies applied in heritage studies and management.

Minor in Heritage Studies

Minors in Heritage Studies must complete four courses (16 credits), with at least one course in each of the following three areas:
- Foundational; Heritage Theory; Heritage Management & Research Methods.

**REQUIREMENTS FOR THE MINOR IN HERITAGE STUDIES**

<table>
<thead>
<tr>
<th>4 courses, distributed as follows:</th>
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<tbody>
<tr>
<td>1 Foundational course (4 credits)</td>
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<tr>
<td>1 Heritage Theory elective (4 credits)</td>
</tr>
<tr>
<td>1 Heritage Management &amp; Research Methods elective (4 credits)</td>
</tr>
<tr>
<td>1 Elective from any of the categories above (4 credits)</td>
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**HERITAGE STUDIES COURSES**

**FOUNDATIONAL COURSE**

**HERST-UH 1100**

*World Heritage Sites & Universal Collections*

Typically offered: fall

Crosslisted with Arab Crossroads Studies; Art and Art History; Core: Cultural Exploration and Analysis

What is “World Heritage,” how is it nominated, and by whom? The heritage field has become a complex industry that involves (inter)national prestige, conservation, site management, and museum development. Heritage sites of “Outstanding Universal Value” and prestigious museums with “universal” collections are booming tourist destinations worldwide. Multi-faceted perspectives of heritage underline the proposition that heritage doesn’t just represent a static link with the past, but is part of a dynamic social process that includes an evolving interpretation of “the past” for the use in the present. In this course, students explore and test theoretical conceptions of heritage using case studies and fieldwork on heritage sites and collections in Abu Dhabi and the UAE. These investigations will provide context for understanding cultural heritage’s multi-layered and multi-vocal aspects. The focus for our discussions will be sites and practices that are considered “shared cultural heritage” for their Outstanding Universal Value. But what do these values mean, and for whom? Do they imply that universal human values exist? And what if these values are contested?

**HERST-UH 2300JX**

*Sharing Heritage of the Arabian Trade Routes*

Offered occasionally

Crosslisted with Arab Crossroads Studies; Art and Art History; Museum and Cultural Heritage Studies

In the 17th century the Ya’rubí dynasty drove the Portuguese from Muscat and East Africa and reinstalled Omani dominance in the region. The Omanis built on the extensive Arabian trade network that for centuries connected Asia, Africa, and Europe. Long-distance trade left behind cultural traces in buildings, landscapes, shipwrecks, traditions, museum collections, and archives. These cultural footprints are now often considered “shared cultural heritage”. Notably Zanzibar and Kilwa (Tanzania), where Omani once ruled, were named as UNESCO World Heritage sites for their universal and outstanding value. But what do these values mean and for whom? What makes historical remains heritage? What happens if “universal values” are not shared but contested? These fundamental questions steer us to understand the principles of heritage production and management.

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**HERITAGE THEORY ELECTIVES**

**HERST-UH 1300J**

*Places of Human Suffering as Global Heritage Sites*

Offered occasionally

Crosslisted with Museum and Cultural Heritage Studies

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 realm of living memories 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 practice of both remembering and forgetting affect the interpretation of these painful heritage sites?

**HERST-UH 1301J**

*Cultural Heritage in Conflict Zones and the Responsibility to Protect*

Typically offered: January

Crosslisted with Arab Crossroads Studies; Peace Studies

Palmyra was one of the great cities of antiquity. For almost two thousand years, its physical remains stood as powerful beacons of earlier times. Then, suddenly, with the outbreak of the Syrian Civil War, much of the ancient city was purposely damaged or destroyed. So too were the Great Mosque of Aleppo and the medieval mausoleums and Sidi Yahia mosque in Timbuktu, Mali. This seminar will explore the reasons cultural heritage has been the target of attacks in recent times and what might be done to protect them. We will consider existing international conventions and statutes and a proposed new international norm. Other topics will include the role of the UN, state sovereignty, humanitarian intervention, Responsibility to Protect (R2P), and counterinsurgency. Visits to the Metropolitan Museum and a group lunch will be included.

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The Arabian trading routes provide an excellent context to explore the multi-layered and multivocal aspects of heritage.
Sharing Heritage of the Arabian Trade Routes
Typically offered: January
Crosslisted with Arab Crossroads Studies; Art and Art History; Museum and Cultural Heritage Studies

Heritage Management in the Arabian World
Typically offered: spring
In the twenty-first century, the protection and promotion of heritage has become prominent in the minds of policy makers, museum curators, and households. Heritage is no longer just the domain of archaeologists, architects and historians but has become a publicly owned commodity. But why does heritage need to be managed and how can management practices be effectively established? The course combines lectures and case studies to illustrate the many perspectives on heritage. Invited guest lecturers from institutions across the UAE and further afield will discuss the challenges and approaches of heritage institutions and practitioners in real-world management contexts of the Arabian World.

Typically offered: January
Crosslisted with Anthropology

Museums in a Global Context
Crosslisted with Art and Art History; Museum and Cultural Heritage Studies

Digital Curation
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design; Interactive Media

Sensory Ethnographic Methods in Kerala: Manus et Machina
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design; Interactive Media

Multimodal Ethnography in Kerala
Typically offered: January
Crosslisted with Anthropology
CDAD-UH 1033EQ
Data and Human Space
Crosslisted with Core: Data and Discovery

HIST-UH 3512J
Science and the Sea
Crosslisted with Arab Crossroads Studies; History Pre-1800

MUSIC-UH 1004
Music Histories and Historiography
Crosslisted with History - Pre-1800; History - Global

MUSIC-UH 1615JX
Engaging Khaleeji Musical Heritage: An Introduction to Applied Ethnomusicology
Crosslisted with Anthropology; Arab Crossroads Studies; Arab Music Studies; Music

MUSST-UH 1101J
Past and Future of Egyptological Collections: The Shaping of Identity
Crosslisted with Museum and Cultural Heritage Studies

SRPP-UH 2211
Ethnographic Field Research
Crosslisted with Anthropology; Arab Crossroads Studies; Social Research and Public Policy

The Peace Studies Program examines the factors that foster or undermine peace at all levels: communities, nations, individuals. 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 safer place.

Designed as multidisciplinary, the Peace Studies Program seeks to draw on the insights and methods potentially from all fields of knowledge in order to examine the sources of conflicts and the strategies of prevention and resolution, from local grass-roots engagement to global activism and international diplomacy. The Program encourages meshing the study of ‘material’ and ‘virtual’ factors, the socioeconomic and psychological dynamics, legal procedures and physical planning - in principle, all that may affect peace and conflict. This might be called the operational side of conflict prevention.

Yet the human dream of peace translates into the big questions developed in the humanities: Can war ever be just? Can the priority of peace ever be used as a tool to preserve unjust institutions? How could artistic creativity and philosophical reflection foster peacebuilding? Broadly, these questions could be addressed by relevant courses rooted in the humanities and arts.
The ideas and issues addressed by the Peace Studies minor include:

- the challenges and strategies involved in conflict resolution
- the costs of conflict and the reconstruction of post-conflict societies from economic, social, psychological, and legal perspectives
- the psychological dimensions of conflict, prejudice, cooperation, and reconciliation
- transitional justice and law
- international law and governance
- emergency responses to humanitarian crises
- migration and refugee problems
- post-conflict state-building
- post-conflict economic development
- disarmament, diplomacy, social movements
- the ethics of war and peace
- the history of wars and peacemaking
- artistic responses to war and roles for art in peacebuilding
- preserving cultural heritage in conflicted contexts
- arts and music as cultural diplomacy in post-conflict zones
- soft power, hard power, and smart power strategies

Minor in Peace Studies

The Program draws on courses in all four NYUAD academic divisions: Arts and Humanities, Social Science, Engineering, and Science. It also encompasses pre-professional courses in Leadership and Social Entrepreneurship. Students interested in the anthropological understanding of cultures, international relations, comparative politics, economic development, cybersecurity and engineering for social impact, social justice and public service, the arts and humanities may find special relevance in the Peace Studies Program.

Requirements for the Minor in Peace Studies courses, distributed as follows:

1. PEACE-UH 1010 Foundations of Peace: Psychological Perspectives
2. PEACE-UH 1011 Foundations of Peace: Economics and Political Perspectives
3. 2 Peace Studies Electives

Peace Studies Courses

Required Courses

PEACE-UH 1011
Foundations of Peace: Economic and Political Perspectives
Typically offered: fall
Crosslisted with Economics; Political Science
This course surveys the political science and economics literature on social conflict and peacebuilding. The class will focus on major themes and issues such as the determinants of peaceful cooperation and sustainable peace; the root causes of armed conflict; the determinants of ethnic conflict; the political economy of civil wars; the variables affecting the duration and termination of wars; the phenomenon of different forms of political violence-including protests, riots, military coups, political assassinations, and terrorism; and the politics and economics of peacebuilding. The course is highly interdisciplinary and will cover a wide variety of cases from a comparative perspective.

PEACE-UH 1110
Foundations of Peace: Psychological Perspectives
Typically offered: fall
This course surveys a broad range of theoretical perspectives in psychology that are relevant to peace within individuals, between individuals, and between groups. Topics include the neuropsychological and physiological effects of meditation, morality and moral development, helping and aggression, prejudice and the forces that encourage it, terrorism, justice, and conflict resolution strategies. The course ends with practical sessions on negotiations and negotiations training. 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-UH 1110
Transitional Justice
Typically offered: fall
Crosslisted with Political Science
How do societies emerging from authoritarian rule and intra-state armed conflict deal with past mass human rights violations? In their attempts to address past gross human rights violations, what types of justice mechanisms do such societies employ? Ruti Teitel first coined the term transitional justice in her book Transitional Justice (2000). Since then the term has circulated widely in scholarly and policy communities to describe a set of mechanisms and approaches to address past violence. This course analyzes the problems facing societies with past human rights violations, the numerous options they have at their disposal to engage these abuses, and the political, economic, legal and ethical ramifications of each choice. The course is organized into two sections. The first section introduces theoretical approaches to study of transitional justice. The second section analyzes the most frequently used mechanisms, focusing on their potency in advancing democratization and reconciliation. Case studies include: the proceedings of Nuremberg and Tokyo; the international tribunals of the former Yugoslavia and Rwanda; the hybrid tribunals of Timor Leste, Cambodia, and Sierra Leone.

International Organizations and Global Governance
Offered occasionally
Crosslisted with Political Science
The creation of international organizations (IOs) is a crucial moment in historical efforts at structuring and civilizing international affairs. Organizations such as the League of Nations and the UN have been at the heart of attempts to create a peaceful international order. In today’s international system, international organizations perform a huge variety of challenging tasks: they provide safeguards against the military use of nuclear technology, destroy chemical weapons, convict war criminals, assist developing countries with loans, and deliver food to populations in need. This course will examine international organizations’ origin, logic and impact within both global and local contexts. It will provide students with a better understanding of both the theory and the practice of international cooperation and global governance. Specifically, it will study why states cooperate in IOs, how member states and international bureaucracies interact, and how IOs contribute to peaceful conflict management and human development in today’s international system.

Truth, Reconciliation and Justice in Post-Conflict Situations
Typically offered: January
The focus will primarily be on the experience of the Truth and Reconciliation Commission in South Africa, why and how it came into being, how it was structured, how it functioned and its impact on the nation and national development. Sub-themes will include an analysis of four kinds of truth, the problem of denialism, and the difference and relation between restorative and punitive justice. The course will offer comparative reflections on how similar issues have been dealt with in Northern Ireland, Colombia and Sri Lanka.
Peacebuilding
Offered occasionally
Crosslisted with Core: Structures of Thought and Society; Political Science
This course will help students build an analytical understanding of the potentials and pitfalls of international intervention in conflict-affected societies. Postwar peace building 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 peace building and what are promising alternatives to it? The course will examine the current debates on peace building and will invite practitioners from international organizations to discuss their approach to promoting peace in some of the world’s most challenging regions.

PEACE-UH 1113

Causes and Prevention of Violence
Offered occasionally
This course will study violence as a problem in public health and preventive medicine - indeed, the most important problem, since it could potentially, in this age of nuclear weapons, cause the self-extinction of the human species. To do so, students 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. Students will study how the moral emotions, shame and guilt, can motivate as well as inhibit both group and individual violence. Students will also examine cognitive causes of violence, including the backlash, in the form of “political religions” - Nationalism, Imperialism, Totalitarianism, and most recently, Apocalyptic Fundamentalism - against the modern scientific world-view and its challenge to the credibility of the traditional sources of moral and political authority. Readings in this course will include the Bible and works by Thucydides, Shakespeare, Buchner, Nietzsche, Dostoevsky, Joseph Conrad, Einstein, Freud, Kafka, Adorno, Frantz Fanon and Hannah Arendt.

PEACE-UH 1114

Arts for Transformation: The Case of Cambodia
Typically offered: January
The power of arts and culture in safeguarding heritage, curating history, stimulating contemporary expressions in a post-conflict country. What methods are viable, what tools proved useful, what approaches failed? This course will provide a platform to explore and debate this specific approach to reconstruction, revitalization, reconciliation and peacebuilding. The case of Cambodia with its troubled past provides the backdrop for exploring issues of changing dominant narratives, governance of culture, social welfare, cultural economy, and many others. Through contextualization you will discover the social, cultural, economic and political interdependencies that frame the Cambodian arts ecosystem.

PEACE-UH 1117J

Nation-Building in the Shadow of Empire
Typically offered: January
Crosslisted with Political Science
Nation-building is closely tied to post-colonial state formation across the world. Constructing post-colonial identities must define membership in the national community that distinguish from the former colonial masters and neighboring communities. This process, continuing in many societies, is often contentious and fraught with violence. The course uses the prism of contemporary Ukraine which struggles to define itself vis-à-vis its former imperial neighbor Russia. In examining the Ukrainian case, we will ask what a nation is in the contemporary world, how political identities are created and how they take root, and what role the institutions and culture play in the persistence of durable national identities. We will travel to Ukraine, and students will have a chance to directly interact with the political entrepreneurs of nation-building.

ACS-UH 2611X

War and Media in the Middle East
Crosslisted with Arab Crossroads Studies; Film and New Media

ANTH-UH 2115

Anthropology of Forced Migration
Crosslisted with Anthropology; Social Research and Public Policy

ANTH-UH 2116

Displacement and Dispossession in the Modern Middle East
Crosslisted with Anthropology; Arab Crossroads Studies; History; Core: Structures of Thought and Society; Social Research and Public Policy

CDAD-UH 1037

Cyberwarfare
Crosslisted with Computer Science

CSTS-UH 1038

Peace
Crosslisted with Core: Structures of Thought and Society

EDUC-UH 1001J

International Peacebuilding and the Role of Education
Crosslisted with Education; Political Science; Social Research and Public Policy

FILMM-UH 1117J

War and Cinema
Crosslisted with Film and New Media

FILMM-UH 1120J

Media and Memory
Crosslisted with Film and New Media; Media, Culture and Communication; Museum and Cultural Heritage Studies

HERST-UH 1301J

Cultural Heritage in Conflict Zones and the Responsibility to Protect
Crosslisted with Arab Crossroads Studies; Heritage Studies

HIST-UH 2115

World War II in Global Perspective
Crosslisted with History

LAW-UH 2113J

International Law
Crosslisted with Legal Studies; Political Science; Social Research and Public Policy

LAW-UH 2124

Human Rights Law
Crosslisted with Legal Studies; Political Science; Social Research and Public Policy

MUSIC-UH 1710

Music: Conflict, Protest, and Peace
Crosslisted with Music

POLSC-UH 2510

International Conflict
Prerequisite: POLSC-UH 1112
Crosslisted with Political Science

POLSC-UH 2511

International Organizations
Crosslisted with Political Science; Social Research and Public Policy

POLSC-UH 2513J

Political Conflict and Economic Development
Crosslisted with Film and New Media; Political Science

POLSC-UH 2519

Nuclear Politics
Crosslisted with Political Science

POLSC-UH 3511J

Nation-Building
Crosslisted with Political Science

PSYC-UH 1002

Gender & Representation: Field Study Workshop
Crosslisted with Physics; Social Research and Public Policy
Sound and Music Computing (SMC) is an emerging field combining music, computer science and engineering. Addressing topics that range from procedural audio or music for video games to automatic genre detection for music recommendation systems such as iTunes or Spotify, SMC has established itself as an important multidisciplinary field that opens up key areas of enquiry, interesting opportunities for graduate study, as well as new professional opportunities for those interested in combining music and computing.

**Minor in Sound and Music Computing**

The minor in Sound and Music Computing at NYU Abu Dhabi is a cross-divisional collaboration between the Music, Computer Science, and Engineering Programs that is open to all students. In this minor, students become familiarized with the state of the art in this field by learning current approaches to digital signal processing, music information retrieval, and procedural generation of music and audio.

**REQUIREMENTS FOR THE MINOR IN SOUND AND MUSIC COMPUTING**

The minor requires a minimum of five courses:

1. CS-UH 1001 Introduction to Computer Science or ENGR-UH 1000 Computer Programming for Engineers
2. MUSIC-UH 1002 Music Technology Fundamentals
3. Electives from the following list (including at least one CS-UH or ENGR-UH numbered course and one MUSIC-UH numbered course): CS-UH 1002 Discrete Mathematics; CS-UH 1050 Data Structures; CS-UH 1052 Algorithms; any elective in Computer Science; ENGR-AD 3510 Data Structures and Algorithms; ENGR-UH 3610 Signals and Systems; ENGR-UH 3620 Analog and Digital Communication Theory; ENGR-UH 3650 Multimedia Systems and Communications; MUSIC-UH 1001 Music Theory and Analysis I; MUSIC-UH 1410 Introduction to Musical Programming I and MUSIC-UH 1420 Introduction to Musical Programming II; MUSIC-UH 2215 Designing Sound for Scene and Screen; MUSIC-UH 2416 Recording and Production Techniques; MUSIC-UH 2413 Fundamentals of Digital Audio — Introduction to Pro Tools; MUSIC-UH 2417 Advanced Musical Programming; MUSIC-UH 2801 Music Theory and Analysis II

**NOTE 1:** Students may double count no more than two courses for this minor.

**NOTE 2:** When registering for the electives, students have to make sure that they observe the specific prerequisite and corequisite requirements for those courses (e.g. Data Structures and Algorithms courses from Computer Science require Intro to CS and Discrete Mathematics as a prerequisite, while Engineering course Data Structures and Algorithms requires Computer Programming for Engineers).
SOUND AND MUSIC COMPUTING COURSES

REQUIRED COURSES

CS-UH 1001
Introduction to Computer Science
Crosslisted with Computer Science; Interactive Media
OR
ENGR-UH 1000
Computer Programming for Engineers
Prerequisite: Restricted to Freshmen and Sophomores only
Crosslisted with Engineering

MUSIC-UH 1002
Music Technology Fundamentals
Crosslisted with Interactive Media; Music

SOUND AND MUSIC COMPUTING ELECTIVES

CS-UH 1002
Discrete Mathematics
Crosslisted with Computer Science

CS-UH 1050
Data Structures
Prerequisites: CS-UH 1001 and CS-UH 1002; (CS-UH 1002 may be taken as a Corequisite)
Crosslisted with Computer Science

CS-UH 1052
Algorithms
Prerequisite: CS-UH 1002; Pre or Corequisite: CS-UH 1050
Crosslisted with Computer Science

ENGR-UH 3510
Data Structures and Algorithms
Prerequisite: ENGR-UH 2510; Corequisite: ENGR-UH 2025
Crosslisted with Engineering

ENGR-UH 3610
Signals and Systems
Prerequisite: MATH-UH 1012 or equivalent;
Corequisite: ENGR-UH 2610
Crosslisted with Engineering

ENGR-UH 3620
Analog and Digital Communication Theory
Prerequisite: ENGR-UH 3610
Crosslisted with Media, Culture and Communication

ENGR-UH 3650
Multimedia Systems and Communications
Prerequisite: ENGR-UH 1000
Crosslisted with Engineering

The Urbanization minor takes advantage of the setting in Abu Dhabi, a rapidly growing city which is making major investments in infrastructure, public transportation, and environmental sustainability, and drawing international attention as a model of advanced urban planning. Through course work, internships, and research projects, this program gives students first-hand exposure to the complex issues associated with urbanization.

At the start of the 20th century, only one person out of every ten lived in a city. Today, half the world population is urbanized. The United Nations projections suggest that more than 70 percent of the human population will reside in cities by 2050, with the largest increases expected in the developing world.

The multidisciplinary minor 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 minor provides students with a cross-disciplinary set of perspectives for understanding the urbanization process, across cultures, countries, and time.

The minor 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.

Minor in Urbanization
Students who elect to take this multidisciplinary minor take four approved courses for the Urbanization minor, listed below. Students should develop their program in close consultation with their mentor.

REQUIREMENTS FOR THE MINOR IN URBANIZATION

4 Electives selected from the courses listed
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 new vision with sustainability as an overarching principle. The course will introduce a full understanding of the evolution of the city, its planning history, critically examine Abu Dhabi’s current plans and their progress, and identify the main urban actors and the forces shaping the growth of the city. Through reading key texts in urban theories, site visits, walking tours, guest speakers, presentations and debates, students will be able to understand the complexity of city planning and development in rapidly developing cities and key challenges in comparison to other regional and global examples.

**URBAN-UH 1112J**
Metropolis: Culture, Climate, and Politics in the 21st Century City
Typically offered: January even years
This course provides an introduction to key themes in urban studies, focusing on a selected set of issues that are particularly relevant for New York City but important for cities throughout the world. Students will read classic and important contemporary works, including selections from great books in urban scholarship whose significance transcends any one discipline. This course will include readings from authors such as Weber, Jacobs, Ballon, Mumford, Sennett, Wirth, Jackson, and Sassen, as well as 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.

**URBAN-UH 1118J**
Nature of Urban Design: a New York Perspective on Resilience
Offered occasionally
This course is an introduction to the role of urban design in global sustainability. The first step is to understand how cities affect climate and how climate affects cities by examining New York as a model. New York is a coastal city faced with the simultaneous requirement to grow its population by a million people yet to improve the quality of its civic life when climate events threaten both its urban fabric and critical infrastructure. How New York uses urban design not just to survive but to thrive is the subject of this course. This course will introduce the people, processes and products 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.

**URBAN-UH 1119J**
Public Space and the Life of Cities
Offered occasionally in January term
Public spaces play an essential role in the life of cities and their residents. Public squares and parks, streets and squares-these are often the signature spaces that constitute a city’s distinctive identity. They also serve as meeting points for 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. This course 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, the course will draw upon case studies in Sydney as well as the hometowns of the students.

**URBAN-UH 1122J**
Contested Cities: Difference, Inequality, and the Metropolis
Offered occasionally
This course explores the ways that class, race, ethnicity, and religious difference have shaped modern western cities with attention to the spatialization of inequality in London and the British Empire. 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 of architects, investors, activists, and policymakers who have shaped 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.
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:

- Courant Institute of Mathematical Sciences
- Leonard N. Stern School of Business
- NYU School of Law
- Robert F. Wagner Graduate School of Public Service
- Silver School of Social Work
- Steinhardt School of Culture, Education, and Human Development
- Tandon School of Engineering
- Tisch School of the Arts

As most healthcare professional schools have specific undergraduate preparatory course requirements for admissions, students interested in pursuing a healthcare 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 minors. 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.
Business and Organizational Studies
The courses in this pre-professional area are designed to expose students to the principles of building effective organizations, with a particular focus on the for-profit sector. Organizations can be conceptualized in many ways—as a group of groups, a vehicle for creating economic value and sustainable competitive advantage, or a community of people pursuing a common mission. Each metaphor adds unique insights into the challenges and rewards of building an integrated network of people, systems, and financial resources that create economic and social capital.

In addition to courses offered by NYU Abu Dhabi, students who elect to study away in New York, Florence, London, Prague, Shanghai, and Washington, DC have the opportunity to take courses offered by the Leonard N. Stern School of Business. Stern courses that are part of the NYU cross-school business minors are readily available to NYUAD students. For students interested in registering for intermediate or advanced-level Stern courses, prerequisites for those courses must be met. Registration is available to NYUAD students one week after registration initially opens. NYUAD students should work closely with their mentors well in advance of the semester they plan to study away if they would like to take upper-level business courses offered by the Stern School.

Education
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 pre-professional courses are 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.

Leadership and Social Entrepreneurship
The courses in this pre-professional area are designed to help students explore the dynamics of social innovation, organizational change, and transformative leadership—with a particular focus on the not-for-profit and government sectors. Different courses expose students to the influential role that individuals can play within these sectors as entrepreneurs, analysts, policymakers, and social architects. Each perspective adds unique insights into the challenges and rewards of mobilizing people, resources, and popular sentiment to address and overcome pressing social issues.

Students interested in Leadership and Social Entrepreneurship are encouraged to consider courses available during the January term, when signature courses in this area are typically offered. These courses provide exposure to social entrepreneurship initiatives in the United Arab Emirates 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.

Media, Culture, and Communication
Media, Culture, and Communication is for students looking to develop their creative media skills and build a successful career in today’s ever more dynamic media, communications and cultural industries around the world. Studying media culture and communication provides insight into the development of our contemporary, globally-connected media landscapes. It teaches you how to develop media content and communicate effectively to diverse audiences. Media, Culture and Communications courses not only provide you with the technical skills a professional requires to produce significant media content. They also foster critical thinking about the philosophical, political, psychological and technological impact media production has on our contemporary societies.
Courses will explore the diverse patterns of media and offer a comprehensive understanding of media power, media use, and the increasing significance of digital media in contemporary culture and society.

**Museum and Curatorial Studies**

Pre-professional courses in Museum and Curatorial Studies offer students a broad introduction to the practice, history, and theoretical reflection of cultural heritage formation and preservation. Museums and cultural heritage organizations—like UNESCO, and the national heritage authorities—are fields of professional activity that are central to the program. Accordingly, there are courses on museums and heritage sites as laboratories of cultural heritage creation to preserve the rich legacy of human kind.

The notion of an internationally and cross-culturally “shared heritage” of material culture (tangible) and cultural practices (intangible) is the central theme of this program. The Museum and Curatorial Studies Program recognizes the increasingly important role that heritage and its presentation plays in people’s identity. Museum and heritage practices have moved from their conservationist focus of preserving rare and aesthetically pleasing remains, deemed valuable, into a globalized and multidisciplinary field at the heart of many cultural, social, political and economic processes. The courses examine the role of multiple stakeholders, from community interest groups to heritage institutions, in driving cultural narratives and determining how heritage is presented. The academic disciplines studying this cultural heritage, such as anthropology, archaeology, history, art history, history of science, modern media studies and also conservation sciences inform the wide palette of heuristic perspectives from which students investigate processes and traditions of cultural memory, cultural heritage formation and preservation. This is accomplished through readings, classroom discussions, short research papers, fieldwork assignments and visits to professional institutions and heritage communities.

The museums that are being built close to NYUAD’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 UNESCO, and the Abu Dhabi Tourism and Culture Authority (ADTCA), are important resources and offer opportunities for internships and collaborative research projects. Courses and internships opportunities are available at NYU New York and at NYU’s global sites.

**Premedical and Health Studies**

NYU Abu Dhabi, like most American colleges and universities, does not offer a pre-medical, pre-dental, or pre-health major. Nevertheless, NYU Abu Dhabi 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 in health education and research. For more information about health-related career options, please contact the pre-professional advisor at the Career Development Center.

It is important for students 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 pre-medical coursework at the same time. Students are advised to choose a disciplinary major that they will enjoy and in which they will excel. Students with interests or talents outside of the sciences will best be able to demonstrate their versatility and increase their chances of doing well by pursuing a major of interest alongside the pre-health curriculum.

In order to apply to health-related professional schools, students do typically need to have completed courses in introductory biology, chemistry, and physics. At NYU Abu Dhabi, these are satisfied in the Foundations of Science sequence, which is a rigorous three-semester, integrated course sequence that covers the fundamentals of basic 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. NYU Abu Dhabi offers courses that fulfill all of these requirements. In recent years, medical schools have placed an increasing emphasis on the importance of the social sciences, so students are highly encouraged to also take a course in psychology, sociology, or other social sciences. It is best to verify what course requirements are expected of you directly with the institution or application service you are applying to.

Complementing their coursework, students gain practical experience by volunteering, shadowing, or interning in a clinical setting. This builds a commitment to service and humanistic endeavors. The ability to conduct thoughtful and critical research is highly valued by medical schools. NYUAD students develop...
their research skills with an NYUAD faculty member. Beyond this, applicants are also expected to be leaders through their involvement in on-campus activities and programs. Above all, the best professional schools want 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 the pre-professional advisor in the Career Development Center.

Students’ faculty mentors and pre-professional advisors will help them to explore their options, advise them about programs and appropriate course selection, and help them to present the best possible application to professional schools.

**BUSINESS AND ORGANIZATIONAL STUDIES COURSES**

**BUSOR-UH 1001J**
**Principles of Marketing**
Typically offered: January
Crosslisted with Economics; Leadership and Social Entrepreneurship
This course studies the fundamentals of marketing from determining what it is that consumers want and need, translating those wants and needs into products and services, and selling those products and services in a highly competitive global marketplace. Depending on the instructor, different topic areas are emphasized, including, for example, the role of consumer research, product design and pricing, branding, and communications and promotional strategies in effective marketing.

**BUSOR-UH 1002**
**An Introduction to Organizational Research Design**
Offered occasionally
This course is best seen as a blend of basic knowledge on how organizations behave and a much deeper exploration of research methods for measuring the actual performance of organizations in achieving their mission, be it profit, environmental sustainability, social responsibility, or innovation. Starting with a short discussion of organizational architecture and behavior, the course then introduces research methods for diagnosing and measuring how organizations produce high rates of return on investment. The bulk of the course engages students in measuring the organizational attributes and performance of selected Abu Dhabi entities as part of the professor’s work with the Abu Dhabi Accountability Authority, which oversees nearly 400 Abu Dhabi government, private, and nonprofit agencies, and the Khalifa Fund (Abu Dhabi’s primary venture capital fund for stimulating entrepreneurship). Students must be committed to the highest standards of professionalism in their work, and will be active participants in helping NYU Abu Dhabi contribute to the betterment of Abu Dhabi organizations and society as a whole.

**BUSOR-UH 1003**
**Management & Organizations**
Typically offered: spring
Crosslisted with Economics
Why do some organizations succeed while others flounder? As students of business, it is critically important for you to have an understanding of the key factors that contribute to organizational success, and the role that managers play in helping their organizations be successful. The better that you understand these issues, the more effective you will be in your future careers.

**BUSOR-UH 1004**
**Strategic Management**
Typically offered: fall
Crosslisted with Economics
This course provides an introduction to strategic management. The course has two broad goals. A first is to understand why some companies are financially much more successful than others. The second is to analyze how managers can devise a set of actions (“the strategy”) and design processes that allow their company to obtain a financial advantage. To gain a better understanding of strategic issues and begin to master the analytic tools that strategists use, students study the strategic decisions of companies in many different industries and countries and learn from tools utilized by business researchers.

**BUSOR-UH 1005J**
**Language of Business**
Typically offered: January
Crosslisted with Leadership and Social Entrepreneurship
Imagine the awesome power and influence you’d have if you knew the precise words, visuals and video that had the greatest impact on the greatest number of people. You could change the way they think, the way they interact, even how they behave. That is the purpose of this course: using case-studies to teach students how to identify and apply the most effective business language and communication techniques in real-world settings. Comparatively little focus has been directed towards the development of business language and the role of messaging in the corporate world. Because this is a J-Term class, the emphasis will be less on scholarly texts and more on the fundamentals of public communication in the real world, with a focus on what works, what doesn’t, and why.

**BUSOR-UH 1007**
**Introduction to Entrepreneurship**
Typically offered: fall
Crosslisted with Economics; Leadership and Social Entrepreneurship
Introduction to Entrepreneurship is an introductory course intended to provide students with a foundation in terms of the role played by entrepreneurs and entrepreneurship in the 21st century global economy. The students will get an understanding of what entrepreneurship is, they will develop entrepreneurial skills and eventually write a real-life business plan, which they can further develop after the course. During this course we will focus on the creation of new businesses, the ways that they come into being, and what determines their success. This course is a mix of theory and practice and also integrates a number of other disciplines such as finance, strategic management, marketing human resource management, economics and psychology.
BUSOR-UH 1501
Introduction to Accounting
Typically offered: fall, spring
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 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.

BUSOR-UH 2001
Ethics, Technology, and Corporate Social Responsibility
Typically offered: fall
This course examines the ethical issues that arise in the context of the rapid development of technology, medical science, and the increasing power of corporations and businesses. In recent years, technological and scientific progress has allowed us to achieve many things, including the cure of fatal diseases and the creation of intelligent machines that can surpass human capabilities. Yet, for all these benefits, the development of science and technology has spawned a host of problems such as: conflict between individual rights and social welfare; clash between personal autonomy and expertise; automation and unemployment; and the replication of human bias and errors by algorithms. Along with the advancement of technology, the social role of businesses and corporations have also become enormously important. How should corporations, for example, balance the pursuit of profit with respect to employees’ rights and liberties? Should the state refuse to enforce unconscionable contracts, even when enforcing those contracts would make both parties better off? What is the social role of corporations in the context of increasing inequality?

BUSOR-UH 2002
Business and Technology
Typically offered: fall
Organizations drive and react to technological change. This course introduces students to computer-based technologies that are transforming the modern world of work. The primary focus of this course will be on developing competence in computer programming, especially with respect to data construction, management, visualization and analysis, with the goal of understanding the fundamentals of business analytics. The second half of the course applies these skills in case studies in current business analytics, especially in artificial intelligence and robotics.

ECON-UH 1501
Managerial Economics
Crosslisted with Economics
ECON-UH 2510
Foundations of Financial Markets
Prerequisites: BUSOR-UH 1501, SOCSC-UH 1010Q and SOCSC-UH 1111 Crosslisted with Economics
ECON-UH 3513
Advanced Econometrics
Prerequisite: ECON-UH 2020 or SOCSC-UH 3220 Crosslisted with Economics

BUSOR-UH 2001
BUSOR-UH 1001J
International Commercial Arbitration, with an Eastern Perspective
Crosslisted with Arab Crossroads Studies; Legal Studies

SOCSC-UH 1111
Markets
Crosslisted with Economics; Leadership and Social Entrepreneurship; Social Research and Public Policy

SRPP-UH 1617
Sociology of Entrepreneurship
Crosslisted with Leadership and Social Entrepreneurship; Social Research and Public Policy

EDUC-UH 1001J
International Peacebuilding and the Role of Education
Typically offered: every other January
Crosslisted with Peace Studies; Political Science; Social Research and Public Policy

This J-Term course explores how state and nonstate actors pursue peace and security and the role that education plays in this process. We review various tools of international peacebuilding including peace agreements, peacekeeping forces, institution building, and humanitarian aid, and examine how education fits into these strategies. We also examine the ways education may be used to disrupt peacebuilding. We will look at specific education initiatives such as peace education, Education for All, and citizenship education, but we will focus heavily on refugee education, specifically conducting a 2-day site visit to Jordan to meet with organizations currently supporting Syrian refugee education. We will also study briefly Afghanistan, Guatemala, and the United States. Guest speakers (from e.g., UN, INEE, GCPEA) will speak about their day-to-day operations and their institutional roles, and students will be asked to prepare questions to interview the guests. Assignments and discussions in class are intended to prepare students both for professional positions designing and implementing education strategies in post-conflict countries as well as for further research in the field.

CCEA-UH 1079J
Art, Education and Barbarism in Berlin
Crosslisted with Art and Art History; Core: Cultural Exploration and Analysis

ECON-UH 3710
Economics of Education
Prerequisites: ECON-UH 2100 and (ECON-UH 2020 or SOCSC-UH 3220) Crosslisted with Economics

SRPP-UH 2620
Education and Society
Crosslisted with New Core: Structures of Thought and Society; Social Research and Public Policy

SRPP-UH 2624J
Disability in a Global Context: Advancing Inclusion in the UAE
Crosslisted with Arab Crossroads Studies; Social Research and Public Policy

SRPP-UH 2626J
Knowledge Translation: Bridging Science, Policy, and Practice in Inclusive Education
Crosslisted with African Studies; Social Research and Public Policy

LEADERSHIP AND SOCIAL ENTREPRENEURSHIP COURSES

LEAD-UH 2110
United States in Conflict: Cases from Politics, Economics, Media, Culture, and Law
Typically offered: summer
Crosslisted with Legal Studies

This course provides students with an understanding of the interconnection between politics, economics, entrepreneurship, media, law, and culture in the United States and with critical tools to interact with and explain the US to others. Students are challenged to think deeply about these fields and their continual impact on entrepreneurship and soft power worldwide. Interaction with and instruction by influential persons in these fields will provide students with an unprecedented opportunity to learn these skills from the people who shape and wield these tools masterfully. By hearing, seeing, and questioning key people in these fields, students will develop their own perspectives on the meaning of entrepreneurship and its role in US society. Students will hone their analytical, communication, and writing skills through written assignments, group work, and rigorous class discussion. Lecturers span a range of executives, entrepreneurs, media titans, and government officials.

LEAD-UH 2111
Europe in Crisis: Brexit and the Future of the EU
Offered occasionally
2 credits
On 29 March 2019, the United Kingdom will “leave the EU”, “abandon the EU”, “chart a new course outside the EU”, or “renegotiate its relationship with the EU.” This course seeks to provide students with an unparalleled examination of the political, economic, media, social and cultural factors of what is the most impactful decision in the last quarter-century of European history. Interaction with and instruction by influential people across cultures and countries will provide students with an unprecedented opportunity to learn from leaders who shape and wield considerable influence in a myriad of fields.

LEAD-UH 3001
Business Acceleration and Disciplined Entrepreneurship
Offered occasionally
This course provides a framework for teams to move from concept to market of a product or service to forming a viable company. Students will walk through initial customer discovery, market size, customer value, marketing to customers, and their continual impact on entrepreneurship and soft power worldwide. Interaction with and instruction by influential persons in these fields will provide students with an unprecedented opportunity to learn these skills from the people who shape and wield these tools masterfully. By hearing, seeing, and questioning key people in these fields, students will develop their own perspectives on the meaning of entrepreneurship and its role in US society. Students will hone their analytical, communication, and writing skills through written assignments, group work, and rigorous class discussion. Lecturers span a range of executives, entrepreneurs, media titans, and government officials.

BUSOR-UH 1000J
Principles of Marketing
Crosslisted with Business and Organizational Studies; Economics

BUSOR-UH 1005J
Language of Business
Crosslisted with Business and Organizational Studies

BUSOR-UH 1007
Introduction to Entrepreneurship
Crosslisted with Business and Organizational Studies; Economics
AND COMMUNICATION
Abu Dhabi contains many worlds, from five-star
COURSES
Crosslisted with Political Science; Social Research
Crosslisted with Business and Organizational
Studies; Social Research and Public Policy

MEDIA, CULTURE, AND COMMUNICATION COURSES

MCC-UH 100J Food in the Global Kitchen
Offered occasionally
Abu Dhabi contains many worlds, from five-star hotels 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 will video conference with the class to talk about their experience covering the region.

MCC-UH 100J Communicating in the Anthropocene
Typically offered: January
This course analyzes coverage of the nature of disasters in the mass media. We will look at disasters through human history and how technology has determined the way the world came to know about them. While earthquakes and floods are “natural,” disasters are human-induced. The media should make this distinction, and function as “a news and warning system.” We will look at how nature has been depicted in the media. How can the media address silent, slow-moving emergencies like the global climate crisis? How can the attention span of the media and the lifespan of stories be extended in covering nature? What role can communication play in inducing rapid, inter-generational human behavior change to address threats to the biosphere during the anthropocene? There will be a field visit to Nepal to observe the aftermath of the 2015 earthquake as well as to meet researchers investigating the impact of the climate crisis on the Himalayas and countries downstream.

NOTE: This course is open only to NYU Abu Dhabi students and includes a required trip to Nepal.

MCC-UH 1004 Media Landscapes: The Wire
Typically offered: spring
Crosslisted with Film and New Media; Social Research and Public Policy
This course will investigate the landscapes brought into view by a specific media artifact, in this case the critically acclaimed HBO show, The Wire. This is a TV series about a “black site” ostensibly in Baltimore but in fact stretched across the American heartland, namely the African American urban underclass. The series could be called a case study in making the urban underclass simultaneously spectacular and theoretically invisible. It has been seen as an example of the critical and creative turn taken by a segment of the cultural industry, as a maturation of the audience and a demassification of viewer tastes in the era of addressable mass culture. The show’s creator David Simon has also described it as moving away from postmodern irony and narrative fragmentation and as based on the mythic traditions of ancient Greece.

MCC-UH 1005 Media: Objects, History, Theory
Typically offered: spring
Crosslisted with Film and New Media; Interactive Media
Interactive media are everywhere—from optic fibers underground, and devices like smartphones and touchpads, to apps such as Snapchat and Yik-Yak. As technologies keep changing, so too do media theories, although much of the old media doesn’t go away. We have newspapers, radio, and television, but have we theorized them adequately in their new incarnations?

This course links the global history of media technology with the history of ideas, and in doing so to relate theory to media objects in ways that will empower students and clarify how we understand our media environment. Drawing on materials from film and television to political history, this course examines the emergence and spread both of media and of “media theory,” in close connection with and occasional divergence from each other. Surveying select case studies across the globe, students will seek to establish historical and theoretical frameworks for understanding media’s global impact.

MCC-UH 1006J Reporting Morocco
Typically offered: January
Crosslisted with Arab Crossroads Studies
What are the ethics of reporting revolution and its aftermath? What critical frameworks shape our understanding of roles played by media and social media in the unfolding of such events? This workshop in foreign reporting takes as a central case study the state of the media in Morocco and the broader region following the Arab Spring. During the first two weeks of the course, students will learn techniques of feature writing and journalism ethics. Assignments include all sorts of long form readings on the Middle East and more specifically on Morocco, from foreign correspondents and Moroccan acclaimed writers and thinkers (Laila Lalami, Hisham Aidi, Rania Abouzeid, and others) as well as daily news reading on Morocco. A couple of foreign correspondents will be in residence in a new world change the traveler? In this course you will engage with these, and related, questions through a variety of lenses, reading some of the best travel writing of the past and present and writing several pieces of your own. This is a course in reading and writing nonfiction—and a course in thinking about culture, in all its many meanings. Our culture, the culture we live in—and perhaps our particular subculture—informs our experience of other cultures and the world. You will experiment with various forms of feature writing and essay writing, engaging with Sydney and yourselves.

MCC-UH 101J Memory and Visual Culture
Typically offered: January
Crosslisted with Heritage Studies
The last several decades have witnessed a “memory boom” throughout much of the world, most visibly through the building of numerous memorials and memory museums, as well as high-profile debates about memory. This course examines the intersections of visual culture, commemoration, nationalism, and social movements with the politics of memory in the global context. We will study the intersections of memory and art, of feminist approaches to memorialization and artistic engagements with the memory of traumatic events, with a particular focus on the politics of memory in Argentina regarding state terrorism from 1976-1983. The course will put memory projects in Argentina into comparative dialogue with examples of memorialization in other contexts such as 9/11 in the United States, the Holocaust in Germany, and state terrorism in Chile, Peru, and throughout Latin America. Through explorations of how art, photography, digital media, and design have shaped cultural memory in these contexts, we will interrogate the aesthetics of memory, the role of pedagogy in memorial museums, the spatialization of memory, the digitalization of memory, the role of human rights, and the deployment of memory into political action.

ECON-UH 251J Social Entrepreneurship for Economic Development (SEED): India
Crosslisted with Economics

LAW-UH 212O Advanced Entrepreneurship
Crosslisted with Economics; Legal Studies

SOSC-UH 1111 Media, Culture, and Politics
Crosslisted with Business and Organizational Studies; Economics; Social Research and Public Policy

SRPP-UH 161J 21st-Century International Human Rights
Crosslisted with Legal Studies; Social Research and Public Policy

SRPP-UH 1617 Sociology of Entrepreneurship
Crosslisted with Business and Organizational Studies; Social Research and Public Policy

SRPP-UH 2619 Leadership and Diplomacy
Crosslisted with Political Science; Social Research and Public Policy

PRE-PROFESSIONAL COURSES

MCC-UH 1001J Pre-professional Internship
Typically offered: January
Internships are a required opportunity. Questions of mediation profoundly shape the circulation and the contours of the “ideal” memory, the digitalization of memory, the role of human rights, and the deployment of memory into political action.

PRE-PROFESSIONAL COURSES

MCC-UH 1003J
Typically offered: January
This course analyzes coverage of the nature of disasters in the mass media. We will look at disasters through human history and how technology has determined the way the world came to know about them. While earthquakes and floods are “natural,” disasters are human-induced. The media should make this distinction, and function as “a news and warning system.” We will look at how nature has been depicted in the media. How can the media address silent, slow-moving emergencies like the global climate crisis? How can the attention span of the media and the lifespan of stories be extended in covering nature? What role can communication play in inducing rapid, inter-generational human behavior change to address threats to the biosphere during the anthropocene? There will be a field visit to Nepal to observe the aftermath of the 2015 earthquake as well as to meet researchers investigating the impact of the climate crisis on the Himalayas and countries downstream.

NOTE: This course is open only to NYU Abu Dhabi students and includes a required trip to Nepal.

MCC-UH 1004
Typically offered: spring
Crosslisted with Film and New Media; Social Research and Public Policy
This course will investigate the landscapes brought into view by a specific media artifact, in this case the critically acclaimed HBO show, The Wire. This is a TV series about a “black site” ostensibly in Baltimore but in fact stretched across the American heartland, namely the African American urban underclass. The series could be called a case study in making the urban underclass simultaneously spectacular and theoretically invisible. It has been seen as an example of the critical and creative turn taken by a segment of the cultural industry, as a maturation of the audience and a demassification of viewer tastes in the era of addressable mass culture. The show’s creator David Simon has also described it as moving away from postmodern irony and narrative fragmentation and as based on the mythic traditions of ancient Greece.

MCC-UH 1005
Typically offered: spring
Crosslisted with Film and New Media; Interactive Media
Interactive media are everywhere—from optic fibers underground, and devices like smartphones and touchpads, to apps such as Snapchat and Yik-Yak. As technologies keep changing, so too do media theories, although much of the old media doesn’t go away. We have newspapers, radio, and television, but have we theorized them adequately in their new incarnations?

This course links the global history of media technology with the history of ideas, and in doing so to relate theory to media objects in ways that will empower students and clarify how we understand our media environment. Drawing on materials from film and television to political history, this course examines the emergence and spread both of media and of “media theory,” in close connection with and occasional divergence from each other. Surveying select case studies across the globe, students will seek to establish historical and theoretical frameworks for understanding media’s global impact.

MCC-UH 1006J
Typically offered: January
Crosslisted with Arab Crossroads Studies
What are the ethics of reporting revolution and its aftermath? What critical frameworks shape our understanding of roles played by media and social media in the unfolding of such events? This workshop in foreign reporting takes as a central case study the state of the media in Morocco and the broader region following the Arab Spring. During the first two weeks of the course, students will learn techniques of feature writing and journalism ethics. Assignments include all sorts of long form readings on the Middle East and more specifically on Morocco, from foreign correspondents and Moroccan acclaimed writers and thinkers (Laila Lalami, Hisham Aidi, Rania Abouzeid, and others) as well as daily news reading on Morocco. A couple of foreign correspondents will be in residence in a new world change the traveler? In this course you will engage with these, and related, questions through a variety of lenses, reading some of the best travel writing of the past and present and writing several pieces of your own. This is a course in reading and writing nonfiction—and a course in thinking about culture, in all its many meanings. Our culture, the culture we live in—and perhaps our particular subculture—informs our experience of other cultures and the world. You will experiment with various forms of feature writing and essay writing, engaging with Sydney and yourselves.

MCC-UH 101J
Typically offered: January
Crosslisted with Heritage Studies
The last several decades have witnessed a “memory boom” throughout much of the world, most visibly through the building of numerous memorials and memory museums, as well as high-profile debates about memory. This course examines the intersections of visual culture, commemoration, nationalism, and social movements with the politics of memory in the global context. We will study the intersections of memory and art, of feminist approaches to memorialization and artistic engagements with the memory of traumatic events, with a particular focus on the politics of memory in Argentina regarding state terrorism from 1976-1983. The course will put memory projects in Argentina into comparative dialogue with examples of memorialization in other contexts such as 9/11 in the United States, the Holocaust in Germany, and state terrorism in Chile, Peru, and throughout Latin America. Through explorations of how art, photography, digital media, and design have shaped cultural memory in these contexts, we will interrogate the aesthetics of memory, the role of pedagogy in memorial museums, the spatialization of memory, the digitalization of memory, the role of human rights, and the deployment of memory into political action.
MCC-UH 1012J
Mining the Archive in the UAE
Typically offered: January
Accurate accounts of the past are made possible in large part due to the existence of primary documents deposited in public and private archives. In this class we will explore the vast array of materials housed in a range of public repositories and how they help illuminate the history of the UAE. Students will review primary material to consider how archives are used by documentary filmmakers, historians and other scholars and their role in shaping history and the identity of the UAE. We will visit a variety of sites, including the UAE National Archives and Qasr Al Hosn in Abu Dhabi, and the UAE Peace Memorial Museum, National Film Library and Archive and the National Archive in Zanzibar. Students will also be introduced to the growing number of online databases and consider the future of history given the challenge of preserving information in the Digital Age. Each student will embark on a preliminary archival research project that delves into an under-explored aspect of UAE history. The class will culminate in a class presentation on a research project on a UAE figure. NOTE: This course is open only to NYU Abu Dhabi students. This course includes a required international trip to Zanzibar.

CADT-UH 1047J
Hacking In Global Perspective: Creativity, Copyright, and Control
Crosslisted with Core: Arts, Design and Technology; Interactive Media
CCEA-UH 1002J
Narrative, Media, and Technology
Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis; Interactive Media
CCEA-UH 1085
Cinematic Imagination: Music, Media, and Modernity
Crosslisted with Core: Arts, Design and Technology; Core: Cultural Exploration and Analysis; Film and New Media (Media Studies); Music

ENGR-UH 3620
Analog and Digital Communication Theory
Crosslisted with Sound and Music Computing

FILMM-UH 101I
Concepts of Film and New Media
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design; Interactive Media

FILMM-UH 1013X
Understanding MENASA Film and New Media
Crosslisted with Arab Crossroads Studies; Film and New Media

FILMM-UH 1120J
Media and Memory
Crosslisted with Core: Film and New Media; Museum and Cultural Heritage Studies; Peace Studies

FILMM-UH 2110
Archives, Methods, Screens
Prerequisite: FILMM-UH 101I, FILMM-UH 1013X; ARTH-UH 1102X, IM-UH 101J, IM-UH 1013; MUSST-UH 1002, MUSIC-UH 1005
Crosslisted with Art and Art History; Film and New Media; Interactive Media; Literature and Creative Writing

IM-UH 1010
Introduction to Interactive Media
Crosslisted with Art and Art History; Film and New Media; Interactive Media

IM-UH 101I
Communications Lab
Crosslisted with Design; Interactive Media; Music

IM-UH 1012
Communication and Technology
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design; Interactive Media

LITCW-UH 1501
Feature Writing
Crosslisted with Literature and Creative Writing

LITCW-UH 1502
Crosslisted with Literature and Creative Writing

LITCW-UH 1505J
Is It Only Personal: The Role of “The Column” in Public Discourse
Crosslisted with Core: Arts, Design and Technology; Literature and Creative Writing

LITCW-UH 1505S
Is It Only Personal: The Role of “The Column”
Crosslisted with Core: Arts, Design and Technology; Literature and Creative Writing

VISAR-UH 2110
Photography as Art and Practice
Prerequisite: VISAR-UH 1010
Crosslisted with Art and Art History

MUSEU-UH 1003
Introduction to Museum Studies
Offered occasionally
Crosslisted with Art and Art History
Introduction to the social, cultural, and political history of museums. This course focuses on the formation of the modern museum. Museums of art, natural history, science, technology, and anthropology are examined from a variety of disciplinary approaches that explore the institution and its practices with respect to governance, colonialism, nationalism, class, gender, ethnicity, and community. Visits to the museums and cultural institutions in the region are an important part of this course.

MUSEST-UH 1010J
Past and Future of Egyptian Collections: The Shaping of Identity
Typically offered: January
Crosslisted with Heritage Studies
Museum collections are often perceived as static entities hidden away in storerooms or trapped behind showcases. By focusing on the dynamic histories of museum collections, new research reveals their pivotal role in shaping a wide range of social relations. Over time and across space the interactions between these artefacts and the people and institutions who made, traded, collected and exhibited them have generated complex networks of material and social agency. This class will draw on a broad range of source materials to explore the cross-cultural interactions which have created Egyptian museum collections in several locations, including Turin, Italy. These case studies contribute significantly to the development of new theoretical frameworks to examine broader questions of materiality, agency and identity in the past and present. NOTE: This course is open only to NYU Abu Dhabi students. This course includes a required international trip to Italy.

ANTH-UH 2110J
Anthropology of Indigenous Australia: Art, Politics and Cultural Futures
Crosslisted with Anthropology

ARTH-UH 2121
Museums in a Global Context
Crosslisted with Art and Art History; Heritage Studies

ARTH-UH 2123
Museums, Art and Society
Crosslisted with Art and Art History

ARTH-UH 2810
Silk Roads, Sea Routes and Shared Heritage
Crosslisted with Arab Crossroads Studies; Art and Art History; Heritage Studies; History

CSTS-UH 1073
Law, Media and Changing International
World Order
Crosslisted with Film and New Media; Legal Studies; New Core: Structures of Thought and Society

FILMM-UH 1120J
Media and Memory
Crosslisted with Film and New Media; Media, Culture and Communication; Peace Studies

FILMM-UH 2115
Introduction to Film and New Media Curating
Crosslisted with Film and New Media

HERST-UH 1300J
Places of Human Suffering as Global Heritage Sites
Crosslisted with Heritage Studies

HERST-UH 1500
Shipwrecks and Seascapes
Crosslisted with Heritage Studies

HERST-UH 2300JX
Sharing Heritage of the Arabian Trade Routes
Crosslisted with Arab Crossroads Studies; Art and Art History; Heritage Studies

HERST-UH 2301U
Heritage, History and Memory in the Modern “Middle East”
Crosslisted with Anthropology; Arab Crossroads Studies; Heritage Studies; History

THEAT-UH 1519
Installation
Crosslisted with Theater
PREMEDICAL AND HEALTH STUDIES COURSES

SUGGESTED COURSES FOR APPLICATION TO MEDICAL SCHOOL

ESSENTIAL:

SCIE-UH 1101EQ-1603
Foundations of Science 1–6
Crosslisted with Biology, Chemistry, Engineering, Physics
Note: This covers the pre-med requirements of one year of general biology, one year of general chemistry, one year of general physics, and one year of lab work in each of those areas.

CHEM-UH 2010 and CHEM-UH 3010
Organic Chemistry 1 and 2
Crosslisted with Biology, Chemistry

MATH-UH 1012
Calculus with Applications
Crosslisted with Biology, Chemistry, Computer Science, Engineering, Physics

RECOMMENDED:

BIOL-UH 2010
Human Physiology
Crosslisted with Biology

CHEM-UH 3020
Biochemistry: Macromolecular Structure and Function
Crosslisted with Biology, Chemistry

CHEM-UH 3021
Biochemistry: Metabolism
Crosslisted with Biology, Chemistry

PSYCH-UH 1001
Introduction to Psychology
Crosslisted with Biology, Psychology

MATH-UH 1003Q
Introduction to Probability and Statistics
Or an alternative statistics class such as SOCS-UH 1010Q
Crosslisted with Mathematics

SRPP-UH 2617J
Global Burden of Non-communicable Diseases
Crosslisted with Social Research and Public Policy
The mission of the NYUAD Physical Education Program is to provide students guidance on becoming physically active and healthy for lifetime through a mandatory minimum of two PE classes prior to graduation. The Physical Education program is designed to assist students to gain the skills and knowledge they need to enjoy physical activity; to guide them to understand and develop confidence in their physical abilities; to embrace the understanding that one doesn’t have to be athletic to be physically active; to highlight the importance and benefits of becoming physically active for a lifetime. The NYUAD Physical Education Program provides a wide variety of classes covering all levels of interest and ability.

PE programming takes place at the university’s world-class athletic facilities as well as off campus. Students are required to complete two unique 7-week Physical Education classes. Students can also earn PE credit by participating in intercollegiate sports. Students interested in joining an intercollegiate team should contact nyuad.athletics@nyu.edu to request information before team rosters are set for the competitive season. All Physical Education classes are non-credit and graded on a pass/fail basis. Starting in the fall 2020 semester Physical Education classes and pass/fail grades will appear on the official student transcripts.

### PHYSICAL EDUCATION COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYED-UH 1001</td>
<td>Beginner Fitness for Life</td>
<td>Typically offered: fall, spring. This introductory course orients students to the various exercise equipment and fitness classes in the Saadiyat Fitness Center and provides a framework for the students to design their own personal fitness programs. Through strength and cardio training, TRX, Kettlebells, spinning, yoga and pilates, students will learn how to exercise safely and effectively to maximize progress. The guided and progressive workouts teach individuals to achieve personal fitness goals by creating and implementing healthy fitness routines.</td>
</tr>
<tr>
<td>PHYED-UH 1002</td>
<td>Beginner Swimming</td>
<td>Typically offered: fall, spring. The beginner swimming course is designed for students who are non-swimmers and those who have little to no skills in the water. This course is designed to help the non-swimmer learn basic water safety skills including instruction of proper body position in the water, floating, treading water, holding breath underwater, and introductory to swim strokes, freestyle and backstroke.</td>
</tr>
<tr>
<td>PHYED-UH 1003</td>
<td>Intermediate Swimming</td>
<td>Typically offered: fall, spring. Intermediate swimming is a course designed for students who are comfortable treading, floating and swimming in deep water, can swim front crawl with rotary breathing and can swim basic backstroke and breaststroke. Students learn drills for skill improvement. Emphasis is on body form, stroke efficiency, and conditioning in all the strokes.</td>
</tr>
<tr>
<td>PHYED-UH 1004</td>
<td>Women Only Belly Dancing</td>
<td>Offered occasionally. This is a women's only course that introduces students to dance by exploring elements of a variety of dance styles 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.</td>
</tr>
<tr>
<td>PHYED-UH 1005</td>
<td>Jiu Jitsu</td>
<td>Typically offered: fall. 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, submissions, and self-defense.</td>
</tr>
<tr>
<td>PHYED-UH 1006</td>
<td>Beginning Hip Hop</td>
<td>Typically offered: fall, spring. Hip Hop dance is designed for students with an interest in Hip Hop dance/culture. This class introduces students to Hip Hop through movement that includes freestyle dancing, locomotive movements, and choreography.</td>
</tr>
<tr>
<td>PHYED-UH 1008</td>
<td>Scuba—Open Water</td>
<td>Offered occasionally. 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 meters 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. Students must have previously completed one PE course. PE credit will be awarded upon obtaining a PADI Open Water Dive qualification prior to the end of the class. Given the progressive nature of instruction, students must attend all sessions in the order offered. If a session is missed, the affected student is solely responsible for scheduling and paying for the makeup session. All makeup sessions must be completed prior to the next regularly scheduled session.</td>
</tr>
</tbody>
</table>

**Typically offered: fall, spring**

**Offered occasionally**

**Offered occasionally**
Typically offered: fall, spring

The beginner swimming course is designed for students who are non-swimmers and those who have little to no skills in the water. This course is designed to help the non-swimmer learn basic water safety skills including instruction of proper body position in the water, floating, treading water, holding breath underwater, and introductory to swim strokes, freestyle and backstroke. This is a women’s only course.

PHYED-UH 1017
Squash
Typically offered: spring

This course aims to impart the knowledge and competencies essential to having an informed understanding and appreciation of squash. Students are introduced to the basic skills necessary to play the game. No previous experience necessary.

PHYED-UH 1018
Performance Boxing
Typically offered: fall, spring

The aim of this course is to gain a greater understanding of boxing technique and how to adapt authentic boxing training for pure fitness. Boxing for fitness is fun and at the same time builds muscle strength, improves body tone, promotes cardiovascular health, and enhances confidence.

PHYED-UH 1019
Beginner Resistance Training
Typically offered: fall, spring

This course aims to teach students the essential components of a weightlifting program and proper execution and techniques for safe and effective strength training. Students will be encouraged to explore their personal health and fitness goals and how strength training may be incorporated into their lifelong fitness plan.

PHYED-UH 1021
Women Only Performance Boxing
Offered occasionally

The aim of this course is to gain a greater understanding of boxing technique and how to adapt authentic boxing training for pure fitness. Boxing for fitness is fun and at the same time builds muscle strength, improves body tone, promotes cardiovascular health, and enhances confidence. This is a women’s only course.

PHYED-UH 1022
Yoga
Typically offered: fall, spring

Yoga will commence with an introduction to yoga practice, infusing breathing techniques, physical movement, detox, meditation, strength, flexibility & balance conditioning with balance of body and mind. This program will allow students to work within their own individual body’s capacity to ultimately let go of any physical or mental barriers.

PHYED-UH 1023
Badminton
Typically offered: fall, spring

This course is designed to introduce basic badminton skills, techniques, rules and strategies for singles and doubles play with a focus on development of various strokes, serves, and offensive and defensive strategies. No previous experience necessary.

PHYED-UH 1024
Running 101
Typically offered: fall, spring

Through this course, students will become educated in proper running form and efficient running. Students will learn how to prepare for a race or for pleasure, and discuss the ways to maintain running as a lifelong habit. Although you do not need anything except running shoes to attend, students will be guided and informed about the latest running technologies that can be used to enhance progress.

PHYED-UH 1026
Speed and Agility
Offered occasionally

Speed and agility training can help you develop explosive power and athleticism for any sport or fitness goal. Training to develop speed and agility also provides a great way to mix up your regular workouts with some fun, metabolically challenging exercises. It also creates unique, proprioceptive challenges that reinforce muscle firing sequences and motor patterns that transfer directly into movements commonly found in sport and life. The course is best suited for students with experience in sports or group fitness classes.

PHYED-UH 1027
Beginner Rock Climbing
Typically offered: fall

This course provides personalized instruction at a basic level, allowing beginner climbers to develop a solid foundation upon which to build more advanced climbing knowledge and skills.

PHYED-UH 1028
Indoor Cycling
Typically offered: fall, spring

The purpose of the course is to provide students with proper techniques of cycling and a variety of training methods to maintain or improve cardiovascular and neuromuscular health through instructor guided activities. Principles, techniques, and safety practices of cycling will be taught throughout the course.

PHYED-UH 1030
Women Only Yoga
Offered occasionally

This course will commence with an introduction to the Yoga practice, infusing breathing techniques, physical movement, detox, meditation, strength, flexibility & balance conditioning with balance of body and mind. This program will allow students to work within their own individual body’s capacity to ultimately let go of any physical or mental barriers.

PHYED-UH 1031
Introduction to Sports Medicine
Typically offered: spring

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 organization, regulations and ethics that govern this profession.

PHYED-UH 1036
Intermediate Tennis
Offered occasionally

This class will focus on the different types of spin, serves, and strokes of tennis as well as strategies involved in both doubles and singles. This class will help you take the necessary steps to advance your tennis game.

NOTE: Students are required to have some experience with tennis basics.

PHYED-UH 1037
Open Water Sports
Typically offered: spring

This course is taught at the beach, both on the sand and in the water. Topics include basic water safety skills, swimming, and the foundations of stand up paddleboarding (SUP) and kayaking. Students will participate in both dry-land and water based exercises/games for a full body workout.

NOTE: Students must know how to swim. All students must be able to pass the advanced swim test prior to the start of the class. Confidence in and around water is a must.

PHYED-UH 1039
Intermediate Golf
Offered occasionally

A practical course designed for students with basic golf knowledge and skills. The course will include course management, the proper use of the rules, club selection, speed of play, skill building, and different golf formats.

PHYED-UH 1040
Women Only Fitness
Typically offered: fall, spring

This introductory course orientates students to the various exercise equipment and fitness classes offered at NYUAD and provides a framework for the students to design their own personal fitness programs. Through strength and cardio training, Kettlebells, spinning, yoga and pilates, students will learn how to exercise safely and effectively to maximize progress. The guided and progressive workouts teach individuals to achieve personal fitness goals by creating and implementing healthy fitness routines. This is a women’s only course.
Typically offered: fall
This co-ed introductory course will give an overview of the history, anatomy, and the fundamentals of classical ballet. Class will focus on basic ballet technique, proper body alignment, French terminology and methodology. Students will be introduced to elementary barre and center work.

PHYED-UH 1044
Volleyball
Typically offered: fall
This class is designed to help players learn and develop a basic understanding of volleyball. Topics include the basic skills of serving, passing, setting, attacking and blocking. The class will also cover tactical skills of basic volleyball offensive and defensive play as well as the rules and scoring. No previous experience necessary.

PHYED-UH 1045
Modern Dance (Intro to Horton Technique)
Offered occasionally
This course is designed for both dancers and dance enthusiasts of all levels. This course will introduce students to modern dance through the Horton Technique mainly through learned movement, repetition and demonstration supplemented with videos, illustrated text, and discussions. Students will learn to develop proper body alignment, improve strength, coordination and flexibility as well as the ability to apply what they learn to different styles of dance. Students will gain a better understanding of the origins/infuences of the Horton Technique as seen and performed in the work of American choreographer, Alvin Ailey. Familiarity with some form of dance is suggested.

PHYED-UH 1048
Beginner Karate
Offered occasionally
This introductory class will explore the philosophy, principles and techniques of Karate. Overall fitness will be improved and students will gain greater knowledge and understanding of the martial art. Karate for Beginners will include the teaching of physical skills such as blocking, punching, striking, kicking and body shifting techniques in correct stance. The course will also introduce the mental aspects of Karate, including principles such as character, concentration, self-control, manners and self-discipline, and how they can be applied in everyday life to benefit themselves and society. No previous experience necessary.

PHYED-UH 1052
Beginner World Dance
Typically offered: fall, spring
An introduction to the properties and elements of dance in a variety of cultural contexts. Dance is considered as art, recreation, social interaction, and entertainment through investigation and practice of 6-7 different dance styles from around the world including folk dances, flamenco, hula, samba, and others.

PHYED-UH 1054
Beginner Pop Choreography
Typically offered: fall, spring
Students will learn choreography from 2-3 well known pop music videos. Each class will begin with a thorough warm-up combining elements of jazz, ballet, and contemporary dance.

PHYED-UH 1055
Beginner Basketball
Offered occasionally
Learn the basic fundamentals of basketball while getting fit at the same time. Open to all students (male or female) with the sport of basketball. Instruction will be given on basic rules, strategy, skill improvement drills, and game play. This course offers an opportunity for a great workout in a co-ed team setting.

PHYED-UH 1056
Outdoor Games
Typically offered: fall, spring
Get fit and have fun playing games you love. All the while enjoying fresh air and green grass beneath your feet. Different to unleash your inner child, this course will introduce students to a variety of outdoor games. Examples include ultimate Frisbee, capture the flag, bubble soccer, European handball, kickball and much more. This class is highly active and open to all ability levels.

PHYED-UH 1057
Women Only Pilates
Typically offered: fall, spring
Pilates is a conditioning program emphasizing the concepts of core strength and stabilization. Through everyday used and controlled movements, individuals experience increased body awareness, flexibility, coordination, and strength. This is a women's only course.

PHYED-UH 1058
Women Only Fitness (Level 2)
Offered occasionally
This class is aimed for students who have previously completed WO Fitness or already have a good foundation of fitness. The class will be based on providing opportunities to enhance fitness levels through a variety of high intensity interval training, resistance, and cardiovascular based methods. This class is open to female students only.

PHYED-UH 1059
Jedi Training
Offered occasionally
Many of the themes and concepts illustrated in the Star Wars order of Jedi knights have roots in spiritual philosophies from diverse traditions that are grounded in a real practice of increasing human capability. This course explores some of those traditions and engages participants in physical discipline activities that focus on the themes of centering in the self, spatial awareness, physical agility and breaking through the limitations of the mind and body. Practical application will be discussed and students will learn practices that can be incorporated into daily life to increase self-awareness, intentionality and personal mastery.

PHYED-UH 1061
Lindy Hop Swing Dance
Typically offered: spring
When you picture swing dancing on the 1930’s-1940’s silver screen you probably picture lindy hop, that exuberant dance that makes your inner rhythm’s heart skip a beat. Often described as the original Swing dance, Lindy Hop is a fast-paced, joyful dance with a jazzy style that reflects the jazz and Big Band music that accompanies it. This class will make you comfortable with various Lindy Hop shapes and footwork and have you dancing with connection and skill. It is open to both absolute beginners and those who have already had an introduction to Lindy Hop basics through previous enrollment in a Partner Dance class.

PHYED-UH 1062
Olympic Weightlifting
Typically offered: fall, spring
This course is designed for those who have little to no knowledge in weight lifting. Students will learn how to properly perform the two main Olympic lifts; snatch and clean and jerk. Heavy emphasis will be placed on technique and the art of the sport itself. Students will also learn several accessory movements that will support their lifts and make them stronger. For example, squats, dead lifts, and press. Students will learn how to adapt Olympic weight lifting to benefit their current sport, prevent injury and enhance their overall physical wellbeing.

PHYED-UH 1064
Women Only Olympic Weight Lifting
Typically offered: fall, spring
This course is designed for those who have little to no experience in weight lifting. Students will learn how to properly perform the two main Olympic lifts; snatch and clean and jerk. Heavy emphasis will be placed on technique and the art of the sport itself. Students will also learn several accessory movements that will support their lifts and make them stronger. For example, squats, dead lifts, and press. Students will learn how to adapt Olympic weight lifting to benefit their current sport, prevent injury and enhance their overall physical wellbeing. This is a women’s only course.

PHYED-UH 1065
Women Only Ji Jitsu
Typically offered: fall
Ji Jitsu is a strategic grappling sport where one manipulates an opponent’s current sport, prevent and self-discipline, and how they can be applied in everyday life to increase self-awareness, intentionality and personal mastery.

PHYED-UH 1066
Women Only Beginner Rock Climbing
Typically offered: fall
This course provides personalized instruction at a basic level for absolute beginners. Formerly a popular co-curricular offering, this course has been developed into a PE credited course as a bridge for women’s only classes. Its focus is to develop self-confidence in a supportive and inclusive environment. All interested students should email PE Curriculum Manager Matt MacDonald (mm1830@nyu.edu) to learn more about this exciting opportunity.
Typically offered: fall, spring

The quality of our lives often depends on the daily habits. Yet, when it comes to healthy habits like sleep, exercise, meditation, physical fitness, nutrition and introduction to well-being on campus. The class will also introduce students to using facilities for active lives on campus such as the rock-climbing wall, the performance courts and outdoor cycling.

PHYED-UH 1070
Holistic Happiness
Typically offered: fall
This course fosters awareness and develops skills to enhance the mind, body and soul through a mix of disciplines that include yoga, pilates, mindfulness, meditation, physical fitness, mind therapy, nutrition and introduction to well-being on campus. The class will also introduce students to using facilities for active lives on campus such as the rock-climbing wall, the performance courts and outdoor cycling.

PHYED-UH 1073
Healthy Habits
Typically offered: fall
The quality of our habits often depends on the quality of our habits. Few things can have a more powerful impact on your life than improving your daily habits. Yet, when it comes to building habits most of us don’t know where to start. Prevaling wisdom tells us to set specific, actionable goals. But what if we change the way we think about our habits like sleep, exercise, meditation, journaling, and eating well, most of us fall short. This is because we try to change the wrong thing and we try to change our habits in the wrong way. In this course you will learn about behavior change, how to break bad habits, and make good habits stick. Finally, you will learn how to follow through on what you set out to do, whether you’re feeling motivated or not.

PHYED-UH 1074
Beginner Tap Dance
Typically offered: fall, spring
This is an introductory level tap dance class suited to absolute beginners. You will learn tap dance terminology, technique, and steps from the basics while developing confidence, mental concentration, physical coordination and musicality. Each class will introduce a warm-up focusing on technique, instruction in basic steps, and progress into simple choreography.

PHYED-UH 1075
First Aid & CPR
Typically offered: fall, spring
This course will prepare you to recognize and care for a variety of first aid, breathing, and cardiac emergencies involving adults, children and infants in a variety of environments. Upon successful completion of this course you will receive a certificate for Adult and Pediatric First Aid/CPR/AED that meets most workplace requirements for such training.

PHYED-UH 1076
Beginner Zumba Fitness
Typically offered: fall, spring
Beginner Zumba Fitness is a fusion of Latin and international inspired music and dance movements creating a dynamic, exhilarating and exciting effective fitness program. The routines feature four traditional dances which include Salsa, Merengue, Cumbia and Reggaeton. The word Zumba itself comes from a Colombian word meaning to move fast and have fun. Therefore, a strong emphasis will be placed on having fun with easy to follow dance steps. This course uses a mixture of fast and slow rhythms and is perfect for reducing stress, clearing your mind, and exploring your creative side. No prior dance experience necessary.

PHYED-UH 1077
Beginner Group Fitness
Typically offered: fall, spring
This course will introduce students to group fitness classes: TRX, Kettlebells, Tabata/HIIT and Strength and Core. You will learn the fundamentals for each class and the variations that each class offers. The aim of this course is to build your confidence in each workout style so that after this PE course is finished you have the necessary skill set to incorporate your favorite class into your routine. Prior 1:1 Coaching through our wellness department would be beneficial for establishing a baseline of standard movement patterns.

PHYED-UH 1078
Beginner Waltz
Typically offered: fall, spring
Learn how to dance across the dance floor like Fred and Ginger in this Waltz class for absolute beginners. No previous dance experience is required. While developing basic Waltz steps, following and leading skills, and progress into learning a choreographed Waltz in a few different Waltz styles including the formal Viennese Waltz, European Waltz, and some informal social Waltzes. You do not need a partner to take this class! To help you understand the roles of leading and following, we rotate partners every few minutes in class.

PHYED-UH 1079
Barre Fit
Typically offered: fall, spring
Barre Fit is a cardio and strength-training class that combines elements of ballet, light resistance, and cardiovascular fitness at the barre. It offers exercises that can be modified for many different levels of fitness and doesn’t require any previous fitness or dance experience. Working to a 135 BPM energizing music playlist for a full 60 minutes followed by 15 minutes of stretching and cool down. Barre Fit helps to increase your cardio endurance while also focusing on strengthening, lengthening, and stretching the body from top to bottom.

PHYED-UH 1080
Cricket
Typically offered: fall
Learn the basic fundamentals of cricket in a relaxed outdoor atmosphere. Instruction will be given on basic rules, strategy, skill improvement drills, and game play. This course offers an opportunity for a great workout in a co-ed team setting. Please note this course is designed specifically for beginners.

PHYED-UH 1082
Nutrition 101
Offered periodically
Learn the basic fundamentals of Nutrition.

PHYED-UH 1083
Beginner Women Only Running
Typically offered: fall
Learn the basic fundamentals of running while getting fit at the same time. Open to all female students with minimal running experience. Instruction will be given on basic rules, strategy, skill improvement drills, and game play. This course offers an opportunity for a great workout in a women’s only team setting. Please note that unlike other women’s only classes this course does not take place in a private setting.

PHYED-UH 1084
HUA
Typically offered: fall
HUA connects students to movement using a variety of instructional fitness sessions that will enhance students health and wellbeing when actively participating in fitness activities. HUA encourages students to investigate and apply movement concepts and select strategies to achieve personal fitness outcomes. HUA is built upon teamwork and helps students recognize personal and social skills that establish and maintain respectful relationships. HUA promotes personal and community safety and inclusivity within training in group environments. By the end of this course students will be able to demonstrate control and accuracy when performing specific movement sequences and skills in fitness sessions. Students will be able to confidentially apply exercise sequences and movement concepts to compose individual fitness sessions. Students will be able to understand the impact of fitness on personal wellbeing and the value of relationships in the fitness community.

PHYED-UH 1099
Typically offered: fall
Participate as a team member in the Women’s Intermediate Badminton team for at least one (1) season.

PHYED-UH 1107
Intercollegiate Badminton
Offered occasionally
Participate as a team member in the Men’s Intercollegiate Badminton team for at least one (1) season.

PHYED-UH 1109
Intercollegiate Cricket
Offered occasionally
Participate as a team member in the Men’s Intercollegiate Cricket team for at least one (1) season.

PHYED-UH 1110
Intercollegiate Table Tennis
Typically offered: fall
Participate as a team member in the Men’s Intercollegiate Table Tennis team for at least one (1) season.

PHYED-UH 1112
Intercollegiate Volleyball
Offered occasionally
Participate as a team member in the Women’s Intercollegiate Volleyball team for at least one (1) season.

PHYED-UH 1115
Intercollegiate Swimming
Offered occasionally
Participate as a team member in the Men and Women’s Intercollegiate Swim team.

PHYED-UH 3002
Intercollegiate Badminton II
Offered occasionally
Participate as a returning team member in the Women’s Intercollegiate Badminton team for at least one (1) additional season.
PHYED-UH 3004  
**Intercollegiate Basketball II**  
Offered occasionally  
Participate as a returning team member in the Women’s Intercollegiate Basketball team for at least one (1) additional season.

PHYED-UH 3005  
**Intercollegiate Cricket II**  
Offered occasionally  
Participate as a returning team member in the Men’s Intercollegiate Cricket team for at least one (1) additional season.

PHYED-UH 3008  
**Intercollegiate Soccer II**  
Offered occasionally  
Participate as a returning team member in the Women’s Intercollegiate Soccer team for at least one (1) additional season.

PHYED-UH 3010  
**Intercollegiate Table Tennis II**  
Offered occasionally  
Participate as a returning team member in the Women’s Intercollegiate Table Tennis team for at least one (1) additional season.

PHYED-UH 3012  
**Intercollegiate Volleyball II**  
Offered occasionally  
Participate as a returning team member in the Women’s Intercollegiate Volleyball team for at least one (1) additional season.

PHYED-UH 3013  
**Intercollegiate Swimming II**  
Offered occasionally  
Participate as a returning team member in the Men and Women’s Intercollegiate Table Tennis team for at least one (1) additional season.
The January Term offers a distinctive learning experience, different from what can be offered during the fall and spring semesters.1

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 (J-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 NYU Abu Dhabi 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 of Abu Dhabi and participate in community-based 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 Greece. 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 a maximum of two Core courses during January Term, and they must be in different Core categories.

Among their three January Term courses, students are permitted only one course at an NYU global site and only one Abu Dhabi-based course that includes a regional seminar. Students entering Fall 2015 or earlier are subject to different Term location limitations.

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.

NYU New York and NYU Shanghai students are welcome to apply for NYUAD January Term courses. Applications for participation in January Term courses are due October 1. Interested students must meet all application conditions and deadlines. For information about study away options at NYU Abu Dhabi, please contact studyaway.nyud@nyu.edu.

*Due to the COVID-19 Pandemic J-Term 2021 is suspended. J-Term offerings will resume January 2022
COURSES

JANUARY 2020

COURSES IN ABU DHABI

ARABI-UH 2210J
Colloquial Arabic: Emirati Dialect

CADT-UH 1047J
Hacking in Global Perspective: Creativity, Copyright, and Control

CCEA-UH 1088J
Selves and Non-Selves in Arts and Literatures

CDAD-UH 1004EJ
Microbes

CDAD-UH 1005EJQ
Forensic Science: Guilty or Not Guilty?

CDAD-UH 1009JQ
Integral Calculus

CDAD-UH 1020J
Challenges in Global Health

CDAD-UH 1036EJQ
Community Driven Development, Data & Discovery

CSTS-UH 1033J
Culture and Context in Psychology

CSTS-UH 1057J
Religion, Nation and the Boundaries of Toleration

CSTS-UH 1082J
Nation-Building in the Shadow of Empire

ECON-UH 1502J
Household Finance

ENGR-UH 1021J
Engineering Foundations: Design and Innovation

LAW-UH 2120J
Law in Entrepreneurship

MATH-UH 1009JQ
Integral Calculus

MCC-UH 1003J
Communicating in the Anthropocene

MCC-UH 1006J
Reporting Morocco

MUSST-UH 1101J
Past and Future of Egyptian Collections: The Shaping of Identity

POLSC-UH 1020J
Challenges in Global Health

POLSC-UH 1036EJQ
Community Driven Development, Data & Discovery

COURSES IN ABU DHABI WITH INTERNATIONAL TRIPS

ARTH-UH 2172JX
Orientalism and the Discovery of Islamic Architecture

CADT-UH 1044JX
Sensory Ethnographic Methods in Kerala: Documenting Tradition, Documenting Change

CADT-UH 1045J
Plastic Fantastic

CADT-UH 1046J
Make Art Here

CCEA-UH 1087J
Confessional Culture from Augustine to Oprah

CDAD-UH 1020J
Challenges in Global Health

CDAD-UH 1036EJQ
Community Driven Development, Data & Discovery

CSTS-UH 1033J
Culture and Context in Psychology

CSTS-UH 1057J
Religion, Nation and the Boundaries of Toleration

CSTS-UH 1082J
Nation-Building in the Shadow of Empire

HIST-UH 2116JX
Arab Crossroads: Genghis Khan, Tamerlane, and Beyond: The Mongol Empire and its Legacy

HIST-UH 3317J
A History of Economic Thought from Adam Smith to the Euro-crisis

HIST-UH 3322J
African Empires: West Africa and Ethiopia

IM-UH 1514J
Resourcefulness: Ethiopia

IM-UH 2520J
Making Education

LAW-UH 2126JX
International Commercial Arbitration: From Ancient Arabia to Contemporary Singapore

MCC-UH 1003J
Communicating in the Anthropocene

MCC-UH 1006J
Reporting Morocco

MUSST-UH 1101J
Past and Future of Egyptian Collections: The Shaping of Identity

POLSC-UH 1020J
Challenges in Global Health

POLSC-UH 2325J
Revolution—The Politics of Energy

POLSC-UH 3516J
Surviving the 21st Century: Power and Statecraft in the Digital Age

SOCSC-UH 3221EJ
Experimental Methods in the Social Sciences: Taking the Lab to the Field in India

SRPP-UH 2623J
Cultures of Addiction: A BioSocial View

SRPP-UH 2626J
Knowledge Translation: Bridging Science, Policy, and Practice in Inclusive Education

THEAT-UH 1125J
Dramaturgy of Disruption

WRIT-UH 1002J
Global Discoveries and Dialogues: The Quill and the Chisel

WRIT-UH 1003J
Global Discoveries and Dialogues: Histories of and in Greece

STUDY AWAY J-TERM COURSES

ACCRA

ECON-UH 1410J
Research Design, Fieldwork, and Data Analysis for Development Economics

HIST-UH 3323J
The Trans-Atlantic Slave Trade: History and Memories

BERLIN

CCEA-UH 1022J
Fascism, Anti-fascism, and Culture

CCEA-UH 1079J
Art, Enlightenment and Barbarism in Berlin

BUENOS AIRES

CADT-UH 1014EJQ
Heuristics

FILMM-UH 1120J
Media and Memory

MCC-UH 1011J
Memory and Visual Culture
FLORENCE

HERST-UH 2301J
Museum History, Theory, and Practice: Case Study, Florence

HIST-UH 3321J
Atlantic Moments in the Making of the American Republic

MATH-UH 1009J
Integral Calculus

LONDON

ARTH-UH 2121J
Museums in a Global Context

IM-UH 1500 J
Immersive Storytelling, and the Art of Making the Virtual, a Reality

POLSC-UH 2529J
Fulfilling the Promise of the Sustainable Development Goals by 2030

MADRID

LITCW-UH 1104J
Writing the City

NEW YORK

BUSOR-UH 1001J
Principles of Marketing

CSTS-UH 1013J
Relationship of Government and Religion

LITCW-UH 2314J
New York Urbanism: Poetry, Art and Architecture Since 1900

POLSC-UH 3312J
Social Media and Political Participation

THEAT-UH 1114J
“Under the Radar” at the Public Theater

PARIS

CSTS-UH 1024J
Sovereignty

ECON-UH 2621J
Financial Macroeconomics: Crises, Policies and their Aftermath

PRAGUE

CSTS-UH 1055J
Is Liberalism Dead? The Rise and Decline of the Master Idea of Our Time

FILMM-UH 1119J
Socialism on Screen

SHANGHAI

CSTS-UH 1026J
Children and Childhood: Medical, Historical, and Cultural Perspectives

CSTS-UH 1030J
Global Perspectives on inequality

CSTS-UH 1084J

PSYCH-UH 1001J
Cognition

SYDNEY

POLSC-UH 2324J
The Politics of Belonging: Membership, Communities, Nations, and Boundaries

POLSC-UH 2517JQ
Modeling Politics and International Relations

WASHINGTON, DC

POLSC-UH 2420J
Who Are You Israel? A look into the Old-New Middle East Neighbor

POLSC-UH 2913J
Election the President: An Upclose Look at How American Elections Really Work
NYU Abu Dhabi offers a 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 also 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 summer sessions have included courses in the Core Curriculum, introductory math and statistics courses, and a small sampling of introductory courses for various 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 NYU global network.

Summer 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 summer 2021 in response to schedule changes necessitated by the COVID-19 pandemic, NYU Abu Dhabi has extended its summer school to 7-weeks and approved students may take up to two courses.

More typically, students are limited to a single four-credit course or two 2-credit courses during the 4-week term. 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 student’s regular financial aid packages. However, NYU Abu Dhabi is able to offer supplemental summer aid to select NYUAD students who apply through a summer course application process each spring. Funding is often available to students interested in courses in Abu Dhabi. Funding is generally not available for courses offered elsewhere in the NYU global network; there is no guarantee that even the most meritorious application can be supported.
Global education is an essential component of NYU Abu Dhabi’s educational mission and curriculum. It is realized through a careful sequence of interrelated academic and 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 regional seminars in the United Arab Emirates 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, January Term and course-related regional seminars. 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, DC. 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. 544–549.

**Global Pathways for Study Away:**
NYUAD deans and faculty have identified site preferences within the NYU global network for NYUAD majors 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. These paths represent general directions for study away in the major and are available on the NYUAD Student Portal. Students work with their faculty mentors to determine what is appropriate for their individual academic program.

**Alternative Study Away Programs:** 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 would significantly benefit from instruction not available at the NYU global network sites or in Abu Dhabi, he or she may petition the Office of Global Education to attend an alternative study away program. For example, students may wish to spend a semester studying at the top university in their home country to connect to scholars and leaders in their discipline, join a distinctive, local research project, or use their native language skills at the highest level of critical thinking.

**GENERAL STUDY AWAY POLICIES**

**Preparation:** Careful academic and logistical preparation is required for students who intend to study away. Students must attend group and individual study away advising sessions 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.

**Academic Credit:** Academic credit from study away programs within the NYU global network is treated like credit awarded for coursework at NYU Abu Dhabi. All courses from study away programs are recorded on the student’s transcript. Grades from NYU global network sites, January Term courses or other credit-bearing programs taught by NYU Abu Dhabi 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 Vice Provost for Academic Affairs and the 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 Affairs at NYU Abu Dhabi.

Cost: In general fees for approved semester-long study away programs are similar to those 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. NYU Abu Dhabi financial aid supports the cost of study away for up to two semesters, one January Term, as well as for regional academic seminars that are a required component of courses in which the student is officially enrolled.

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

APPLICATION SCHEDULE
For January Term: Applications are due September 15. Course placements are available in Albert October 1.

For Study Away during the Academic Year: NYU Abu Dhabi 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 typically apply to study away as early as the second semester of their sophomore year and as late as the first semester of their senior year (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 networks application deadlines. Programs outside NYU’s global network require students to complete the program’s own application process 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 NYU Abu Dhabi, 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 full-time course of study during the fall or the spring semester in Abu Dhabi. Applications for study away at NYU Abu Dhabi are due to the NYU Global Programs office in New York according to the established deadlines—typically by February 15 for fall semester study, and by September 15 for spring semester study. Applications for participation in NYUAD January Term courses are due by October 1. Students from NYU New York and NYU Shanghai are also eligible to apply for available summer courses and/or summer undergraduate research opportunities in Abu Dhabi. Interested students must meet all application criteria and deadlines. For information about study away options at NYU Abu Dhabi, please contact studyaway.nyud@nyu.edu.

**ACADEMIC ENRICHMENT PROGRAM**

NYUAD’s Academic Enrichment Program (AEP) is an academic program designed to enhance the academic preparation of selected Emirati students to better assure their success as fully matriculated students in a liberal arts and research university. The program focuses on the developing quantitative, linguistic, and argumentation skills through five thematically-integrated courses that scaffold learning and provide solid preparation for student engagement in the liberal arts curriculum. The Academic Enrichment Program mentors students as they negotiate the transition to the university. AEP also works with students to enhance individual academic and cultural experiences while also giving them a sense of personal accomplishment and growth.

The program focuses on developing reading, writing, discussion, and research skills through five thematically-integrated courses: Identities and Metamorphoses, Identity, Global Discoveries and Dialogues: The Quill and the Chisel or Histories of—and in—Greece, and Journeys and Emancipations. Each course is designed to encourage students to critically consider and articulate essential questions that underpin content areas through critical and close readings, seminar discussions, student-led discussions, and academic presentations with a substantial emphasis on writing and argumentation (journals, blogs, personal essays, critical responses, argumentative essays, and research).

**AEP COURSES**

**HISTN-UH 1001**

**Identity**

Typically offered: fall

2 credits

The latter half of the twentieth century witnessed the emergence of mass political movements grounded in claims about the injustices perpetrated upon specific social groups (women, racial/ethnic minorities, indigenous groups, the LGBT community etc.). These movements are supported by—and contribute to—a growing literature concerned with the character of the identities being defended. As the concept of ‘identity’ has become indispensable to contemporary political discourse, this course broadly explores the origins and evolution of various categories to which the concept of ‘identity’ has been affixed (gender, race, ethnicity, nationality, class, and sexuality). It describes the emergence and evolution of various categories of identity, tracing a long arc from the Neolithic Revolution to the present. By exploring how identities have been negotiated in a variety of contexts, this course aims to highlight that identities are fluid, socially-constructed, relational, and contextual.

**HISTN-UH 1002**

**Journeys and Emancipations**

Typically offered: spring

Journey narratives have been a staple of literature since antiquity. Whether in epics or myths, letters or journals, the journey has served as a metaphor for both the passage of time as well as different levels of consciousness. It has symbolized the search for meaning and expressed cultural values. This course invites students to reassess the critical importance of the journey—both literal and metaphorical—to the human experience through an examination of the journeys of literary characters, capital, and ideas. Moreover, through an examination of the stories of migrants, travelers, combatants, and prisoners, it will nurture an appreciation for how texts can represent multiple journeys within narratives of imprisonment, emancipation, and self-discovery.

**WRIT-UH 1000**

**AEP/ESP Methods of the Written Voice**

Typically offered: fall, spring

0 credits

This course is designed to provide students with the means for growth and development in reading, writing, discussion, and presentation skills. The course develops skills in critical reading, effective annotating and note-taking, library resource navigation, outlining, thesis development and argumentation, as well as revision. Students will read diverse writing styles to show the range of possibilities available to them as academic writers.

Individualized and small group writing tutorial sessions will be focused on addressing language skills and strategies based on course readings and papers. Students will also have one-on-one sessions to understand specific writing skills, to develop strategies for revision of assignments or papers, or to construct a methodology for understanding their own individual writing process.

**WRIT-UH 1001**

**Advanced Reading and Writing: Identities and Metamorphoses**

Typically offered: fall

2 credits

This course explores memory and the construction of identity, both personal and collective, within the human experience in relation to that of others and the world around us. Students will consider not only the personal and historical experiences that inform these works, but also how texts are produced, disseminated and received. Writing assignments will correspond to reading assignments and engage students in the practice of responding to written, oral and visual texts. The course is designed to engage students in the understanding of thinking through writing, creating and crafting an essay, using evidence, and moving to the stages of revision to achieve clarity and fluency throughout the writing process.

**WRIT-UH 1002J**

**Global Discoveries and Dialogues: The Quill and the Chisel**

Typically offered: January

Global Discoveries and Dialogues examines the case for the “universal museum” through the twin lenses of global history and global heritage management. It explores different approaches to memorialization, and considers how to strike an appropriate balance between the desire to showcase “golden ages” and the responsibility to restore silenced voices. The course will begin and end with discussions of different approaches to memorialization and historical contexts. Between these discussions, students will divide into two sections, each of which will consider these questions in specific contexts. Students will visit museums and cultural landmarks, attempting to address the central questions in seminar discussions, within their journals, in blog posts, in oral presentations, and in two formal papers.

**WRIT-UH 1003J**

**Global Discoveries and Dialogues: Histories of and in Greece**

Typically offered: January

Histories of—and in—Greece considers the place of suppressed Byzantine, Ottoman, Jewish, and refugee histories within “Greek history” through an exploration of a diverse group of landmarks in Athens and Meteora. In doing so, it challenges students to establish criteria for determining
NYU Abu Dhabi provides students with resources to support their development as communicators, scholars, and global citizens able to articulate their ideas to a 21st century international audience.

The Writing Center is central to this support. The Writing Center is a co-curricular initiative designed both to assist students with writing across the curriculum and to implement the Writing Program’s pedagogy. It is crucially positioned to serve the needs of writers working across a range of disciplines, genres, and rhetorical conventions.

Located in the Library, the NYUAD Writing Center offers one-on-one consultations with a team of Writing Instructors and peer tutors. The Writing Center believes that every writer needs a reader, so Writing Center consultations are designed to aide and develop the writer’s project at any stage of the process—from brainstorming to fine-tuning, from developing a motive and a thesis to integrating sources ethically. The Writing Center offers support for writing, oral expression, and English Language learning issues. As the hub for a culture of writing on campus, throughout the year the Writing Center hosts workshops, writing boot camps, and events leading up to finals and capstones. Writing Instructors consult on all types of writing assignments, papers, and projects. Students can make walk-in appointments or schedule them via the Writing Center webpage under the student portal. Writing Instructors are deeply experienced readers and writers who can help students develop strategies for revising, improving specific writing skills, or better understanding a student’s own writing process. Students from any field or discipline are welcome to visit The Writing Center at https://nyuad.mywconline.com.

NYUAD LIBRARY

The NYUAD Library is your gateway to the world of research, scholarship, and communication.

Creative use of technology to connect NYU Abu Dhabi, NYU New York, and other NYU academic centers is a hallmark of NYU Abu Dhabi. Electronic classrooms, video conferencing, and pervasive wireless technology advance inquiry-based education, meld living and learning, and promote interaction between students and faculty on different continents. The breadth of its resources is on a level with the world’s finest universities and research centers.

The NYUAD library supports learning and research by providing in-depth access to the world of scholarly information. The on-campus collection of essential books is complemented by rapid access to NYU’s holdings of over 5 million volumes and 130,000 video and audio recordings. The library purchases books as required to save time and increase convenience for researchers. Digital library services provide students and faculty with library access anywhere and anytime, whether on campus or off site. The library also holds digital versions of virtually all of the world’s scholarly journals and periodicals. The library acquires new items continuously and honors special requests for material from students and faculty.

Specialist librarians and technology experts are available to accelerate the discovery, use, and sharing of vital information. The library staff offers instructional sessions, 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.

NYU ABU DHABI INSTITUTE

The Institute sponsors and coordinates major academic conferences, research workshops, lectures, film series, and collaborates with the Art Gallery for exhibitions.

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 NYU Abu Dhabi is a robust research environment, one that broadly represents the disciplinary areas in the undergraduate college, nurtures the development of graduate programs, and supports research of the highest quality on topics of importance and relevance to Abu Dhabi and to our world today. The NYUAD Institute provides research funding at a significant level and with exceptional continuity of support. Among the projects supported by the NYUAD Institute are studies in neuroscience (the Neuroscience of Language Laboratory, Computational Modeling of Cortical Processing); bio-sciences (Center for Genomics and Systems Biology); medical and health research (Public Health Research Center, Diabetes Research Center); 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 Fellowship Program both aim to build 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 NYU Abu Dhabi 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.

**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 Abu Dhabi, 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 NYUAD Institute, including the schedule of programs and information about past programs, please visit the Institute’s website at nyuad.nyu.edu/institute.

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NYUAD’s Academic Enrichment Program (AEP) is an academic program designed to enhance the academic preparation of selected Emirati students to better assure their success as fully matriculated students in a liberal arts and research university. The program focuses on the developing quantitative, linguistic, and argumentation skills through five thematically-integrated courses that scaffold learning and provide solid preparation for student engagement in the liberal arts curriculum. The Academic Enrichment Program mentors students as they negotiate the transition to the university. AEP also works with students to enhance individual academic and cultural experiences while also giving them a sense of personal accomplishment and growth.

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### Academic Enrichment Program Courses

**HISTN-UH 1001**

**Identity**

Typically offered: fall

The latter half of the twentieth century witnessed the emergence of mass political movements grounded in claims about the injustices perpetrated upon specific social groups (women, racial/minority, indigenous groups, the LGBT community etc.). These movements are supported by – and contribute to – a growing literature concerned with the character of the identities being defended. As the concept of ‘identity’ has become indispensable to contemporary political discourse, this course broadly explores the origins and evolution of various categories to which the concept of ‘identity’ has been affixed (gender, race, ethnicity, nationality, class, and sexuality). It describes the emergence and evolution of various categories of identity, tracing a long arc from the Neolithic Revolution to the present. By exploring how identities have been negotiated in a variety of contexts, this course aims to highlight that identities are fluid, socially-constructed, relational, and contextual.

**WRIT-UH 1000**

**AEP/ESP Methods of the Written Voice**

Typically offered: fall, spring

The course is designed to provide students with the means for growth and development in reading, writing, discussion, and presentation skills. The course develops skills in critical reading, effective annotating and note-taking, library resource navigation, outlining, thesis development and argumentation, as well as revision. Students will read diverse writing styles to show the range of possibilities available to them as academic writers. Individualized and small group writing tutorial sessions will be focused on addressing language skills and strategies based on course readings and papers. Students will also have one-on-one sessions to understand specific writing skills, to develop strategies for revision of assignments or papers, or to construct a methodology for understanding their own individual writing process.

**HISTN-UH 1002**

**Journeys and Emancipations**

Typically offered: spring

Journey narratives have been a staple of literature since antiquity. Whether in epics or myths, letters or journals, the journey has served as a metaphor for both the passage of time as well as different levels of consciousness. It has symbolized the search for meaning and expressed cultural values. This course invites students to reassess the critical importance of the journey—both literal and metaphorical—to the human experience through an examination of the journeys of literary characters, capital, and ideas. Moreover, through an examination of the stories of migrants, travelers, combatants, and prisoners, it will nurture an appreciation for how texts can represent multiple journeys within narratives of imprisonment, emancipation, and self-discovery.

**WRIT-UH 1002**

**Global Discoveries and Dialogues: The Quill and Chisel**

Typically offered: January

“Global Discoveries and Dialogues” examines the case for the “universal museum” through the twin lenses of global history and global heritage management. It explores different approaches to memorialization, and considers how to strike an appropriate balance between the desire to showcase “golden ages” and the responsibility to restore silenced voices. The course will begin an engagement with different approaches to memorialization and historical contexts. Between these discussions, students will divide into two sections, each of which will consider these questions in specific contexts. Students will visit museums and cultural landmarks, attempting to address the central questions in seminar discussions, within their journals, in blog posts, in oral presentations, and in two formal papers.

**WRIT-UH 1003**

**Global Discoveries and Dialogues: Histories of and in Greece**

Typically offered: January

Histories of - and in - Greece considers the place of suppressed Byzantine, Ottoman, Jewish, and refugee histories within “Greek history” through
an exploration of a diverse group of landmarks in Athens and Meteora. In doing so, it challenges students to establish criteria for determining whether these sites and their attached histories have a larger significance, “outstanding universal value,” and “importance to the collective interests of humanity.”

WRT-UH 1010
AEP/ESP Writing Tutorial: Research Methods and Writing Process
Typically offered: spring
0 credits
Students will learn about the organization and practice of research in the humanities, with specific meetings devoted to discussions of interactive reading and note-taking, the elements of a useful focus statement, as well as the transformation of a focus statement into a one-page outline. Throughout the term, the tutorial will function as a workshop, offering students a space within which they can conceptualize, share, and refine a self-designed research project, and design and rehearse a conference presentation.

STUDENT RESEARCH
Research is an important part of the NYUAD education, and research opportunities are threaded throughout the undergraduate program. Students become active investigators and experience the challenge, creativity, and rigor involved in grappling with questions and proposing answers, considering problems from new angles, and developing and analyzing new data. At NYU Abu Dhabi, research is not limited to the senior year and to advanced courses; research is understood to be a fundamental mode of learning that is applicable at every level of study.

Most majors include required research methods courses that clarify the distinctive approaches of the disciplines. Research may be pursued at the study away sites where students learn to access, elicit, interpret, and analyze 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 NYU Abu Dhabi are research scholars, actively engaged in projects of their own and setting new directions in their fields of research and creative activity. The faculty enriches their classrooms with this cutting-edge vibrancy and draws 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 NYU Abu Dhabi extraordinary access to advanced research.

The NYUAD Office of Undergraduate Research offers competitive grants to support students who have secured non-credit summer research opportunities that provide independent or directed research and include structured development in the skills required to perform those activities. Students also have the opportunity to apply for competitive Conference Grants to participate in conferences and at other venues where they can showcase their research and creative activities. The support is offered to students across all divisions.

REGIONAL ACADEMIC SEMINARS
An important part of NYUAD's educational mission is the discovery of the historic, culturally varied region where it is located. Regional academic seminars 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. NYUAD’s global crossroads (Africa, the Mediterranean, the Arab world, Central Asia, and the Indian Ocean) creates opportunities for students to combine experiential study with research and intercultural exploration. The regional academic seminars allow students to deepen their knowledge through first-hand experiences of the societies and issues they are studying at NYU Abu Dhabi. Direct encounters intensify learning by adding an experiential dimension that is not possible through classroom learning alone. Led by faculty members, the seminars 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 2019–20, regional seminars were organized 22 countries including Bahrain, Cambodia, Eritrea, Ethiopia, Germany, Greece, India, Italy, Jordan, Kuwait, Morocco, Nepal, Oman, Philippines, Singapore, Spain, Thailand, Uganda, Ukraine, Uzbekistan, Zambia and Zanzibar along with the northern emirates of the United Arab Emirates. Day and weekend fieldwork travel in the United Arab Emirates included visits to the Desert Conservation Reserve, Hydroponic Farms, 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 advanced 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 preliminary approval through the Office of the Registrar before working directly with a faculty member to develop a detailed syllabus for review by the Office of Academic Administration and the appropriate dean.

Individual divisions and programs may place restrictions on participation in Directed Study experiences as appropriate. Students may take no more than one Directed Study per academic term and at most two such courses in total. NYU Abu Dhabi does not ordinarily cover the costs of books or other course materials for Directed Studies.

Directed Study experiences are usually led by faculty of NYU Abu Dhabi. However, when appropriate, members of the NYUAD Institute, and faculty at NYU’s campuses around the world may serve as directed study instructors. If the professor is not in Abu Dhabi, the weekly meetings take place by regularly scheduled videoconference or teleconference sessions. Directed Studies are not generally allowed to substitute for regular NYUAD course offerings.
Stage of the process—from brainstorming to fine-tuning, from developing a motive and a thesis to integrating sources ethically. The Writing Center offers support for writing, oral expression, and English Language Learning issues. As the hub for a culture of writing on campus, throughout the year the Writing Center hosts workshops, writing boot camps, and events leading up to finals and capstones.

Writing Instructors consult on all types of writing assignments, papers, and projects. Students can make walk-in appointments or schedule them via the Writing Center website under the student portal. Writing Instructors are deeply experienced readers and writers who can help students develop strategies for revising, improving specific writing skills, or better understanding a student’s own writing process. Students from any field or discipline are welcomed to visit The Writing Center at https://nyuad.nyu.com.

The NYUAD Library is your gateway to the world of research, scholarship, and communication.

Creative use of technology to connect NYU Abu Dhabi, NYU New York, and other NYU academic centers is a hallmark of NYU Abu Dhabi. Electronic classrooms, video conferencing, and pervasive wireless technology advance inquiry-based education, meld living and learning, and promote interaction between students and faculty on different continents. The breadth of its resources is on a level with the world’s finest universities and research centers.

The NYUAD library supports learning and research by providing in-depth access to the world of scholarly information. The on-campus collection of essential books is complemented by rapid access to NYU’s holdings of over 5 million volumes and 130,000 video and audio recordings. The library purchases books as required to save time and increase convenience for researchers. Digital library services provide students and faculty with library access anywhere and anytime, whether on campus or off site. The library also holds digital versions of virtually all of the world’s scholarly journals and periodicals. The library acquires new items continuously and honors special requests for material from students and faculty.

Specialist librarians and technology experts are available to accelerate the discovery, use, and sharing of vital information. The library staff offers instructional sessions, 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.

NYU ABU DHABI INSTITUTE

The Institute sponsors and coordinates major academic conferences, research workshops, lectures, film series, and collaborates with the Art Gallery for exhibitions.

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 NYU Abu Dhabi is a robust research environment, one that broadly represents the disciplinary areas in the undergraduate college, nurtures the development of graduate programs, and supports research of the highest quality on topics of importance and relevance to Abu Dhabi and to our world today. The NYUAD Institute provides research funding at a significant level and with exceptional continuity of support. 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 Fellowship Program both aim to build...
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 NYU Abu Dhabi 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.

**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 Abu Dhabi, 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 NYUAD Institute, including the schedule of programs and information about past programs, please visit the Institute’s website at nyuad.nyu.edu/institute.
NYU Abu Dhabi provides students with a unique network of faculty mentors and other advising resources through a variety of academic and administrative offices, supporting student learning, academic performance, and extracurricular exploration.

All first-year students are assigned a pre-major faculty mentor who serves as a general guide and resource for academic planning in the first few semesters while the student focuses on curricular exploration. Faculty mentors also help identify resources and opportunities available within NYU Abu Dhabi and the NYU global network that enhance students' undergraduate experiences, and can play a key role in helping students think about and plan for internships, special honors, regional and international academic competitions, and finding an appropriate balance between academic and extra-curricular activities.

The pre-major faculty mentor is not assigned based on a student’s area of academic interest. However, upon declaring a major, students are reassigned to a major mentor in their chosen course of study. Major mentors assist students in planning for study away, preparing for the senior capstone experience, and selecting courses that further their post-graduate plans.

Staff advisors in the Office of Global Education provide additional support for students’ study away planning. They meet individually with each first-year student to discuss study away broadly. During the sophomore year, they meet again with each student prior to that student’s first study away experience to discuss study away plans for any semester in their junior year. These meetings augment NYUAD’s online study away resources and help to assure appropriate planning and course sequencing prior to studying away. They also assist students in making decisions that enhance the value of their study away experiences.

General advising and learning support is also provided through the Office of the Dean of Students, the Office of the Registrar, and the Office of Academic Administration. In addition to participation in the non-credit first-year dialogue program that is designed to aid the transition to university life, all first-year students are encouraged to meet with Dean of Students Office staff to discuss their personal concerns. This office can assist students to refine study skills and improve time management, and offer other significant support that contributes to academic success. The Registrar provides support throughout a student’s career with matters relating to course enrollment and interpretation of academic policies. The Vice Provost for Academic Administration provides support to faculty mentors and works with individual students on a case-by-case basis as need arises.

MOSES CENTER FOR STUDENTS ACCESSIBILITY

NYUAD is committed to providing equal educational opportunity and participation for students with disabilities (Physical, Cognitive and learning). We work with NYU students to determine appropriate and reasonable accommodations that support equal access to a world-class education. Confidentiality is of the utmost importance. Disability-related information is never disclosed without student permission.

The Moses Center offers the following services: academic accommodation, housing accommodation, exam accommodation, and assistive technology support. To know more about the services, or to apply online, please follow the link below, or send an email to Aisha Al Naqbi (aha5@nyu.edu). https://www.nyu.edu/students/accessibility/annual-report.pdf

ATHLETICS, INTRAMURAL SPORTS, AND RECREATION

In addition to required Physical Education courses (see pp. 481–490), the Department of Athletics, Intramural Sports & Recreation catalyzes development of healthy lifestyle habits and cultivates a sense of teamwork and camaraderie through a variety of extracurricular activities. Dedicated staff and coaches provide quality programming, instruction and mentoring through intercollegiate sports, intramurals, club sports and recreational opportunities. Regardless of skill or ability, all students are encouraged to explore their athletic interests and participate in the NYUAD sports community.

The Department of Athletics, Intramural Sports & Recreation fosters engagement with other athletic programs across the UAE through the Abu Dhabi Inter-University Sports League (ADISL). Popular intercollegiate sports include football/soccer, basketball, cricket, volleyball, table tennis, and badminton. Club sports teams including tennis, Jiu Jitsu, squash, and swimming are student driven and compete locally in community events and leagues. Students also compete in a variety of individual athletic events around Abu Dhabi, the United Arab Emirates, and the surrounding region including road races, triathlons, and dragon-boat competitions. Recreational activities facilitated by the department include water sports, indoor rock climbing and other athletic leisure activities, such as cycling.

WELLNESS

The Wellness Department provides all community members with a nurturing, challenging, and supportive environment to catalyze their physical, emotional, personal, and social development. The department offers students access to the Fitness Center, Women’s Only Gym, Group Fitness Classes, one-to-one consultations, dietetic support, health promotions programming, and wellness workshops that foster greater education and awareness of holistic wellbeing.

Students can develop new skills and find a life-long passion for an active lifestyle through fitness programming and engagement with our diverse team of wellness professionals. Students may also engage with the Health Promotion Office (HPO) to cultivate skills and strategies to reach academic and personal success. The HPO, in collaboration with the peer support group, REACH, offers a wide range of programs to address health-related concerns so students are empowered to make health-enhancing choices towards individual and collective wellbeing.

CAREER DEVELOPMENT CENTER

The Career Development Center (CDC) empowers NYUAD students and alumni to take first steps and next steps along meaningful career paths. A 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 NYU Abu Dhabi and after graduation. From self-assessment, through graduate school and career research, to the application process and finding competitive scholarships, the CDC helps students every step of the way. Whether in one-on-one advising appointments, in workshops or events, the CDC pushes students to define and realize their own success.

www.nyu.edu/students/communities-and-groups/students-with-disabilities.html https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html
The CDC catalyzes student’s professional development through employer events, online resources, one-to-one advising, skills-based workshops, and more. Annual events bring representatives from various companies and graduate schools globally to connect NYUAD students to the world of work and graduate education. In partnership with NYU New York and NYU Shanghai, all NYU students have access to Handshake—an online hub for accessing part and full-time jobs, internships, and other opportunities, both locally and globally. Handshake provides NYUAD students access to subscription-based career resources, such as Going Global, My Big Interview, and Vault Career Insider. By graduation, NYUAD students have had the opportunity to develop strong professional skills and confidence in preparation for their life beyond Saadiyat.

STUDENT ACTIVITIES

The Office of Student Activities offers a robust array of programs and resources to cultivate a strong sense of belonging and foster engagement with the wider NYU Abu Dhabi and UAE community.

In partnership with NYUAD’s Student Government, the Office of Student Activities supports more than sixty different Student Interest Groups (SIGs) representing everything from Debate and Model UN, to service and sustainability, cultural and religious groups, video games and comic books, academic and professional interests, and women’s empowerment. Student Activities works with student leaders to organize off-campus trips and activities including paintball, mangrove kayaking, or movie screenings.

The Office of Student Activities catalyzes opportunities for learning and development through funding for student-led conferences including events such as TEDxNYUAD, the Public Health Think Tank, and Body Movements. Participation in SIGs, Student Government, and conferences is a great way to develop leadership skills and prepare for future careers.

Student Activities offers spaces to meet with friends and find a sense of connection with others: The Baraha (Campus Center, 2nd Floor) features comfortable sitting areas, a variety of board games, and television service where you can watch news, sports, or current events with friends. Nearby Student Activity Rooms are each decorated in a unique way and lend themselves perfectly to group study sessions and small group meetings. The student union in DI is also a prime location to gather together for SIG events and informal gatherings.

COMMUNITY OUTREACH

The Office of Community Outreach (OCO) develops mutually beneficial partnerships to foster a deep commitment to civic engagement and service. We design volunteer opportunities to help students engage with the UAE through meaningful community involvement, embrace the rich diversity of the emirates, and cultivate ethical and inclusive leadership to strengthen their local, regional and global communities. OCO catalyzes students’ development and helps them cultivate a sense of belonging and connection to the UAE through participating in local festivals and volunteering for some of the capital’s most prominent cultural and educational events such as Abu Dhabi Art, Abu Dhabi Science Festival, or Abu Dhabi Festival.

Students interested in engaging with the Abu Dhabi community on a deeper level, while gaining valuable work experience can volunteer for sustained Service-Based Learning Programs that require a semester-long commitment. They can help teach athletics skills to young children with autism with the Special Needs Athletic Program (SNAP), mentor young people to explore leadership through the Girls’ Education Network (GEN) or Boys’ Education Network (BEN), or tutor migrant workers to improve conversational English skills with Strength in Vocational Education (STRIVE). The OCO maintains a robust and sought-after internship program.

The Social Impact Leaders speaker seminars helps connect students to inspiring social change thought leaders, through intimate conversations with guest lecturers such as the legendary Dr. Jane Goodall, Nancy Lublin, Celine Cousteau, or Robert Swan. NYU Abu Dhabi has joined prominent global educational campaigns such as Breast Cancer Awareness and Autism Awareness Month. Students that are driven by social purpose are advised, supported and empowered through the office.

Students can also engage with the vibrant heritage of the United Arab Emirates through OCO-organized cultural programming that connects them to the wider community.

OFFICE OF FIRST YEAR EXPERIENCE

The Office of First Year Experience supports first year transition into the intellectual, social, and cultural community of NYU Abu Dhabi. First year programming helps students cultivate a sense of belonging and enables them to develop the skills and strategies to learn from their own process of adjustment so they can make the most out of their NYUAD journey.

Key programs include:

• Marhaba—The Arabic word for “welcome” is a mandatory orientation program for all first year students. The program comprises of sessions led by faculty, administration, and student leaders to help first year students to find out about essential campus resources; learn how to navigate their first semester at university; and feel more connected to one another as well as the broader NYUAD community. Marhaba programming will help first year students reflect on the experience of being new to campus and prepare themselves for their adjustment to NYUAD.

• First Year Dialogue—First Year Dialogue is a semester-long program that supports first-year students’ transition to university by connecting them to a group of peers in their first semester at NYUAD. The program consists of bi-weekly small group discussions and off-campus outings led by an NYUAD upperclass student and a staff/faculty member. Through FYD, first-year students build strong intercultural relationships, explore cultural expectations and visit different parts of Abu Dhabi together, and learn more about campus resources.

SPRITUAL LIFE AND INTERCULTURAL EDUCATION

The Office of Spiritual Life and Intercultural Engagement (SLICE) cultivates a sense of belonging and catalyzes students’ personal development through meaningful engagement with matters of identity, diversity, and inclusion.

SLICE endeavors to create the conditions under which greater self-awareness and an understanding of others is cultivated, and where both our common humanity and our uniqueness are regarded with
genuine respect. To support students in developing greater self-awareness, SLICE offers Intercultural Competence Core Training (ICCT), a four-part series designed to deepen student competence across four capacities: intellectual curiosity, flexibility, intercultural empathy, and authenticity.

SLICE facilitates the Sustained Dialogue Project in an effort to engage students, staff, and faculty in conversation about issues affecting our campus community. Additionally, SLICE partners with student leaders and SIGs to develop unique programs and initiatives for cultural and identity exploration and development that account for the unique needs of the NYU Abu Dhabi community.

SLICE also recognizes and supports the spiritual development of students and seeks to create an environment where students can explore their faith traditions or seek to explore other spiritual paths. The SLICE team works with spiritual life counterparts across NYU’s network, provides guidance in contemplative inquiry, and offers opportunities for dialogue and exchange of ideas. Additionally, SLICE assists students with referrals to local places of worship, religious, and social gatherings; and organizes a variety of programs to support student intellectual and spiritual life; and internship experience for students interested in exploring intercultural competence and cross-cultural communication more thoroughly.

HEALTH CENTER
Located on the ground floor of the Campus Center, the Health Center provides convenient access to medical care and counseling support to help ensure students stay healthy and are able to fully benefit from their time at NYU Abu Dhabi.

Medical services at the Health Center are administered by a highly-qualified staff of physicians and nurses with expertise in college and adolescent health, and include identifying and treating common medical conditions, providing preemptive health education, pre-travel visits and immunization updates, pre-participation sports physicals, and making referrals to medical specialists when necessary. A dietician is available to deliver individualized nutrition & clinical dietetic support to students.

The Health Center also offers confidential counseling services that focus on students’ personal wellbeing. The Counseling Team is made up of licensed Clinical Psychologists. Student-counselor relationships are objective, accepting, and confidential, 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 Center at 02 628 8100 during regular working hours. The Health Center is open Sunday to Thursday from 9 am to 6 pm for appointments or walk-in visits during the academic year.

After hours and on weekends, students can access medical and mental health advice by contacting the Nurse Advice Line 02 628 8100 for medical concerns or Wellness Exchange 02 628 5555, available 24/7 for mental health concerns. Non-urgent concerns or appointment requests can be sent to nuyad.healthcenter@nyu.edu.

PUBLIC SAFETY
The Department of Public Safety consists of a team of highly trained and experienced security professionals dedicated to providing a safe environment for the community. Public Safety supports the University’s students, faculty, staff, and visitors in a diligent and professional manner in order to preempt risks to public safety and respond to incidents which may jeopardize the health and safety of community members and/or integrity of university facilities.

The Public Safety Team maintains a visible presence across the campus through the deployment of uniformed security guards. Furthermore, the department utilizes state-of-the-art technology to maximize the capabilities and effectiveness of the security personnel.

The Team has implemented various emergency response measures to ensure that robust protocols are in place for unforeseen crises. For example, in the event of an emergency the department has a mass notification system designed to alert the NYUAD community via text message and email. Additionally, senior members of the Public Safety leadership team reside on or near campus, to ensure immediate availability and rapid response capability around the clock.

Abu Dhabi is considered one of the safest cities in the world. Nevertheless, it is recommended that special precautions are taken when out in town. There are many customs and traditions that must be respected when out in public, which includes dressing modestly; especially during the holy month of Ramadan. While violent crimes and crimes against property are rare, they occur in some instances. The Public Safety emergency number is +971 (0)2-628-7777 (or 8-7777 from a campus phone). In the event of an emergency, Public Safety personnel will assist all members of the community with contacting the local authorities for support (The number for
all emergency services in the UAE is 999). Public Safety maintains a close, professional relationship with local authorities to ensure an immediate and supportive response to meet the community’s needs.

For a nonemergency, you are encouraged to call +971 (0)2-628-5594 (or 8-5594 from a campus phone). The Public Safety Command Center which coordinates the activities of all security officers and supervisors will receive all incoming calls from the above listed numbers. Once the dispatcher receives a call, if a response is required, an officer will be dispatched to all routine incidents, emergencies, and calls for service.

Life Threatening Medical Emergencies: Call 999, then notify DPS at +971 2 628 7777 (87777)

All students are strongly encouraged to download the Safe NYU campus mobile safety app. Safe NYU is available in more than 190 countries, offering local emergency contacts, transportation options, and safety tips. To learn more and download the app, visit nyu.edu/safenyu

**TRANSPORTATION**

The NYUAD Transportation Department is dedicated to providing safe and reliable transportation for students, faculty, staff, and guests of the University. A shuttle bus service provides transportation from the Saadiyat Island campus to designated destinations throughout the city of Abu Dhabi and Yas Island. In order to utilize the transportation service, a valid NYUAD ID card must be presented when boarding any of the transportation vehicles.

Faculty and staff may request driver transportation via the transport request form on the intranet. The NYUAD Transportation Team help desk number is +971 2 628 4747 (7 am–11 pm) or email address nyuad.transport@nyu.edu. The Transportation Department mission is to provide support, vision, and direction for operating the University transportation fleet using environmentally sound practices.
The Undergraduate Academic Policies of NYU Abu Dhabi are summarized below. Unless otherwise noted, students should direct all questions or concerns regarding these policies to their Faculty Mentor, who will liaise with the appropriate members of the university administration as needed. For the most up-to-date policies, please refer to the NYUAD Website: nyuad.nyu.edu. Academic Policies relating to NYU Abu Dhabi Graduate Programs can be found in the Graduate Manual, published online https://students.nyuad.nyu.edu/files/resources/nyuad-graduate-academic-policies-procedures-manual.pdf.

**ACADEMIC STANDING**

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: NYU Abu Dhabi 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 four credit hours during each of three January terms. A student who falls 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 experiencing difficulty maintaining good academic standing. Typically, coordinating the communication and academic response is handled through the Office of Academic Affairs and the Office of the Dean of Students. Academic support can include such supports as tutoring, mentoring, and English Language support. The Office of the Dean of Students can also provide Wellness services and other organizational support.

NYU Abu Dhabi recognizes that there are situations in which appropriate academic support may include a reduced course load. When a reduced course load has been formally approved in advance, student progress toward the degree is measured against the approved reduced course load rather than against the typical 16 credit hour load. Students or faculty mentors who believe that a student would benefit from a reduced course load must apply for formal approval through the Registrar's Office prior to the end of the add/drop period for that term. Approval is at the discretion of the Vice Provost for Institutional Research, Assessment, and Academic Affairs.

III. Definitions

Committee on Academic Standing: The Committee on Academic Standing is chaired by the Vice Provost for Institutional Research, Assessment, and Academic Affairs 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 NYU Abu Dhabi 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 NYU Abu Dhabi. A maximum of 8 credits from such study may be transferred to NYU Abu Dhabi following the policies and protocols for transferring credit.

Dismissal: Dismissal represents the permanent separation of a student from NYU Abu Dhabi.

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 (consecutive or not) 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 Institutional Research, Assessment, and Academic Affairs 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 NYU Abu Dhabi, 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 underperform upon return, the Committee will ordinarily recommend dismissal from NYU Abu Dhabi. 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 Institutional Research Assessment, and Academic Affairs 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/or 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 the decision to suspend or dismiss. The notice of appeal must state the specific reasons for the appeal and must be signed by the student. The decision of the Provost and Vice Chancellor of NYUAD will be final and binding.

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

- The deadline for adding or dropping a 14-week class is the end of the second week of the semester.
- The deadline for adding or dropping a 7-week course is the end of the first week of the 7-week term.

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 NYU Abu Dhabi. 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 NYU Abu Dhabi 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 are registered for all courses necessary to graduate in the spring term immediately preceding Commencement or the summer term immediately following Commencement—regardless of whether or not all such courses are successfully completed by Commencement.

iii. Students with expected graduation terms through the following Fall are eligible to participate in Ma’a Salama.

COURSE LOAD

NYU Abu Dhabi requires students to complete 140 credit hours to graduate. Students generally take nine four-credit courses per year: usually four during each semester and one during each of three January terms. However, as not all courses within the NYU system are four-credit courses, course load is measured in credit hours. Students must average 16 credit hours per regular semester, and may not generally take more than 18 credit hours in any one term.

NYU Abu Dhabi 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 fewer than 16 credit hours per semester must also obtain the permission of their mentor and the Vice Provost for Assessment, Institutional Research, and Academic Affairs 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.

See Overloading Policy.

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 minor 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 either majors, or a total of three courses, whichever is greater.

ii. All minors must include a minimum of at least two courses that are not counted toward any other set of major or minor requirements.

iii. No individual course may count for more than one Core category.

iv. No individual course may be counted toward the Art, Design, and Technology; Cultural Exploration and Analysis; Data and Discovery; or Structures of Thought and Society Core requirements and simultaneously toward a major or minor.

v. Courses may satisfy Islamic Studies, Quantitative Reasoning, and Experimental Inquiry and still be utilized to meet other requirements.

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 minors with a sense of academic purpose, not as an accidental result of NYUAD’s extensive crosslisting of courses, which reflects our commitment to work across disciplines.

DOUBLE MAJORS AND MINORS

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 minor, which is offered in disciplinary and multidisciplinary areas. Minors 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 minor 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.
Weighting of Final Assessments: Other than Capstone Projects, no single in-class or final exam period assignment may constitute more than 40% of the overall grade for a course. Take-home assignments without time constraints may be weighted more heavily if appropriate for a particular course, but should be considered an exception to general institutional practice.

Proctoring of Assessments: Faculty members and/or assigned course instructors are expected to be physically present during the administration of the final examination in order to answer any questions and ensure high standards of academic integrity. When they are unable to do so, the division dean must be informed and see that appropriate proctors (instructional staff) are provided for each examination. Any unusual circumstances or instances of possible academic integrity violations should be brought to the attention of the Vice Provost for Assessment, Institutional Research, and Academic Affairs within 24 hours.

Missing a Final Exam: If a student anticipates being unable to attend a final exam, s/he should reach out to the instructor as far in advance as possible. Instructors have broad latitude to determine what qualifies as sufficient advanced notice and may, in exceptional cases, allow for notice even after an exam has begun.

Consistent with NYU policies concerning absence for religious reasons, faculty are required to accommodate students who provide advanced notice of their inability to be present for a scheduled exam due to religious reasons. Although faculty are not obligated to make accommodations for any reason other than religious observance, faculty are encouraged to accommodate students who miss an exam for a legitimate reason—as determined by the faculty member.

When an accommodation is made, there is no requirement that the accommodation be an alternative exam, but could instead include an assessment of a different format and/or a reweighting of other assignments.

Instructor permission is required before a student can leave the room during a final exam. Failure to secure such permission may result in the exam being disallowed.

Final Examination Conflicts: The Office of the Registrar will endeavor to ensure that students do not have conflicting final examinations and will set the final exam schedule in such a way that limits the number of students having more than two exams in any one day. In the exceptional case where a student does have an exam conflict involved faculty are encouraged to work cooperatively to accommodate the student, with assistance from the Office of Academic Affairs when required.

When students are scheduled for more than two exams on one day, they are welcome to seek accommodation at the discretion of the faculty involved. Faculty members are permitted to reschedule a student’s final under these circumstances, but are not required to do so.

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 (see Transcripts Policy). Total graded credit hours include the credit hours associated with all such courses as well as the credit hours associated with any Pass/Fail course that is failed (see the policy on Pass/Fail). When a course is repeated, both grades remain on the transcript (see Repeating Courses Policy).

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 (see Transcripts Policy). Total graded credit hours include the credit hours associated with all such courses as well as the credit hours associated with any Pass/Fail course that is failed (see the policy on Pass/Fail). When a course is repeated, both grades remain on the transcript (see Repeating Courses Policy).
of the graduating class in each division, and cum laude to the next 15 percent of the graduating class in each division.

INCOMPLETES
An incomplete grade of “I” will be permitted only in extraordinary circumstances that prevent a student from completing required course work by the end of the semester. Students must approach the instructor of the course about whether a grade of “Incomplete” is possible and should be aware that simply leaving a course unfinished may result in a failing grade.

When an instructor believes that an Incomplete may be appropriate, the student and the instructor submit an Incomplete Request Form to the Office of Academic Affairs. 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 Assessment, Institutional Research, and Academic Affairs before a grade of “I” is recorded. Adjustments to the approved deadline are allowed only in exceptional circumstances upon written agreement from the instructor. Incompletes that have not been resolved according to the terms of the Incomplete Request Form will be assigned the default grade at the end of the first regular semester following the semester in which the course was taken. Students requesting a Leave of Absence during a given semester will generally be considered for an Incomplete only if the Leave of Absence is approved within the last three weeks from the end of the term.

THE NYUAD COMMUNITY’S COMMITMENT TO INTEGRITY
At NYU Abu Dhabi, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students, faculty, and staff take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential.

As part of the NYU global network, NYUAD students are also subject to NYU’s all-school policy on Academic Integrity for Students at NYU. Alleged integrity violations are resolved using NYUAD’s Academic Integrity Procedure.

LEAVE OF ABSENCE
NYU Abu Dhabi expects its students to maintain continuous registration in an academic program with the exception of summer breaks. However, it is sometimes necessary or desirable for a student to take a leave from enrollment for a period of time. Such leaves may be voluntary or involuntary, and will be handled in accordance with the NYU-wide Student Leave Policy and Procedure (http://nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-leave-policy.html). As it applies to NYU Abu Dhabi, NYU policy references to the Dean of the School and the Provost refer to the NYUAD Dean of Students and NYUAD Provost. 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 the leave are encouraged to review the full policy referenced above before making any final decisions.

Voluntary Leave: NYU recognizes that situations may arise when a student may want to voluntarily interrupt his or her academic studies. The University is committed to handling reasonable requests for leaves in a responsible manner. This policy may not be used in lieu of disciplinary action to address any violations of University rules, regulations, policies, or practices. A student who is granted a voluntary leave while on academic and/or disciplinary status will return to that same status.

Involuntary Leave: NYU may place a student on an involuntary leave of absence from that student’s academic program when that student: (1) poses a direct threat to health and safety of self or others; and (2) is not able or not willing to take a voluntary leave of absence. This policy may not be used in lieu of disciplinary actions to address any violations of University rules, regulations, policies, or practices. A student who is placed on an involuntary leave while on academic and/or disciplinary status will return to that same status.

Returning from a Leave of Absence: Students returning from a leave of absence are expected to successfully complete one academic semester (Fall or Spring) of full-time coursework in Abu Dhabi before being eligible to enroll in an NYUAD study away program.

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.

OVERLOADING
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. Generally, course loads of 19 or 20 credit hours are approved only for students with a compelling academic need or when their previous academic work is so strong that an overload constitutes little academic risk. In particular, students will not generally be approved for more than 18 credits unless they have cumulative internal grade point averages as specified below:

- First-year Students: 3.7
- Second-year Students: 3.6
- Third- and Fourth-Year students: 3.5
In all cases academic risk will be weighed against the need for academic credit in granting approval.

No student is permitted to take more than 20 credit hours in a semester.

**PASS/FAIL**

A pass grade is recorded for all Pass/Fail courses in which a letter grade of D or higher is earned. Beginning in the second year of study, NYUAD allows students to take one course per semester (up to a total of three courses overall) Pass/Fail. This option is designed to encourage students to continue to explore areas of interest and to optimize their focus on learning unfamiliar methods and materials while minimizing concerns about formal outcomes. The Pass/Fail option is therefore especially appropriate in the second year before students invest in a major. Students studying at other NYU global network sites, may be further restricted by site policies related to Pass/Fail grading.

A student may not take courses Pass/Fail in the Core Curriculum. Courses taken Pass/Fail within a student’s major or concentration will not be counted for credit toward the completion of a major, concentration, or minor. However, Pass/Fail courses may allow students to place out of a basic course requirement in favor of a more advanced course within the major, concentration, or minor.

Students considering the Pass/Fail option in their area of study or in pre-professional courses should consult with their mentor about the effect of such grades on admission to graduate and professional schools. Students who change their majors may not be able to use courses taken under the Pass/Fail option to satisfy the requirements of their new majors.

Classes that receive a Pass are counted for credit toward the degree, but are not calculated into the GPA. Classes that are failed are registered as an F for purposes of GPA calculation.

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

**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 in which they received a Pass, Fail or letter grade once. Both grades will be recorded on internal transcripts and included in grade point average calculations. However, students will only earn credit hours once for a repeated course. Students may not repeat courses in a designated sequence after taking more advanced courses.

When one or both of the attempts to complete a course occur during a student’s first year, the NYUAD Transcript Policy influences how the repeated courses impact the student’s official transcript and official grade point average. In particular, when both occurrences are during the first year, neither letter grade will appear on the official transcript nor impact the official grade point average. When only the first occurrence is during the first year, the letter grade associated with the second occurrence, and only that letter grade, will appear on the official transcript and be factored into the official grade point average.

When one or both of the attempts to complete a course occur during a student’s first year, the NYUAD Transcript Policy influences how the repeated courses impact the student’s official transcript and official grade point average. In particular, when both occurrences are during the first year, neither letter grade will appear on the official transcript nor impact the official grade point average. When only the first occurrence is during the first year, the letter grade associated with the second occurrence, and only that letter grade, will appear on the official transcript and be factored into the official grade point average.

**NOTE:** Students should be aware that graduate and professional schools may consider repeated courses differently. Students entering NYU Abu Dhabi in fall 2015 or earlier are subject to an earlier version of this policy. Please see Registrar for details.

**TRANSCKRTS**

NYU Abu Dhabi official transcripts do not report grades for courses taken during a student’s first year of study. However, these grades do become a part of the student’s academic record to be used for internal purposes such as mentoring students and fulfillment of prerequisites. 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 average calculations.

This policy contributes to the development of a learning community at NYU Abu Dhabi 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 NYU Abu Dhabi. 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 NYU Abu Dhabi. 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 Assessment, Institutional Research, and Academic Affairs. 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 student are not recorded on the transcript. Courses from which a student withdraws in subsequent years will appear on the transcript with the accompany grade of W.
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 has 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 5,000 colleges and universities in America, only 62 institutions are members of the distinguished Association of American Universities New York University is one of the 62.

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 19 schools and colleges at five major centers in New York and international centers in twelve cities.

Graduate education can be pursued at the College of Dentistry, Rory Meyers 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, Tandon School of Engineering, School of 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, Robert F. Wagner Graduate School of Public Service, and, since 2015, in the College of Global Public Health.

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 NYU Abu Dhabi 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.
NYU’S GLOBAL NETWORK

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 NYU global network is the degree-granting, portal campuses, 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 faculty and students can 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 NYU global network, see nyu.edu/global.

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 want 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, history, literature and cinema are
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 Los Angeles, CA (USA): NYU Los Angeles, created in 2019, offers a distinctive study away program designed for advanced undergraduates (e.g., juniors and seniors) who plan to pursue diverse careers in the entertainment and media industries. Participants selected for the Los Angeles program take a full schedule of courses offered by multiple NYU schools while also completing internships with organizations such as film and television studios, networks, streaming services, production companies, talent agencies, music labels, industry unions, marketing companies, and non-profit arts organizations. NYU Los Angeles teaches fewer courses than most study away sites, but the offerings are tailored to be useful for a wide range of students exploring careers in entertainment and media, whether as artists, designers, producers, analysts, or other industry roles. The faculty members at NYU Los Angeles combine a wealth of academic expertise with extensive practical experience, and they have their fingers on the pulse of these fast-moving fields. Students live in apartments a short walk from the academic center, with easy access to museums, theaters, restaurants, shops, and other amenities. Around the city, students can enjoy spectacular beaches, hiking trails, parks, mountains, and a range of world-famous sights and landmarks.

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 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. 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 Sydney faculty and staff are committed to creating an environment where active learning and exploration are the rule. Courses and projects rooted in the community, field-based research, internship opportunities, as well as chances to travel throughout the city, surrounding neighborhoods and region will give students a thorough experience of local domains, society and culture.

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, DC (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.
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<td>Andrew Hamilton, BSc, MSc, PhD</td>
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<td>Katherine Fleming, BA, MA, PhD</td>
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<td>Richard Baum, BA</td>
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<td>John Beckman, BA</td>
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<td>H. Austin Booth, BA, MLIS, MA</td>
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<td>Jack Briggs, BS, MA, MA, MA</td>
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<td>Kristen Day, BS, PhD</td>
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<td>Carolyn Dinshaw, AB, PhD</td>
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<td>Dean of Humanities, Faculty of Arts &amp; Science</td>
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<td>Georgina Dopico, AB, MA, MPhil, PhD</td>
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<td>Martin Dorph, BS, MBA, JD</td>
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<td>Tracey Gardner, BA, MPA</td>
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<td>Saul J. Farber Dean, Robert I. Grossman School of Medicine &amp; Chief Executive Officer, NYU Langone Health</td>
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<td>Dean, Silver School of Social Work and Paulette Goddard Professor of Social Work</td>
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<td>Philip Brian Harper, BA, MFA, MA, PhD</td>
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<td>Gene Jarrett, AB, AM, PhD</td>
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<td>Seryl Kushner Dean, College of Arts and Science</td>
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<td>Anthony Jiga, BA, MPP</td>
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<td>Alexander Jones, BA, PhD</td>
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<td>Leon Levy Director, Institute for the Study of the Ancient World</td>
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<td>Dean, Steinhardt School of Culture, Education, &amp; Human Development</td>
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Jelena Kovačević, Dipl. EE, MS, PhD
Dean of the Tandon School of Engineering

Jeffrey S. Lehman, BA, JD, MPP
Vice Chancellor, NYU Shanghai

Charlton McIlwain, BA, MHR, PhD
Vice Provost for Faculty Engagement and Development

Antonio Merlo, BA, PhD
Anne and Joel Ehrenkranz Dean, Faculty of Arts & Science

Linda Mills, BA, JD, MSW, PhD
Vice Chancellor for Global Programs & University Life

Trevor W. Morrison, BA (hons.) [British Columbia], JD
Dean, School of Law

Julie Mostov, BA, MA, PhD
Dean of Liberal Studies

Cathie Nadeau, MA, MBA
Dean of Liberal Studies

Karen Nercassian, BS, BCE, MPA
Associate Vice Provost for Strategy and Chief of Staff to the Provost

Terrance Nolan, BA, JD, LLM
General Counsel & Secretary

Len Peters, BS, MSc
Vice President and Chief Information Officer

Arlie Petters, BA, MA, PhD
Provost, NYU Abu Dhabi

Stephanie Pianka, BA, MBA
Senior Vice President for Finance and Budget and Chief Financial Officer

Christine Poggi, BA, MA, PhD
Judy and Michael Steinhardt Director, Institute of Fine Arts

Cybele Raver, BA, MS, MPhil, PhD
Deputy Provost

Ellen Schall, BA, JD
Senior Presidential Fellow

Clay Shirky, BA
Vice Provost for Educational Technologies

David Stasavage, BA, PhD
Dean for Social Sciences, Faculty of Arts & Science

Eileen Sullivan-Marx, BSN, MS, PhD, CRNP, RN, FAAN
Perkins McGriff Dean, Rory Meyers College of Nursing

Raghu Sundaram, BA, MBA, MA, PhD
Dean, Leonard N. Stern School of Business

Shijun Tong, PhD
Chancellor, NYU Shanghai

Marc Wais, BS, MBA, EdM, EdD
Senior Vice President for Student Affairs

Joanna Waley-Cohen, BA, MA, PhD
Provost, NYU Shanghai

Fountain Walker, BS, MBA
Vice President, Global Campus Safety

Mariët Westermann, BA, PhD; hon.: LLD
Vice Chancellor, NYU Abu Dhabi

Susanne Wofford, BA, BPhil [Oxon], PhD
Dean, Gallatin School of Individualized Study
NYUAD LEADERSHIP AND FACULTY

NYUAD’s leadership and 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. In addition to a growing cohort of full-time faculty, the University also draws talent from across NYU’s global network and hosts visiting faculty from outstanding universities around the work.

Today NYU Abu Dhabi has a faculty of over 250 experts who are drawn to the University by the quality and passion of our students, by a very favorable research environment, and, importantly, by the institution’s resolve to contribute significantly to the region and to shape a better world through education and research.

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<tr>
<td>Andrew Hamilton</td>
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<td>BSc Exeter University; MSC University of British Columbia; PhD Cambridge University</td>
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| Mariët Westermann |
| Vice Chancellor |
| BA Williams College; MA, PhD New York University Institute of Fine Arts |

| Arlie O. Petters |
| Provost |
| BA, MA Hunter College of the City University of New York; PhD Massachusetts Institute of Technology |

| Fatma Abdulla |
| Senior Vice Provost, Strategy and Planning |
| BS Mount St. Mary’s College; MS California State University; MPh University of California (Los Angeles); PhD University of Arizona |

| Adeeb Alameri |
| Deputy Chief Human Resources Officer for Talent, Immigration & Relocation Services, and Project Management |
| BBA United Arab Emirates University |

| Maya Allison |
| Gallery Director and Chief Curator |
| BA Reed College; MFA Columbia University |

| Awam Amkpa |
| Interim Dean of Arts & Humanities |
| BA, Obafemi Awolowo University; MA, Ahmadu Bello University; PhD, University of Bristol |

| Francesco Arneodo |
| Associate Dean of Science; Associate Professor of Physics |
| BS Università degli Studi di Torino; MSc University of Warwick; PhD Università degli Studi dell’Aquila |

| Ron Berry |
| Senior Director of the NYUAD Library |
| BA, MLIS University of British Columbia |

| William Bragin |
| Executive Artist Director |
| BA Haverford College |

| Carol Brandt |
| Associate Vice Chancellor for Global Education and Outreach and Vice Provost |
| BA, MA California State University (Fresno) |

| Hannah Brueckner |
| Interim Dean of Social Science |
| BA, Freie Universität Berlin; MA, University of North Carolina at Chapel Hill; PhD, University of North Carolina at Chapel Hill |

| Lily U. Burns-Hernandez |
| Assistant Vice Chancellor of Campus Services and Safety |
| BA Southern Methodist University; MA Lesley University |

| Kathleen Chandler |
| Acting Assistant Vice Chancellor, External Relations |
| BA University of Southern Queensland |

| Peter Christensen |
| Chief Administrative and Business Officer |
| BA Gonzaga University; MS Regis University |

| Mohammed Daqaq |
| Associate Dean of Engineering |
| BS, Jordan University of Science & Technology; MS, Virginia Polytechnic Institute and State University; PhD, Virginia Polytechnic Institute and State University |

| Kirsten Edepi |
| Vice Provost for Faculty Development and Diversity |
| BA Mount Holyoke College; MMSc, PhD Harvard University |

| Reindert Falkenburg |
| Special Academic Advisor; Visiting Professor of Early Modern Arts & Culture |
| BA, PhD University of Amsterdam |

| Kyle Farley |
| Associate Vice Chancellor of Student Affairs and Dean of Students |
| BA Calvin College; MA, PhD University of Pennsylvania |

| Sehamuddin Hussain Galadari |
| Senior Vice Provost of Research; Managing Director, Research Institute |
| BS University of Southampton; PhD Imperial College |

| Charles Grim |
| Vice Provost, Experimental Laboratory (SSEL); Program Head of Political Science; Professor of Politics, NYUNY & NYUAD |
| BS, Louisiana State University; MPA, Louisiana State University; PhD, Tulane University of Louisiana |

| Amy Genele Kice |
| Director of Admissions |
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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. NYU Abu Dhabi is located in the Al Marina District, which will eventually have a prominent marina and downtown feel.

Occupying a total area of approximately 15.4 hectares (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.

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 on the West Plaza, the Arts Center on the East Plaza, and the Campus Center on the Central Plaza. A dining halls stands at the east 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 living on campus facilitates interaction, a key to the educational experience at NYU Abu Dhabi. 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. The beautifully landscaped High Line weaves through 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.

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.

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.
NYU 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 NYU Abu Dhabi; the academic home for NYUAD students, faculty, and administrators while staying in New York; and an active connecting point, stimulating interest and participation in NYU Abu Dhabi.

19 WSN hosts classes, research workshops, exhibitions, and public programs that reinforce the curricular and research initiatives of NYU Abu Dhabi 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 http://nyuad.nyu.edu/en/news-events.html.

For NYUAD students studying in New York, 19 WSN is a hub serving as a connection site for NYU Abu Dhabi, NYU Shanghai, and NYU New York students to meet, collaborate, and learn from one another. Various social activities and some classes take place at 19WSN.

NYU Abu Dhabi in New York
19 Washington Square North
New York, NY 10011
Tel: +1 212 992 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 100 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

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Abu Dhabi</td>
<td>02 628 4000</td>
</tr>
<tr>
<td>New York</td>
<td>212 992 7200</td>
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</tbody>
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#### CAMPUS SAFETY AND TRANSPORTATION

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Director, Public Safety Operations</td>
<td>Robert Titus</td>
<td><a href="mailto:rst1@nyu.edu">rst1@nyu.edu</a></td>
<td>Mobile 050 813 2086</td>
</tr>
<tr>
<td>Associate Director, Public Safety</td>
<td>Lorraine Adkins</td>
<td><a href="mailto:la65@nyu.edu">la65@nyu.edu</a></td>
<td>Mobile 050 429 7490</td>
</tr>
<tr>
<td>Assistant Director, Public Safety</td>
<td>Norca Vincent</td>
<td><a href="mailto:nmv1@nyu.edu">nmv1@nyu.edu</a></td>
<td>Mobile 050 813 2158</td>
</tr>
<tr>
<td>Security Manager</td>
<td>Clare James</td>
<td><a href="mailto:cj39@nyu.edu">cj39@nyu.edu</a></td>
<td>Mobile 055 226 6189</td>
</tr>
<tr>
<td>Security Manager</td>
<td>Muhammed Shameer</td>
<td><a href="mailto:ms6624@nyu.edu">ms6624@nyu.edu</a></td>
<td>Mobile 056 687 7938</td>
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#### HEALTH AND WELLNESS

<table>
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<tbody>
<tr>
<td>NYUAD Health and Wellness Center</td>
<td>02 628 8100 <a href="mailto:nyuad.healthcenter@nyu.edu">nyuad.healthcenter@nyu.edu</a></td>
</tr>
<tr>
<td>NYUAD After Hours</td>
<td>056 685 8111</td>
</tr>
<tr>
<td>NYUAD After Hours Counselor</td>
<td>056 685 8444</td>
</tr>
<tr>
<td>NYUAD Wellness Exchange</td>
<td>02 628 5555 (24 hrs) <a href="mailto:wellness.exchange@nyu.edu">wellness.exchange@nyu.edu</a></td>
</tr>
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#### ACADEMIC AFFAIRS

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Vice Provost, Institutional Research, Assessment, and Academic Affairs</td>
<td>Charles Grim</td>
<td><a href="mailto:charles.grim@nyu.edu">charles.grim@nyu.edu</a></td>
</tr>
<tr>
<td>University Registrar and Director of Student Information Systems</td>
<td>Paul Revere</td>
<td><a href="mailto:paul.revere@nyu.edu">paul.revere@nyu.edu</a></td>
</tr>
</tbody>
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#### OFFICE OF THE DEAN OF STUDENTS

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Vice Chancellor of Student Affairs and Dean of Students</td>
<td>Kyle Farley</td>
<td><a href="mailto:kyle.farley@nyu.edu">kyle.farley@nyu.edu</a></td>
</tr>
<tr>
<td>Associate Dean of Students</td>
<td>Michael Martinez</td>
<td><a href="mailto:michael.martinez@nyu.edu">michael.martinez@nyu.edu</a></td>
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#### OFFICE OF GLOBAL EDUCATION

<table>
<thead>
<tr>
<th>Role</th>
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<th>Email</th>
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<tbody>
<tr>
<td>Associate Vice Chancellor for Global Education and Outreach</td>
<td>Carol Brandt</td>
<td><a href="mailto:carol.brandt@nyu.edu">carol.brandt@nyu.edu</a></td>
</tr>
<tr>
<td>Assistant Vice Provost for Global Education Administration</td>
<td>Katya Grim</td>
<td><a href="mailto:katya.grim@nyu.edu">katya.grim@nyu.edu</a></td>
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#### IN THE CASE OF AN EMERGENCY

<table>
<thead>
<tr>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Emergency Police/Fire/Ambulance</td>
<td>999</td>
</tr>
<tr>
<td>NYU Wellness Exchange</td>
<td>02 628 5555 (24 hrs)</td>
</tr>
<tr>
<td>Security Helpdesk</td>
<td>02 628 4402 (24 hrs)</td>
</tr>
</tbody>
</table>