What is the Core Curriculum?

NYU Abu Dhabi’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 Core Curriculum is our mission, manifested.
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A note from Bryan Waterman, Associate Vice Provost for Undergraduate Academic Development

Students sometimes ask me why NYUAD's Core exists, or why we’ve given it the shape it has. Why not simply allow students to take introductory courses in various fields to fill a general education requirement? Or why not, as some schools do, adopt a common set of foundational courses for all students? The Core's primary task, then, is to help you learn to ask big questions—and good questions—about our shared existence, to imagine lives other than your own, and to explore new solutions or approaches to long-standing problems, some that have been around as long as recorded thought and some that have immediate implications for the future of life on Earth.

Liberal education traditionally offers a breadth of study for many reasons, among them personal development, a rich context for one's vocational training, and the cultivation of civic awareness and engagement. We hope your Core courses allow you to discover passions, interests, or abilities you didn’t know you had and to engage in local and global societies in new ways. Allow the Core to help you transition into the intellectual richness and rigors of university life and an examined life beyond your college years. Strive, as you fill your Core requirements, to make connections across fields. Get to know your teachers as individuals and find out what spurs their interests and research. Use your Core courses as opportunities to get to know your classmates better, to ask questions about what grounds their deeply held convictions, some of which may differ vastly from your own. Use these courses to find common connections that unite you across such differences.

The Core should be a place for exploring new knowledge, exchanging new views, and enhancing yourself as an individual and our campus as a community. But it should also help you find your place at NYUAD. What do you bring to the conversation each time you walk into a classroom? And what will you carry from your courses back into the larger world? We look forward to journeying with you as you find out.

With all best wishes,
The NYUAD Core consists of two Core Colloquia, each of which addresses a significant global challenge from multidisciplinary perspectives, and four Core Competency Courses, one each in the four categories. All Core courses develop students’ abilities to formulate precise questions and arrive at well-reasoned and effectively communicated conclusions about themselves and the world. In this way they complement and deepen skills developed in the first-year writing seminar.

Core Structure

The NYUAD Core consists of two Core Colloquia, each of which addresses a significant global challenge from multidisciplinary perspectives, and four Core Competency Courses, one each in the four categories. All Core courses develop students’ abilities to formulate precise questions and arrive at well-reasoned and effectively communicated conclusions about themselves and the world. In this way they complement and deepen skills developed in the first-year writing seminar.

The Core Colloquia

Exploring timeless questions about human experience and the world around us should be relished for its own sake. The Core Colloquia, organized around some of the most pressing challenges global society faces today, offer such opportunities even as they remind us that timeless questions can also be timely. As daily news reports bear out, the pursuit of equality, justice, peace, health, and sustainability are all vital endeavors to which individuals and nations must renew commitment and devote cooperative efforts. Taught by faculty from all divisions, Core Colloquia aim to offer multidisciplinary, global perspectives and substantively engage two or more of the Core Competencies (outlined on the next page).

These seminars help nurture civic awareness fundamental to global citizenship and leadership by developing your abilities to grapple with the complex conceptual and ethical dimensions of global issues, to communicate respectfully across cultural differences, and to devise problem-solving strategies. They remind us that your individual academic experiences contribute to our collective efforts to make NYUAD a new model of higher education for a global world.

The cooperation needed to address the world’s most pressing challenges depends upon a rich understanding of humanity itself, a sense of how societies and individuals have developed in relation to one another and to other species, to the environment, to technologies, and to ideas—both sacred and secular—about the universe. When it comes to tackling such challenges, Core Colloquia may raise questions to which there are no easy answers. But learning to pose good questions is itself an important skill, as is learning to approach them from multiple points of reference. Rather than simply taking the idea of a “global perspective” as given, these courses require us to ask what it means to think about such enduring and urgent challenges across cultures, borders, disciplines, languages, and time.

Colloquia are fourteen-week courses taught only in Abu Dhabi. Students should take at least one Core Colloquium during their first year. Colloquia do not cross-list with any major or minor programs. Seats are generally restricted to students who have yet to fill their Colloquium requirement.

The Core Competencies

No single course can provide competency in a subject or mode of thought, but the Core offers opportunities to begin to develop competencies in key areas that will be fundamental to your education here at NYUAD and throughout the rest of your lives. The Core Competencies represent a well-rounded approach to inquiry, to habits of mind, and to modes of scholarly and creative practice.

With the full range of academic disciplines as starting points, these courses give every student some experience with thinking critically and contextually about culture, social institutions, ideas, and the natural world, as well as experience in problem-solving, design, and other creative work. These courses, which may also be taken as general electives, will provide not only a broad foundation for your undergraduate studies, but also an opportunity to explore subjects you may never have encountered otherwise with faculty members from a range of disciplines. Their guidance and insights might offer you new perspectives on your chosen field of study or open up new vistas on the vast storehouse of human knowledge, experience, and expression.

Most importantly, Core Competency courses should offer ways of thinking with which you can approach the world around you and should demonstrate the relevance of a range of disciplinary thinking to life beyond the classroom.

Core Competency requirements can be satisfied from offerings in Abu Dhabi or approved courses in NYU’s global network, including some J-Term and summer courses. Although some divisional courses may cross-list as Core Competency courses, coursework that applies toward a student’s major or minor may not be used to satisfy a Core requirement.

In practical terms, this means that if you take a Core course and choose later to apply it to a major or minor, you will need to take another course from the same Core category—ideally with a different disciplinary orientation—to fill the Core requirement.

Most students will only count one of these intensive courses toward the Core, and in no case will credit be granted for more than two intensives. However, Core courses are always available as general electives, to date most NYUAD students have graduated with more Core courses than were actually required.
Choosing your courses

You may be overwhelmed by the number of courses offered each semester; you may find yourself interested in more courses than there are Core requirements or general electives to fill. How you prioritize your course selection will probably depend on what you want most out of your Core experience. Some students will wish for immediate exposure to specific faculty or topics related to possible fields of study. Others will want to use Core courses and general electives to satisfy intellectual cravings outside intended majors, to provide balance or even a release valve. Either approach is valid and has potential benefits. Think of your overall coursework as perpendicular lines. The broad horizontal base is like the Core, grounding and stabilizing the vertical pillar, or depth, of your major. Chances are that even when you’re exploring a field outside your major or intended career path, you’ll find yourself making fortuitous connections between fields that ultimately increase the overall quality of your education. Engineers might find unexpected insight in a sculpture studio; musicians might benefit from exposure to neurobiology; social scientists might gain new perspectives from coursework in interactive media. There’s another approach you might consider as well. Explore topics that promise knowledge that’s valuable for its own sake or that will lead to an examined life well beyond your university years.

Most importantly, we want you to experience the Core as something much more than a set of courses that stand between you and immersion in your major; they should be mutually sustaining. And so you may wish to spread your Core requirements throughout your undergraduate career, allowing you to access and accumulate exposure to diverse perspectives even as you begin to specialize in the areas that will eventually ground your capstone project. And remember that additional Core courses may always be taken as general electives.

The following pages detail the Core courses on offer for Academic Year 2017-2018, along with selected readings and biographies of professors to help you explore and decide what path you will take.
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 in the next pages are offered periodically, typically each year in the semester indicated.

Core Colloquia

CONFRONTING GLOBAL CHALLENGES

Dignity and Indignity
CCOL-UH 1001 • FALL 2017

Dignity, a concept elaborated for its emancipatory potential, has come to serve varied ends. Beginning with contemporary evocations of the notion of dignity within international institutions (the Universal Declaration of Human Rights), bioethics (stem-cell research and end-of-life care), and socioeconomics (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.

Selected Materials:
Ferdowsi, The Shahnameh
Pico, Oration on the Dignity of Man
Hobbes, Leviathan
Berman, All that Is Solid Melts into Air
Fanon, Black Skin White Mask

Indigeneity
CCOL-UH 1002 • FALL 2017

This course explores the quality and concept of indigeneity—or native belonging—as a force of history and nature. We will examine trajectories of indigenous peoples, paying attention to relationships between indigenous peoples and their respective settler-states, and to how legacies of conflict and accommodation raise difficult questions about economic, cultural, and political justice. We 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. We study local manifestations of these global phenomena through cycles of case studies drawn from the Americas, the north and south Pacific, and Zomia. Readings are drawn from the fields of anthropology, environmental studies, ethnopharmacology, history, and public policy, and also include memoirs and personal testimony.

Selected Materials:
Harrell, Ways of Being Ethnic in Southwest China
Shiva, Biopiracy: The Plunder of Nature and Knowledge
Pinker, Follow the Rabbit-Proof Fence
De las Casas, A Short Account of the Destruction of the Indies
Crosby, Ecological Imperialism

MAHN AZ YOUSEFZADEH
Clinical Assistant Professor of Liberal Studies

Professor Yousefzadeh is a historian of 19th-century Italy and the early modern Mediterranean. Her research and teaching interests also include the history of aesthetics and political theory.

MARK SWISLOCKI Program Head and Associate Professor of History

Professor Swislocki specializes in the history of China. His current research focuses on the environment history of southwest China. He is the author of Culinary Nostalgia: Regional Food Culture and the Urban Experience in Shanghai (Stanford, 2009) and articles on the history of nutrition and environmental history.
Wellness, Illness and Everything in Between

CCOL-UH 1005 • FALL 2017

Please Check One That Best Describes Your Current Status:

[ ] Healthy  [ ] Ill  [x] Healing

Can this survey be answered accurately? This course focuses on how these states are defined personally, culturally, biologically, and clinically. Laying a foundation in the biological basis of illness and wellness, this course will also consider 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 which will be studied in depth from scientific and cultural perspectives. Assignments and class discussions will include clinical studies, documentaries, and readings that highlight how globalization and diverse cultural contexts 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.”

Selected Materials:
Verghese, Cutting for Stone
Additional scientific articles

Conserving Global Heritage through Science

CCOL-UH 1006 • FALL 2017/SPRING 2018

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: Can 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 we can use to differentiate between an authentic object and a fake and ask how some objects come to be valued more than others, distinctions that can load, and have led, to cultural conflict in recent years.

Selected Materials:
Lowenthal, The Past Is a Foreign Country
Brodie and Renfrew, “Looting and the World’s Archaeological Heritage”
Scott, Conservation and Authenticity
Demontier, “Revisiting the Construction of the Egyptian Pyramids”
Doumert (Ed.), The Castles of Ghana

KIRSTEN EDEPLI
Associate Professor of Biology

Professor Edepli holds a Ph.D. in Cell and Developmental Biology from Harvard University and a Masters in Medical Sciences from Harvard Medical School. After spending 3 years on the faculty at Bogazici University in Istanbul, she pursued postdoctoral training at MIT and then joined the faculty at Mount Sinai School of Medicine in NY where she studied liver development, liver cancer, and metabolic disease using zebrafish. She joined NYUAD in 2015 and is passionate about promoting women in STEM fields.

MARIA BAIAS
Assistant Professor of Chemistry

Professor Baias completed her Ph.D. at RWTH-Aachen University, Germany, where she worked on using nuclear magnetic resonance for a broad range of applications from studying materials and proteins to research on conservation of cultural heritage. After three postdocs—in the UK, France and Israel—she joined NYU Abu Dhabi in 2015 to develop her own research in the field of NMR, where her main interests are to advance the field of solid-state NMR crystallography and to use portable NMR for conservation of cultural heritage.

NYUAD VICE CHANCELLOR AL BLOOM ON THE GLOBAL CHALLENGE OF PEACE:

“Fundamentally I am persuaded it is possible to realize the human quest for a peaceful world. The more I have traveled and the more I have researched the bases of human commonality, the more I am convinced that, with the right perspectives, education, and institutions internationally in place, peace is really possible. The development of NYU Abu Dhabi is a way of creating the leaders who will produce that peace.”

(The Gazelle, 12 April 2014)
What Do Leaders Do?

CCOL-UH 1007 • FALL 2017

Are social outcomes primarily shaped by prominent individuals or deterministic structural forces? Some claim leadership is a mere label used to justify social change stemming from structural forces of nature and culture. Others assert history can be found in the biographies of a few prominent men and women. In this course students examine this old and unsettled debate. Considering political, social, artistic, and business perspectives, students will dissect the concept of leadership. Students will learn to elaborate on the interplay between culture and leadership and to which extent societies create their own leaders. The course draws on the work of classic and modern thinkers. Students will also explore the lives of prominent individuals across cultures, such as Mandela, Mother Teresa, Jobs, Soros, Churchill, Thatcher, Sheikh Zayed, among many others. Students will develop a conceptual framework to link leadership and the humanities, in explorations of “the human condition”? Or perhaps the philosophers, who in every age and culture have reflected on the nature of the self more than any other single topic, have had something valuable to say? We will study important ancient thinkers from Buddhist, Hindu, Islamic, Greek, Christian and Jaina intellectual cultures, looking critically at their appeal to metaphors of light, of mirrors, and of interior spaces; at expressions of contemporary subjectivity in modern novels and film-makers including Fernando Pessoa and Andrei Tarkovsky; and at dissenters from William Hazlitt to Simone Weil, who have said that subjectivity is merely an illusion—or, worse, a deceit.

Selected Materials:
- Gilman, Herland
- Shiva, Stolen Harvest
- Carson, Silent Spring
- Zola, Germinal
- MuniI, Cities of Salt

SOPHIA KALANTZAKOS Global Distinguished Professor of Environmental Studies and Public Policy

Professor Kalantzakos spent the first half of her career as a policy maker, an elected member of Parliament, and Member of the Greek Government until 2009. She joined NYU in 2010. She writes widely on economic, labor, and environmental issues and has recently completed a book on the geopolitics of rare earths and the implications of China’s near monopoly of these strategic materials.

Subjectivity

CCOL-UH 1009 • FALL 2017

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

Selected Materials:
- Shulman, More Than Real: A History of the Imagination in South India
- Akutagawa, Rashomon and Seventeen Other Stories
- Well, Selected Essays
- Pessoa, A Little Larger Than the Universe
- Ederglass, Buddhist Philosophy

Jonardon Ganeri

Professor of Philosophy

Jonardon Ganeri works on the philosophy of self, consciousness, and self-knowledge, on conceptions of rationality, on epistemology, metaphysics, and the philosophy of language and logic, with a particular focus on bringing Sanskrit philosophical tradition into dialogue with contemporary international philosophy.

Cooperation

CCOL-UH 1016Q • FALL 2017

How can human societies 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, mathematics, social 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 individuals engineer cooperation to achieve better outcomes?

Selected Materials:
- Poundstone, Prisoner’s Dilemma
- Nowak and Highfield, SuperCooperators
- Ostrom, Governing the Commons

Nikos Nikiforakis

Associate Professor of Economics

Professor Nikiforakis’s research interests are predominantly in behavioral and public economics. His main body of work consists of experimental studies in the lab and the field investigating factors that impact the evolution of cooperation.

Reading the Earth

CCOL-UH 1008 • FALL 2017

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 views of nature 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 together with previous conceptions of nature? Constructed around a series of discrete problems that will be contextualized historically and culturally, the course also strives for a unifying, global perspective on the environmental crisis and will address a range of today’s most pressing eco-critical dilemmas and challenges.

Selected Materials:
- Duhigg, The Power of Habit
- Harrison, What Can You Learn From Machiavelli?
- Gladwell, Outliers

Pablo Hernandez-Lagos

Assistant Professor of Economics

Professor Hernandez-Lagos currently teaches Corporate Finance and Mathematics for Social Scientists at NYUAD. He has also taught Principles of Economics at the Universidad de Los Andes, graduate and undergraduate courses in management and strategy, as well as executive training to entrepreneurs outside the academia.

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15 CORE COLLOQUIA
“Saving our planet, lifting people out of poverty, advancing economic growth—these are one and the same fight. We must connect the dots between climate change, water scarcity, energy shortages, global health, food security and women’s empowerment. Solutions to one problem must be solutions for all.” (From a speech to the U.N. General Assembly, 21 Sept 2011)
**Nature and Human Nature**

**CCOL-UH 1031 • FALL 2017**

The notion of “following nature” as a guide to human conduct is ages-old. So is the opposing contention that humanity should rise (but how?) above what nature has given us in order to grasp some higher destiny (but what?). What lies behind these opposing conceptions of the relationship between humanity and our natural environment? If we are shown to be nothing but animals of a particular sort, then what does that spell for our self-image, societal ideals, and ultimate end? And does our place in the natural order confer upon us some special duty with regard to the rest of nature? Finally, what notion of “natural” is operative behind these discussions, anyway? Is the connection with regard to the rest of nature? Finally, what notion of “natural” is operative behind these discussions, anyway? Is the notion of “human nature” even coherent, or particularly helpful? Students will examine psychology, society, morality, and our relationship with the rest of nature. We will explore the idea of a “natural” environment, and how our actions affect our social interactions; how human communication has evolved; how our gut microbiota influence physical appearance and behavior; and the potential use of semi-natural habitats to combat bug infestation in lieu of pesticides. This seminar will focus on the role of communication between microbes and their hosts, the ecological and psychological consequences of (and potential remedies for) intergroup prejudice through the lens of multiple disciplines, including history, sociology, science, literature, and the arts. It considers the perspectives of the perpetrators, targets, and observers of prejudice and discrimination and explores the historical and cultural context of prejudice and discrimination, and how it manifests in individuals and institutions. We also discuss the burden of living in prejudiced societies, the social and psychological obstacles involved in acknowledging and confronting prejudice, and the costs associated with overcoming these obstacles.

**CrossTalk and Communication: From Bacteria to Humans**

**CCOL-UH 1032 • FALL 2017**

No organism on Earth lives in isolation! This simple fact underscores the importance of interactions between species. How do organisms interact? What languages do they use? This course explores how cross-talk between species sustains life on Earth and how modern 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 communication between ocean algae coupled with global warming lead to recurrent “red tides,” the breakdown of coral-algae symbiosis and implications for coastal fisheries; disruption of the language bees use to maintain colonies and the rise of colony collapse disorder that threatens pollination globally; the potential use of plant language to combat bug infestation in lieu of pesticides; how our gut microbiota influence physical appearance and susceptibility to disease and whether our innate bacteria affect our social interactions; how our communication has influenced civilization and whether modern technological advances, such as social media, have positive or negative effects on us as a species.

**Selected Materials:**

- Hawes (Dir.), “Hated in the Nation” (Black Mirror TV series)
- Levy, The Antibiotic Paradox
- Lunde, The History of Boes
- Wohlleben, The Hidden Life of Trees
- Wright (Dir.), “Nosedive” (Black Mirror TV Series)
- Yong, I Contain Multitudes

**KALLE TANELI KUKKONEN**

Professor of Philosophy

Professor Kukkonen specializes in classical Arabic philosophy, Aristotle, and the Platonic and Platonic traditions from antiquity to the Renaissance. He also has interests in philosophy and pop culture, religious studies, Islamic culture in the classical period, and the early history of science.

**SHADY AMIN**

Assistant Professor Chemistry

Professor Amin's work explores how interspecies interactions and communication between microbes and primary producers, such as plants and algae, influence the chemistry and ecology of these organisms and in turn sustain life on Earth.

**Postcolonial Memory: Representing Cultures of Displacement**

**CCOL-UH 1036 • FALL 2017**

“’We are here because you were there’ has become a common slogan for postcolonial diasporas in the metropolitan ‘centers’ of the West. With the growing numbers of immigrants and refugees from the Middle East/North Africa in cities such as London, Paris, Berlin, Barcelona, New York, Los Angeles, Montreal, Mexico City, Buenos Aires, and São Paulo, the construction of ‘us’ versus ‘them’ can no longer correspond to one geography, simplistically imagined as ‘over there.’ This seminar will study questions of displacement as represented, mediated, and narrated 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.’”

**Selected Materials:**

- Alloula, The Colonial Harem
- Antoon, ’T’zam: An Iraqi Khapody
- Benguigui (Dir.), Immigrant Memories (Film)
- Guinouan, A Semite: A Memoir of Algeria
- Satrapi, Persepolis
- Shohat, Taboo Memories, Diasporic Voices

**ELLA SHOHAT**

Professor of Cultural Studies

Professor Shohat’s books include: Taboo Memories, Diasporic Voices; Israeli Cinema: East/West and the Politics of Representation; Talking Visions: Multicultural Feminism in a Transnational Age; Dangerous Liaisons: Gender, Nation and Postcolonial Perspectives; Between the Middle East and the Americas: The Cultural Politics of Diaspora; and with Robert Stam, Unraveling Eurocentrism: Multiculturalism, Postcoloniality and Transnational Media; Flagging Patriotism: Crises of Narcissism and Anti-Americanism; and Race in Translation: Culture Wars Around the Postcolonial Atlantic.

**Prejudice**

**CCOL-UH 1038 • FALL 2017**

“Prejudice is a burden that defuses the past, threatens the future, and renders the present inaccessible”—Maya Angelou. Every society in the world struggles with intergroup prejudice to some degree. This colloquium explores the antecedents and consequences of (and potential remedies for) intergroup prejudice through the lens of multiple disciplines, including history, sociology, science, literature, 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 individuals and institutions. We also discuss the burden of living in prejudiced societies, the social and psychological obstacles involved in acknowledging and confronting prejudice, and the costs associated with overcoming these obstacles.

**Selected Materials:**

- Shakespeare, Merchant of Venice
- De Beauvoir, The Second Sex
- Biko, I Write What I Like

**JAIME NAPIER**

Assistant Professor of Psychology

Professor Napier is a social psychologist, whose research centers on the social and psychological antecedents and consequences of inequality, broadly defined. Recently, her work has focused on the denial of group-based discrimination among members of low-status groups (e.g., members of the LGBTQ+ community, women, and Black Americans).
Conserving Global Heritage through Science

CCOL-UH 1006 • FALL 2017/SPRING 2018

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: Can 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 we can use 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.

Selected Materials:
Lowenthal, The Past Is A Foreign Country
Brodie and Renfrew, “Looting and the World’s Archaeological Heritage”
Scott, Conservation and Authenticity
Demortier, “Revisiting the Construction of the Egyptian Pyramids”
Doortmont (Ed.), The Castles of Ghana

MARIA BAIAS
Assistant Professor of Chemistry
Professor Baias completed her PhD at RWTH-Aachen University, Germany, where she worked on using nuclear magnetic resonance for a broad range of applications from studying materials and proteins to research on conservation of cultural heritage. After three postdocs—in the UK, France and Israel—she joined NYU Abu Dhabi in 2015 to develop her own research in the field of NMR, where her main interests are to advance the field of solid-state NMR crystallography and to use portable NMR for conservation of cultural heritage.

Future of Medicine
CCOL-UH 1010 • SPRING 2018

One of the biggest challenges in medicine is to prevent disease and ensure personalized treatment. This is now becoming possible thanks to the implementation of high-resolution DNA sequencing technology to 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? Through an 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.

Selected Materials:
Topol, The Patient Will See You Now
Additional scientific articles

PIERGIORIO PERCIPALLE
Associate Professor of Biology
Professor Percipalle holds degrees from the International School for Advanced Studies and International Centre for Genetic Engineering and Biotechnology (ICGEB), Trieste, Italy. He was a post-doctoral fellow for medical research with Council Laboratory of Molecular Biology, Cambridge UK, and Karolinska Institute, Stockholm Sweden. His lab lab applies molecular and cell biology techniques in combination with genome-wide approaches to study the global role of actin and myosin in transcription regulation and assembly of nascent ribonucleoprotein complexes during differentiation and development.

Colonialism and Postcolonialism
CCOL-UH 1013 • SPRING 2018

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 this course we encounter the markedly different perspectives of the colonizers and the colonized and ask whether these can be reconciled both historically and in the context of the more contemporary post-colonial discourse. We ask how colonial practices have shaped the causes of global inequality and have influenced the dynamics of recent conflicts. We also engage with the notion of justice in the post-colonial context and ask whether former colonizers might have contemporary obligations toward their former subjects. This is a multi-disciplinary course drawing on sources from the social sciences, history, and literature.

Selected Materials:
Conrad, Heart of Darkness
Fanon, The Wretched of the Earth
Soyinka, Of Africa
Tagore, The Home and the World

LEONID PEISAKHIN
Assistant Professor of Political Science
Professor Peisakhin studies political legacies of colonial and imperial rule especially in eastern Europe, the formation, persistence, and dissolution of political attitudes and identities; and, broadly, political behavior. He also maintains an interest in anti-corruption research, work on good governance, and government transparency.
Justice: Theory and Practice
CCOL-UH 1014 • SPRING 2018

This course engages with historical and contemporary thinking about a global challenge: justice. Its scope is both global and firmly grounded in the experience of the NYUAD community and the United Arab Emirates more broadly. The course explores five key questions: 1. What makes individual action just? 2. Which solidarities, rights, and autonomy must a just polity protect? 3. What sorts of equality should a just society ensure? 4. What sort of justice are economic institutions bound to provide? 5. What systems of global justice exist? What should their scope comprise? How can we work to approach global justice in our local institutions? Students will approach these questions through historical and contemporary theories of justice from Plato and the Prophet Muhammad (peace be upon him) to Marx and Engels, Qutb, and Ambedkar. Discussions will draw on both qualitative and quantitative theories of justice from Plato and the Prophet Muhammad to Marx and Engels, Qutb, and Ambedkar. Discussions will draw on both qualitative and quantitative theories of justice.

Global Health Inequalities
CCOL-UH 1018 • SPRING 2018

Health inequalities count among the primary global challenges facing our contemporary world. But how should we understand their underlying causes? What is their relationship to processes of globalization? And what institutions and practices should be established and supported to best address them? Debates over these questions are fierce, reflecting a wide range of cultural, political, economic interests, ecological endowments, and ethical positions. By considering case studies drawn from Asia, Africa, South and North America, and Europe, this course explores the heated politics of answering these questions. Given today’s predominance of Global Health programs that aim to universalize evidence-based medicine (EBM) and to deliver public health via randomized control trials (RCTs), particular attention is paid to assessing these approaches from the vantage of their “target populations.”

Selected Materials:
- Kant, Grounding for the Metaphysics of Morals
- Khaldoun, The Muqaddimah
- Marx and Engels, The Communist Manifesto
- Rawls, A Theory of Justice
- Qutb, Social Justice in Islam

LAUREN MINSKY
Assistant Professor of History

Professor Minsky received her Ph.D. in History from the University of Pennsylvania. Her research interests lie at the intersection of agrarian, environmental, medical, and religious studies, with a particular focus on the Punjab and a current focus on the wider Indian Ocean region. Her book, Cultivating Health: South Asia and the Global Transmission of Medicine, 1200-1900 is under contract with Cambridge University Press.

Water
CCOL-UH 1020 • SPRING 2018

Water is the lifeblood of existence. Across time and place it has sustained society, nourished crops, made war, diffused networks of trade and cultural exchange, delimit 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 Drowned Out by Arunhati Roy, Even the Rain by Iciar 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 Alegria 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.

Selected Materials:
- Bourdieu, Distinction
- Biehl and Petryna, When People Come First
- Fadiman, The Spirit Catches You and You Fall Down
- Livingston, Improvising Medicine
- Packard, A History of Global Health
- Pepin, The Origins of AIDS

AWAM AMKPA
Associate Professor of Drama and Social and Cultural Analysis

Professor Amkpa is the author of Theatre and Postcolonial Desires (Routledge, 2003). He is director of film documentaries and curator of photographic exhibitions and film festivals. Amkpa has written several articles on representations of African and its diasporas, modernisms in theater, post-colonial theater, and Black Atlantic films.

Selected Materials:
- Sissako (Dir.), Timbuktu (Film)
- Deeter (Dir.), Spark: A Burning Man Story (Film)
- Miller (Dir.), Mad Max: Fury Road (Film)
- Le Clezio, Desert
- Davis, The Arid Lands: History, Power, Knowledge

The Desert
CCOL-UH 1021 • SPRING 2018

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 uninhabitable and a metaphor for exile, difficult journeys, 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 oases to urban food desert. This course will also consider the future of deserts in the global challenge context of 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, fieldtrips, and travel writings. So, even while the desert is an environmental reality that makes inhabitation difficult, it is still a space of demographic, cultural, and economic activity and exchange.

Selected Materials:
- Davis, The Arid Lands: History, Power, Knowledge

ERIN PETTIGREW
Assistant Professor of History and Arab Crossroads Studies

Professor Pettigrew is an historian of modern Africa, with a research focus on 19th- and 20th-century West Africa and histories of Islam, race, and healing in colonial and postcolonial contexts.
Life in the Universe
CCOL-UH 1024Q • SPRING 2018

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. During this semester, students will discuss current models for how the necessary ingredients for life formed in the universe, the observational and experimental evidence for these theories, attempts by scientists and science fiction writers to imagine life in other parts of the universe, and the many questions which remain.

Selected Materials:
Bennett and Shawstack, Life in the Universe
Clarke, 2001: A Space Odyssey
Asimov, Nightfall
Bradbury, Martian Chronicles
Card, Speaker for the Dead

Migration
CCOL-UH 1026 • SPRING 2018

Migrants are making headlines, and newspapers now speak of a global migration crisis. There are more migrants in the world today than Brazil, the fifth-largest country in the world, has inhabitants. China, India, and the Philippines are the leading countries in sending migrants, while masses of refugees are leaving Syria, Iraq, Afghanistan, and Eritrea. The most important host areas are Europe and the United States. Though fewer in absolute numbers, expats make up more than 60% of the total population in Qatar and the United Arab Emirates. How has the process of migration been imagined, 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 (nostos) 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? 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 the experience of migrating from one place to another.

Selected Materials:
Homer, The Odyssey
Wu Chang’en, The Journey to the West
Hamid, The Reluctant Fundamentalist
Cho, Look Who’s Morphing
Ibn Ishaq, The Life of Muhammad

Global Governance
CCOL-UH 1028 • SPRING 2018

The creation of structures and norms of global governance is a crucial moment in historical efforts at pacifying international relations, fostering economic development, and providing global public goods. Today, an expansive network of intergovernmental institutions exists, but global attempts at engaging with poor, conflict-affected countries often struggle to meet local needs. This course will examine global governance’s origins and logic, and its varying impact in local contexts. Through critical debate, students will explore different perspectives on global governance and develop a better understanding of how power, institutions and cultural norms shape interactions between global and local actors. Specifically, we will analyze successes and failures of international attempts at post-conflict peacebuilding in Namibia, Somalia and Afghanistan; 2) facilitating transitional justice in Liberia and Yugoslavia; and 3) addressing the refugee crises in Mozambique and Syria. The course will help students grapple with the complex political and ethical dilemmas of global governance and devise more effective and context-sensitive strategies for resolving some of the most pressing challenges of our time.

Selected Materials:
Barrett, Why Cooperate?
Farouky and McEvoy, Tell Spring Not To Come This Year
Issaey, The Congress of Vienna (Painting)
Rawcliffe, City of Thorns: Nine Lives in the World’s Largest Refugee Camp
Special Court for Sierra Leone, Sentencing Judgment for Charles Taylor

MARTHA NUSSBAUM ON THE GLOBAL CHALLENGE OF EQUALITY:
“In the absence of a good grounding for international cooperation in the schools and universities of the world, however, our human interactions are likely to be mediated by the thin norms of market exchange in which human lives are seen primarily as instruments for gain. The world’s schools, colleges, and universities therefore have an important and urgent task: to cultivate in students the ability to see themselves as members of a heterogeneous nation (for all modern nations are heterogeneous), and to understand something of the history and character of the diverse groups that inhabit it.”
(From Not for Profit)
Gender

CCOL-UH 1034 • SPRING 2018

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 literature including the Marquis de Sade, Freud, 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 race, class, morality, 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 of gender and power, violence, the economy, and humor.

Selected Materials:
- Alsana, Girls of Riyadh
- Pierce (Dir.), Boys Don’t Cry (Film)
- Roughgarden, Evolution’s Rainbow
- Schindler’s (Dir.), The Handmaid’s Tale (Film)
- Woolf, A Room of One’s Own

MASHA KIRASIROVA
Assistant Professor of History

Professor Kirasirova is an historian of exchanges between the Soviet Eurasia and the Middle East. Her work brings together several hitherto separate scholarly domains: Soviet nationalities policy with regard to the USSR’s Muslim populations; social and cultural history of Stalinism in shaping the experience of Arab communists in the Soviet Union in the 1920s and 1930s; cultural exchange with Arab leftist intellectuals during the Cold War; and the impacts of these exchanges on artistic, bureaucratic, and political practices inside the USSR and on those exported to Syria, Lebanon, Israel/Palestine, and Egypt.

Inequality

CCOL-UH 1035 • SPRING 2018

Inequality is a fundamental issue with which every human society, past and present, has had to deal. This course explores why inequality occurs and why it matters, questions which have taken on critical importance in this time of deepening global inequalities. The course will approach these questions by considering inequality in comparative and historical perspective so that students will gain a deeper perspective on today’s debates. While the course will focus on the wide-ranging consequences of inequality, particular emphasis will be placed on the relationship between inequality and government. How does governmental action influence inequality, and why? Does the presence of inequality influence what type of government is possible? To answer these questions the course will draw on sources from a range of academic disciplines including political science, history, economics, philosophy, and literature. However, no prior expertise 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.

Selected Materials:
- Deaton, Great Escape: Health, Wealth and Origins of Inequality
- Desmond, Evicted: Poverty and Profit in the American City
- Piketty, Capital in the 21st Century

JEFFREY JENSEN
Lecturer of Political Science

Professor Jensen studies comparative political economies through the lens of comparative politics and quantitative methods. His research considers the effect of historical institutions on current levels of economic development by examining the political economy of the United States in the antebellum era (1789-1860).

Animals: Subjects or Actors

CCOL-UH 1039 • SPRING 2018

Humans, across culture and time, have turned to animals to address fundamental questions in biology. Select species coined model organisms have been widely used to study development, behavior, evolution, disease, and recently 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 to addressing the global challenges to preserve declining and endangered species. This course tackles a number of biological paradigms where the animal has been a central figure. What determines which animals we use as subjects in research? What are the ethical and moral implications of animal-based experiments? How have animal-based research discoveries been communicated in the scientific community and popular media? And how might we tackle environmental and conservation issues through a non-human lens? 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.

Selected Materials:
- Bluth (Dir.), The Secret of Nính (Film)
- Cronenberg (Dir.), The Fly (Film)
- Nurdysayn & Pérennou (Dirs.), Microcosmos (Film)
- Carroll, Endless Forms Most Beautiful
- Hopper (Dir.), When Björk Met Attenborough (Film)

ALEXIS GAMBIS
Visiting Assistant Professor of Biology and Film and New Media

Professor Gambis is a French-Venezuelan scientist, filmmaker, and founder of Imagine Science Films, a non-profit organization focused on scientific storytelling and create dialogue between scientists, artists, and filmmakers. His interdisciplinary work bridges the sciences and the visual arts through film, exhibits and installations, research and teaching.

Disability

CCOL-UH 1040 • SPRING 2018

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? Ultimately, we will ask: what new forms of representation might bodily difference produce, and what might the concept of disability teach us about all bodies? We will consider literary, visual, performative and performance-based possibilities for bodies and minds that resist normative structures, which theorize ideas of access, care, and care, and which claim disability as enlivening identity.

Selected Materials:
- MacArthur, Ramps
- Téllez, Letter on the Blind For the Use of Those Who See Farokhzad, The House Is Black
- Bel and Hura, Disabled Theater
- Ishiguro, Never Let Me Go
- Crosby, A Body, Undone

DEBRA LEVINE
Assistant Professor of Theater

Professor Levine’s work explores the intersection between performance, politics, and new media/digital humanities in the 20th and 21st centuries through the lens of feminist and queer theory, disability studies, and visual studies.

KATHERINE WILLIAMS
Assistant Professor of Literature

Professor Williams reads, writes about, and teaches 16th- and 17th-century English literature. Her research focuses especially on early modern drama, and on disability studies, performance theory, and Global Shakespeare.
Core Competencies: Arts, Design, and Technology

Arts, Design, and Technology courses foster critical thinking and creative work 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 courses in the following pages are offered periodically, typically each year in the semester indicated.

CREATING NEW Frontiers

Manus et Machina

CADT-UH 1001 • FALL 2017

Counts as Art, Technology and Invention in previous Core
Crosslisted with Interactive Media

This course (formerly called Men & Machines) explores how
technology and machines have influenced human life across
the ages. The course 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 builds knowledge about futuristic develop-
ments and their use and influence from past to present, dealing
with questions concerning ethics and values. Students will leave
the course with a completed project to be displayed in an
exhibition and a personal philosophy of Arts, Design, & Technology.

Selected Materials:

Himanen, Hacker Ethic and the Spirit of the Information Age
Laurensen, Leonardo’s Machines
Lanier, Who Owns the Future
Horowitz and Hill, The Art of Electronics

FELIX BECK Assistant Professor of Practice of Design

Professor Beck is a designer, technologist, researcher, and educator. He holds a Dip-
lom degree (M.A.) from the Berlin Uni-
versity of the Arts’ Visual Communication
program where he studied New Media Design. He was nominated as Meister-
schüler of UdK Berlin in 2010.

Communication and Technology

CADT-UH 1003 • FALL 2017

Counts as Art, Technology and Invention in previous Core
Crosslisted with Interactive Media

From cave paintings to live video streams on smartwatches, this course will explore the development, reaction, and impact of some of humankind’s most transformative inventions—its forms of communication. How have these inventions, such as writing, printing, photography, the telegraph, television, radio, and the internet, influenced human behavior throughout the course of history? What role do they play in shaping our lives today? Toward the end of the course, students will speculate on the future of communication technologies in a connected world by prototyping their own inventions and experiences. Readings and discussion will cover communication theory, technical processes, and creative applications. Writing assign-
ments will be paired with practical assignments where students
will be challenged to bring their analysis and ideas to life. We
will also utilize the web as a test bed for experiencing and ex-
perimenting with various forms of communication both old and
new, ranging from the printing press to the 3D printer and ev-
erything in between.

Selected Materials:

Gleick, The Information
Lanier, You are Not a Gadget
Shirky, Here Comes Everybody
Standage, The Victorian Internet
Zuckerman, Rewire

CRAIG PROTZEL Program Head and Assistant Professor of Interactive Media

Professor Protzel is a creative technologist whose work lies at the intersection of
web development, education, video, and storytelling. He is actively involved in
the NYU Entrepreneurs Institute and teaches courses at NYU Tisch’s Graduate
Interactive Telecommunications Program.
Creativity and Innovation

**CADT-UH 1008 • FALL 2017**

Counts as Art, Technology and Invention in previous Core

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 and throughout history), to such areas as mathematics, computer science, music theory, music technology, biology, psychology, linguistics, sociology, evolution and human migrations, ethnology, crystallography, nuclear physics, calendar design, radio astronomy, architecture, and computer graphics.

Students read, listen to music, and practice drumming—use computer software to analyze and generate rhythms, solve puzzles of musical time patterns, and write on various topics. They complete an individual research project that showcases the application of knowledge in their selected discipline or culture to an open question concerned with rhythm. They discuss progress on their projects during the term and present their results to the class at the end of term. No computer programming experience or musical training is required.

**Selected Materials:**
- Toussaint, *The Geometry of Musical Rhythm*
- Harkleroad, *The Math Behind the Music*
- Butler, *Unlocking the Groove*
- McLachlan, *A Spatial Theory of Rhythmic Resolution*
- McCartan, “Prelude to Musical Geometry”

**DOUGLAS COOK**
Assistant Professor of Engineering

Professor Cook is an engineer with a background in human biomechanics. He holds MS and PhD degrees in mechanical engineering from Purdue University, and has been professor of engineering at NYUAD since 2009.

**GODFRIED TOUSSAINT**
Program Head and Professor of Computer Science

Professor Toussaint teaches and conducts research in the areas of pattern recognition, information theory, computational geometry, algorithms, discrete mathematics, machine learning, and music information retrieval. He has won several prestigious awards, including the Killam and Badehra fellowships.

**Words**

**CADT-UH 1011 • FALL 2017**

Counts as Science, Society and History in previous Core

Words, words, words. How do words, as basic units of language, help us communicate our thoughts? How are they internally constructed? Do they reflect different aspects of our thought? Do they vary across different languages? 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. Students will learn how to analyze words in terms of their form, function, and meaning in context. The final group project will be to invent a constructed language.

**Selected Materials:**
- Fasold and Conner-Linton (eds), *An Introduction to Language and Linguistics*
- Deutscher, *Through the Language Glass: Why the World Looks Different in Other Languages*
- Jurafsky, *The Language of Food*
- Elgin, *Native Tongue*
- Culture (fil., My Fair Lady (film))

**NIZAR HABASH**
Associate Professor of Computer Science

Professor Habash is a computer scientist specializing in natural language processing and computational linguistics. Before joining NYUAD, he was a research scientist at Columbia University’s Center for Computational Learning Systems. His research includes work on machine translation, morphological analysis, and computational modeling of Arabic and its dialects.

**Laughter**

**CADT-UH 1012 • FALL 2017**

Counts as Pathways of World Literature in previous Core

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

**Selected Materials:**
- Beard, *Laughter in Ancient Rome: On Joking, Tickling, and Cracking Up*
- Shelton, *Once There Was, Twice There Wasn’t: Fifty Turkish Folktales of Nasredin Hoca*
- Cousins, *Anatomy of an Illness*  
- Austen, *Northanger Abbey*

**AYSAN CELIK**
Assistant Professor of Theater

Professor Celik is a performer and theater maker. Classically trained and experimental in focus, she has a fifteen-year career that traverses Shakespeare, devised work, documentary theater, comedy, classical texts, dance-theater, cross-gender work, cabaret, and new plays. Celik has originated roles in world premieres and inhabited classic parts Off-Broadway, Off Off-Broadway, and on tour in the US and UK.
Digital Curation

CADT-UH 1018 • FALL 2017

This course asks what it means to be a curator of content online. What is an author? a collection? What are ways we made collections before the digital age? Who is our audience? It looks critically at popular forms of curation, historical examples, and those found in social media (Snapchat, Tumblr, playlists). It examines trends in digitization and open cultural data, exploring what makes a digital object and what constitutes a web-based collection. It surveys a variety of open-content management systems used in the museum and academic sector. Students will use, and critique, a common technology for digital citizenship through their own social media practices. Students are encouraged to be creative, co-creating new content, remixing, and building upon the “vast and growing digital commons.” The course is useful for any student interested in information sciences, content creation, and the GLAM sector (galleries, libraries, archives and museums) but is open to all. Student work consists of open, reflective blog writing about curation as we build web-based exhibits in student web hosting.

Selected Materials:
Bodenhamer et al, Deep Maps and Spatial Narratives
Goldand Klein, Debates in the Digital Humanities
Obrist, A Brief History of Curation
Subbarwal, Digital Curation in the Digital Humanities
Svensson, Big Digital Humanities

DAVID WRISLEY
Associate Professor of Digital Humanities

Professor Wrisley is a comparative medievalist and digital humanist. His research straddles the domains of late medieval court culture, Mediterranean studies, multilingual corpora analysis and the spatial humanities.

Lies and Lying

CADT-UH 1019 • FALL 2017

Counts as Art, Technology and Invention in previous Core Crosslisted with Structures of Thought and Society

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

Selected Materials:
Barthes, A Pipe of Lies
Bok, Lying: Moral Choice in Public and Private Life
Ford, Lies! Lies! Lies! The Psychology of Deceit
Lee, The Interplay of Truth and Deception
Knapp, Lying and Deception in Human Interaction

SCANDAR COPTI
Program Head and Assistant Arts Professor of Film

Professor Copti is a Palestinian filmmaker whose debut full-length feature film Ajami (co-directed by Yaron Shani) won the Camera d’Or Special Mention and was nominated for the #2nd Academy Awards. Formerly a mechanical engineer, he has written, directed, and edited several fiction, documentary, and experimental short films.

“ADT Core courses serve as laboratories for creative inquiry, critical thinking and project-based learning. By practicing methods used by artists and designers, students can visualize problems and ideas in novel ways, connect seemingly unconnected phenomena and concepts, and develop creative solutions to contemporary problems. These courses equip students with intellectual and creative tools that can help them achieve their individual potential and contribute to and shape our collective future.”

DAVID DARTS, ASSOCIATE DEAN FOR THE ARTS

Wayfinding: Graphic Design in the Built Environment

CADT-UH 1020 • FALL 2017

Counts as Art, Technology and Invention in previous Core Crosslisted with Visual Arts

In November 2014, Volvo Race’s boat Vistas did not find her way to Abu Dhabi port and got stranded on a reef in the Indian Ocean instead. 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 ways in which 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.

Selected Materials:
Calon, Signage and Wayfinding Design
Gibson, The Wayfinding Handbook
Huth, The Lost Art of Finding Our Way
Mollerup, Wayshowing > Wayfinding: Basic & Interactive
Shaw, Helvetica and the New York City Subway System

GOFFREDO PUCCETTI
Assistant Professor of Practice of Visual Arts

Professor Puccetti is a graphic designer and visual communications consultant. His area of expertise are in corporate identity and branding. His main interests are in the interactions of visual communications with policy and decision making processes.
The Art of Narrative Science

CADT-UH 1021 • FALL 2017

Counts as Art, Technology and Invention in previous Core
Croustlisted with Literature and Creative Writing

Are art and science really in conflict with each other, as is often thought? Is science dispelling mystery and consigning us to a world of dreary reductionism? This course answers such questions with a resounding no. There is, in fact, neither conflict nor antagonism between the realms of art and science. Indeed, the two complement and complete one another in ways that only artful narrative can fully reveal. A poet, through metaphor, builds bridges from entangled inscapes of thought and emotion to a place of shared understanding. A good narrative science writer must do the equivalent with the often recondite minu-tiae of modern scientific exploration. It has become ever more essential for writers to report back from these new and wild frontiers with clear, intelligible, and descriptive prose. Students in this course will develop their vocabularies of both science and writing, learning to seize upon the parallels between the writing process and sound scientific method: trial, error, repeti-
tion, and, perhaps most importantly, daring.

Selected Materials:
Fortey, Life: An Unauthorized Biography
Johnson, The Ghost Map
Lucretius, On the Nature of Things
Sohel, Longitude
Thomas, The Lives of a Cell

SANDRA PETERS Assistant Arts Professor of Arts Practice
Professor Peters’ work emerges from her engagement with the architecture that surrounds her. Her artistic research fo-cuses on architectural structures and their cultural contexts in terms of the (aesthet-
ic, psychological, emotional) impact that engages with the architecture that surrounds her. Her artistic research focuses on architectural structures and their cultural contexts in terms of the (aesthetic, psychological, emotional) impact that

CARLIE THE ART OF NARRATIVE SCIENCE

What Is Music?

CADT-UH 1024 • FALL 2017
Counts as Art, Technology and Invention in previous Core
Croustlisted with Music

This course analyzes what we understand as “music.” Drawing on music of different styles from all over the world, sem-
inar members will explore what constitutes musical meaning, how it is produced, and how music expresses feelings. Taking advantage of the multicultural nature of NYUAD, students will explore the cultural and universal mechanisms at play when we listen to and understand music. A lab portion of the class will develop through musical elements such as notation systems, scales, sound synthesis, and simple compositional techniques.

Selected Materials:
Agawu, The African Imagination in Music
Chadabe, Electric Sound: The Past and Promise of Electronic Music
Leman, The Expressive Moment: How Interaction (with Music) Shapes Human Empowerment
Pejrolo & Metcalfe, Creating Sounds from Scratch
Roa, The Rest Is Noise

ROBERT ROWE Professor of Music and Music Education
Robert Rowe received degrees in music history & theory (B.M. Wisconsin 1976), composition (M.A. Iowa 1978), and music & cognition (Ph.D. MIT 1991). He is cur-ently Professor and Director of the Music Technology program in NYU Steinhardt’s Department of Music & Performing Arts Professions.

Robert Rowe received degrees in music his-tory & theory (B.M. Wisconsin 1976), com-position (M.A. Iowa 1978), and music & cognition (Ph.D. MIT 1991). He is cur-
Politics of Code

IM-UH 3110 • FALL 2017

Counts as Art, Technology and Invention in previous Core Crosslisted with Interactive Media and Political Science

Is software political? While our relationships between ourselves, our environment, and other people are inherently political, computer technologies and technology companies consistently claim to remain “neutral.” This course, by contrast, will focus on how software applications may share commonalities with political systems, how they affect their users as political actors and how we can build alternatives or improvements to those systems. Students will learn to deconstruct the design and implementation of software as a political medium, such as Facebook’s timeline algorithm, city officials’ use of computer simulations to orchestrate urban life, blockchain-backed proof of ownership and algorithmic criminal assessment. Informed by political theory and media studies, and coupled with an exploration of the underlying political impacts of those systems, students will work on several hands-on projects to offer functioning alternatives to those systems. To that end, this course will include several workshops in JavaScript, Python, and Unity.

Selected Materials:
Weizenbaum, Computer Power and Human Reason
Dyer-Witheford and De Peuter, Games Of Empire: Global Capitalism and Video Games
Kitchen and Dodge, Code/Space: Software and the Everyday Life
Galloway, Protocol: Control after Decentralization

PIERRE DEPAZ Lecturer of Interactive Media
Professor Depaz is a software developer and political scientist. After his Masters in Media Studies at the Institut d’Études Politiques (France), he completed a graduate program in Game Design at NYU Tisch School of the Arts and has been working and teaching in the field of arts and media ever since.

J-TERM 2018

Nomads
CADT-UH 1006J • JANUARY 2018
Counts as Art, Technology and Invention in previous Core
What can the unique human ecology and worldview that emerges from mobile ways of life teach us about human ingenuity and culture? This course uses the lenses of philosophy, art, and design to examine the history, influence, and cultural underpinnings of nomadism and nomadic dwelling. Paying special attention to kinetic objects and the built environment, we will probe historical and contemporary conceptions of ownership and ecology, transience and permanence, home and homelessness, and citizenship and belonging. All aspects of mobile dwellings, from familiar vernacular models such as tents and huts to developments in humanitarian design and contemporary art, will be considered. Students will be presented with a series of design challenges and will be asked to solve problems by creating new designs and producing prototypes. No previous background or training in design is required.

Selected Materials:
Barfield, The Nomadic Alternative
Kronenburg, Architecture in Motion: The History and Development of Portable Building
Deleuze and Guattari, Nomadology: The War Machine
Braidotti, Nomadic Theory: The Portable Body
Jodicke, Temporary Architecture Now!

DAVID DARTS Associate Dean of Arts, Associate Professor Art and Art Professions
Professor Darts is an artist and technologist. His work focuses on the convergences between society, technology, and contemporary art and design. He uses sculpture and designed objects to provide spaces for critical reflection and social critique.

Explorable Stories
CADT-UH 1015J • JANUARY 2018
Counts as Art, Technology and Invention in previous Core
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. In this class, we will utilize 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 stories may take a variety of forms including creative fiction, journalistic non-fiction, educational lessons, or personalized accounts. The work will be inspired and influenced by our time in London, but will address a global audience. The goal will be for each student to iteratively produce their own compelling explorable piece that lives on the web and can be shared universally. Some web development or coding experience is preferable but not required.

Selected Materials:
Papert, Mindstorms
Piaget, To Understand Is To Invent
Ford, What Is Code?
Case, Explorable Explanations

CRAIG PROTZEL Visiting Assistant Professor of Interactive Media
Professor Protzel is a creative technologist whose work lies at the intersection of web development, education, video, and storytelling. He is actively involved in the NYU Entrepreneurs Institute and teaches courses at NYU Tisch’s Graduate Interactive Telecommunications Program.

Re-Performing Death
CADT-UH 1017J • JANUARY 2018
This class 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 will consider 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, Diamanda Galás, David Bowie, The Smiths, Arca, Joy Division, Aderos, David Lynch, Akira Kurosawa, Matthew Barney, Kiki Smith, Ai 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, Noh, Kabuki, and Bunraku, as well as Butoh, anime, and video gaming. Students will respond to this rich material by way of creative writing, visual arts, ensemble performance, and photography.

RUBÉN POLENDO Arts Professor of Drama
Professor Polendo teaches in and chairs the Drama Program at NYU’s Tisch School of the Arts. He is a theater director and the founder and artistic director of the permanent group of collaborators, Theater Mittu. He and his company work towards expanding the definition of theater through experimentation with its form. Polendo and his company research and investigate global performance as a source for their training, work, and methodologies.
“Connecting theory and practice in the overlapping fields of art, design, and technology, ADT courses organize themselves around intriguing discussions about how these terms relate. Through hands-on sessions, students learn multiple skills: from stone-age principles of fire-making with branches, to the expertise of rapid prototyping with a laser-cutter or 3D printer, to rudimentary programming. Students will ask key questions about how arts, design, and technology have shaped human life and may inspire future developments.”

FELIX HARDMOOD BECK, ASSISTANT PROFESSOR OF PRACTICE OF DESIGN, ENGINEERING

How Movement Makes Meaning: Dramaturgy, Dance and the Development of Aakash Oderda’s #JeSuis

CADT-UH 1031J • JANUARY 2018

This intensive class on dramaturgy and dance takes Aakash Oderda’s residency at the NYUAD Arts Center as an opportunity for project-based learning. We will engage with Aakash Oderda as he makes a dance about the current refugee crisis with a company of dancers. We will use this event to explore a series of questions about life and art, politics and performance, human behavior, crisis, and expression, both onstage and off. We will study and employ the techniques of dance dramaturgy to investigate how choreography creates meaning through bodies in motion, and to ask how the dramaturg can contribute to that process. To that end, we will use dance scholar Katherine Profta’s working definition of the dramaturg as a collaborator who “oscillates between theory and practice, inside and outside, word and movement, question and answer.” Be prepared to think, to write, and to move. This course will include a regional seminar in Greece.

DEBRA LEVINE
Assistant Professor of Theater

Professor Levine’s work explores the intersection between performance, politics, and new media/digital humanities in the 20th and 21st centuries through the lens of feminist and queer theory, disability studies, and visual studies.

GOFFREDO PUCCETTI
Assistant Professor of Practice of Visual Arts

Professor Puccetti is a graphic designer and visual communications consultant. His areas of expertise are in corporate identity and branding. His main interests are in the interactions of visual communications with policy and decision-making processes.

SPRING 2018

Multidisciplinary Artistic Collaborations

This course poses questions about the advantages/disadvantages/challenges of multidisciplinary collaboration in the production of new knowledge. Focusing on paradigmatic artistic collaborations in the 20th and 21st centuries we will analyze the impact of digital technologies in promoting an intricate crossover between different domains. We will consider 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.

Selected Materials:
Wagner, Outlines of the Artwork of the Future
Ballets Russes, The Rite of Spring (Performance)
Marinetti et al, The Futurist Cinema
Hopkins, Dada and Surrealism: A Short Introduction
Zommer and Dawson (Dir.), Fully Awake: The Black Mountain College (Film)

CARLOS GUEDES
Associate Arts Professor of Music

Professor Guedes is a Portuguese composer, media artist, educator, and researcher, whose creative work comprises several commissions of music for contemporary dance, theater, film and interactive installations, aside from traditional concert music. His music has been heard in places such as The Kitchen, Joyce SoHo, Judson Church, AaCo, De Waag, SxSW, Teatro Nacional de S. João, SIGGRAPH, Shanghai eArts, Casa da Música, Expo ‘98, Porto 2001, Guimarães 2012 European Capital of Culture, and Beijing Modern Music Festival 2016.

FELIX HARDMOOD BECK, ASSISTANT PROFESSOR OF PRACTICE OF DESIGN, ENGINEERING
Language of Computers

**CADT-UH 101X • SPRING 2018**

Counts as Art, Technology and Invention and Experimental Discovery in the Natural World in previous Core Crosslisted with Data and Discovery

This course introduces students to the basics of how computers “think” and some of the inherent limitations of computers. How do programs (software applications) make computers behave intelligently and allow them to solve problems effectively for a wide range of applications and fields, from art and other media to education, medicine, and the core sciences? How do we use computer programs to process, structure, and manage information, create and manipulate digital media, and search and gather information relevant to any particular topic? How do computer programs operate virtually, creating the World Wide Web of the modern digital age, and how does all of this effect issues related to security and privacy in the wired world we live in today? Students are asked to create innovative programming solutions to a set of problems and develop applications focused on the social good for their final project. The programming language of choice is Python, a relatively easy programming language with powerful visual, text processing, and graphics capabilities.

**Selected Materials:**
- Donaldson, Visual Quickstart Guide to Python
- Swiegart, Making Games with Python & Pygame
- Harris, Game Programming: The L Line, The Express Line to Learning

**SANA ODEH**
Clinical Professor of Computer Science

Professor Odeh takes a cross-disciplinary approach to Computer Science in her courses on game programming and web development. Her research focuses on information systems for the developing world and assessing the effectiveness of e-learning systems. She is the founder of Arab Women in Computing and organizes the Hackathon for Social Good in the Arab World.

Utilities, Venustas, Firmitas

**CADT-UH 1016 • SPRING 2018**

Counts as Art, Technology and Invention in previous Core 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 lives and investigates the fundamentals of “good design.” We take a look at the status quo of the use of design in media, objects, and architecture, and observe its influence on art and technology from past to present. Design tools and processes will be highlighted. Based on the fusion of readings, study, discussion, and experiences, over the course of the semester students will develop an understanding of how mutually reinforcing and beneficiary a mix of Arts, Design, and Technology can be. Lecture and discussion will help development the design of a bricolage: Every student will realize a product prototype of an Audio-Device to be displayed in an exhibition and a personal philosophy of about Arts, Design, and Technology.

**Selected Materials:**
- Birzdek, Design: History, Theory and Practice of Product Design
- Just et al, Design as Research: Positions, Arguments, Perspectives
- Milton and Rodgers, Research Methods for Product Design
- Hustwit (Dir.), Objectified (Film)
- Hustwit (Dir.), Helvetica (Film)

**FELIX BECK**
Assistant Professor of Practice of Design

Professor Beck is a designer, technologist, researcher, and educator. He holds a Diplom degree (M.A.) from the Berlin University of the Arts’ Visual Communication program where he studied New Media Design. He was nominated as Meisterschüler of UdK Berlin in 2010.

**JILL MAGI**
Assistant Arts Professor

Professor Magi is an artist, critic, and educator whose research and teaching interests include poetry and poetics, experimental literature, handmade books, alternatives to mainstream publishing, and textile arts. From February to April of 2015, she wrote a weekly commentary series for Jacket2 on “a textile poetics,” her most current area of research.

**Questioning and Writing the Self: Memoir and Anti-memoir**

**CADT-UH 1027 • SPRING 2018**

Counts as Pathways of World Literature and Art, Technology, and Invention in previous Core Crosslisted with Cultural Exploration and Analysis and Literature and Creative Writing

Is writing a life possible and what does it mean to try? What can be learned about notions of self and society, culture and change, as well as art and literature through the window of memoir? Many traditions celebrate the individual voice, singular stories, and remarkable people, yet there are also examples of “life writing” that express skepticism and anxiety around ideas of the individual as remarkable, distinct from the collective, and particularly entitled to tell their story. Students will read texts across eras, cultures, ethnicities, and genders that raise questions about the self and the collective, writing and memory, and about writing the remarkable as well as the everyday.

**Selected Materials:**
- Shunagon, The Pillow Book
- Equiano, The Interesting Narrative
- Duras, The Lover
- El Saadawi, Memoirs from the Women’s Prison
- Cesaire, Notebook of a Return to the Native Land

**Wood**

### SUMMER 2018

Counts as Art, Technology and Invention in previous Core Crosslisted as Art and Art History

Wood is inseparably linked to human history and culture. From mankind’s earliest use of sticks for shelter, warmth, and gathering food, the increasingly complex ways that we have used and understood this material reflect the history of civilization itself. What can wood can teach us about ecology, human history, ingenuity, and culture? By examining wood’s role across several diverse cultures, this class will consider our ever-evolving relationship to wood through its use in architecture, art, and design. We will study the work of artists and designers including Richard Deacon, Giuseppe Penone, and Ai Weiwei, and will also examine the lore and mythology of wood through literary works like the Epic of Gilgamesh and the Enchanted Forests of the Brothers Grimm. The class will include a practical studio component in which students learn historic and contemporary woodworking techniques, respond to carpentry design challenges, and develop a kinesthetic knowledge and materials understanding through the exploration and manipulation of wood and wood-based materials. No previous background or training is required.

**Selected Materials:**
- Harrison, Forests: The Shadow of Civilization
- Perlin, A Forest Journey: The Story of Wood and Civilization
- Hesse, Siddhartha
- Silverstein, The Giving Tree
- The Original Folk and Fairy Tales of the Brothers Grimm

The following Cultural Exploration and Analysis course is also crosslisted with Arts, Design and Technology. Please see the full description under the primary listing on page 51:

**Artists’ Writing, CCEA-UH 1008 • SPRING 2018**

Counts as Art, Technology and Invention in previous Core Crosslisted with Art & Art History, Arts, Design, and Technology

**DAVID DARTS**
Associate Dean of Arts, Associate Professor Art and Art Professions

Professor Darts is an artist and technologist. His work focuses on the convergences between society, technology, and contemporary art and design. He uses sculpture and designed objects to provide spaces for critical reflection and social critique.
Navidation a Global Understanding

Collecting

Course Description:
CCEA-UH 1003 • FALL 2017

Counts as Art, Technology and Invention in previous Core Crosslisted with Art and Art History

What motivates human beings to form collections? How do we select, order, preserve and display information and objects? And what intellectual processes are involved in these activities? What does the content of these collections say about those who created them? And what kind of narratives can be traced within the display of these collections? This course surveys the phenomenon of collecting, focusing on key moments in its history, from antiquity up to contemporary times. In the first section of the class, students explore collections of “thought,” that is, how knowledge has been stored, organized and retrieved—and some of the tools we have developed to do so—including mnemonic devices, writing, codices, libraries, information architecture, and digital technologies. The second section concerns physical objects and their collection, classification, organization, and display. Finally, students discuss the work of modern and contemporary artists who incorporate concepts of assemblage and curation. In response to the readings and to the materials covered in class, students will conceive, create, describe and display a collection of their own making.

Selected Materials:
Hermann, Siddhartha
Pamuk, The Innocence Objects
Paul, The First Modern Museums of Art
Fricke (Dir.), Samsara (Film)
Clooney (Dir.), Monuments Men (Film)

DENISE-MARIE TEECE
Assistant Professor of Art History

Professor Teece is an art historian specializing in the art and architecture of the Islamic world. In addition to teaching undergraduate coursework on the art of the Islamic world at NYU in New York, and at Wagner College on Staten Island, she has lectured widely on the topic of Islamic art, with a special focus on carpets and textiles, and manuscripts.

Identity and Object

Course Description:
CCEA-UH 1004 • FALL 2017/SPRING 2018

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

Selected Materials:
De Waal, The Hare with Amber Eyes
Lyons, “Objects & Identities: Claiming & Reclaiming the Past”
Schnitzler, “Hijacked Images: Ancient Egypt in French Commercial Advertising”
Kinsey, “Koh-i-Noor: Empire, Diamonds, and the Performance of British Material Culture”
Flood, “Between Cult and Culture: Bamiyan, Islamic Iconoclasm, and the Museum”

FIONA KIDD
Assistant Professor of History and Art and Art History

Professor Kidd is an archaeologist with more than a dozen years of excavation experience in the Near East and Central Asia, predominantly Uzbekistan. As a member of the Karakalpak-Australian Archaeological Expedition she excavated and continues to publish a major corpus of Central Asian wall paintings dated to the first century BCE—including a gallery of life-sized portraits—from the site of Ak-chakhan-kala in Khorezm.

FALL 2017

Core Competencies:

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. Numerous Cultural Exploration and Analysis courses are offered every semester. The courses specified in the following pages are offered periodically, typically each year in the semester indicated.
Orientalism and Said’s engagement with cultural difference and its representation, Appi- would serve as points of departure for seminal works on the en- borth the Nights to Europe and pioneered travelogues and of modernity less strictly beholden to Enlightenment reason. The recep- session of supernatural powers recurs in the tales in Europe animated the new sciences of an accusation made against perceived outsiders. The recep -ference through the 1001 Nights and related texts. Jewish, This course focuses on questions of religious and cultural dif- ference 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 pos- session of supernatural powers recurs in the tales in the form of an accusation made against perceived outsiders. The recep- tion of the Nights tales in Europe animated the new sciences of anthropology and psychology, suggesting alternative modes of modernity less strictly beholden to Enlightenment reason. Cultural difference piqued the interest of the translators who brought the Nights to Europe and pioneered travelogues and ethnographies of the Levant, Egypt, and Arabia. Their writings would serve as points of departure for seminal works on the en- gagement with cultural difference and its representation, Appi- ah’s Cosmopolitanism and Said’s Orientalism.

Selected Materials:

PAULO LEMOS HORTA
Associate Professor of Literature


Imagined Cities

CCEA-UH 1010 • FALL 2017/SPRING 2018
Counts as Pathways of World Literature in previous Core
This course examines the ways in which writers have respond- ed to the social complexity of urban life and the difficult task of finding points of connection within the diversity of the city. How do writers narrate both the order and the disorder of urban space? What intellectual frameworks do they call upon to find meaning in unfamiliar settings? How do these assumptions shape what is seen and unseen within the city? And most im- portantly, what do these city texts reveal about the potential for building new forms of belonging and community within the urban environment? Readings will include philosophical works from ancient Greece, travel accounts of the medieval and early modern world, and fiction from writers such as Zola, Woolf, Mahfouz, Conrad, and Pamuk.

Selected Materials:
Calvino, Invisible Cities Zola, The Kill Mahfouz, Midaq Alley Woolf, Mrs. Dalloway Pamuk, Istanbul: Memories and the City

NADINE ROTH
Assistant Teaching Professor of History

An authority on pre- and post-war Eu- rope, Professor Roth traces the changing role of public space in Germany from the years of occupation through the German Democratic Republic. Her work on the topic received the John Bullen Prize, Can- dian Historical Association, and she is currently preparing a book manuscript on the subject.

On Violence

CCEA-UH 1017 • FALL 2017
Counts as Pathways of World Literature in previous Core
This course tracks the history of an idea, through the interroga- tion of one key term: violence. The ethics of violence, its articu- lation and resistance, violence as a social problem and violence as social necessity: from the epic, to the novel, to contemporary poetry, literature has been attempting to reckon with the ques- tion of violence. This includes violence in the form of divine retribution, violence as part of the rhetoric of patriarchy, and violence as necessary for anticolonial nationalism. Students will consider this both as a theoretical problem as well an aesthetic one. In other words, they will consider the work of philosophers and theorists wrestling with ethical and political implications of violence, while also considering how literary texts drawn from a diverse geographic and historical corpus have attempted to “write” violence as a mode of artistic representation. Some of the texts studied include Euripides’ Medea, Dante’s Inferno, Dostoevsky’s Crime and Punishment, Sorel’s Reflections on Vio- lence, Gandhi’s Hind Swaraj, Franz Fanon’s The Wretched of the Earth, the speeches of Martin Luther King and Malcolm X, and the poetry of Faiz Ahmed Faiz and Dennis Brutus.

Selected Materials:
Euripides, Medea Naipaul, Guerrillas Dante, The Inferno Dostoevsky, Crime and Punishment Asad, On Suicide Bombing

RICHARD RORTY ON THE VALUE OF CULTURAL EXPLORATION AND ANALYSIS:

‘[T]he process of coming to see other human beings as ‘one of us’ rather than as ‘them’ is a matter of detailed de- scription of what unfamiliar people are like and of re-description of what we ourselves are like. This is a task not for theory but for genres such as ethnogra- phy, the journalist’s report, the comic book, the docudrama, and, especially, the novel.” (From Contingency, Irony, and Solidarity)

TORAL GAJARAWALA
Associate Professor of English

Professor Gajarawala is a member of the English Department at NYU New York. Her areas of teaching and research in- clude theories of the novel and narrative, postcolonial studies, subaltern studies, and the relationship between aesthetics and politics. Recent essays include “Some Time between Revisionist and Revolu- tionary: Reading History in Dalit Fiction” (PMLA) and “Fictional Murder and Other Descriptive Deaths” (Journal of Narrative Theory).
Utopias and Dystopias

CCEA-UH 1047 • FALL 2017

Counts as Pathways of World Literature in previous Core Crosslisted with Literature and Creative Writing

We all think about wanting to live in the perfect world, but what happens when definitions of "perfect" conflict with one another? In this Cultural Exploration and Analysis course, we will explore the ways that writers and artists have wrestled with the question of "utopia" and, more particularly, the ways in which utopias always seem to fall short of their ideal. As we examine these failed utopias, we will consider the ways in which these texts explore the increasingly fraught relationship between humanity and technology, and between the community and the individual. Drawing on written and cinematic texts from around the world, this course will consider whether any attempt at utopia is doomed, given the human proclivity for violence and xenophobia. We will also consider why, in recent years, dystopian worlds have become the mainstay of pop culture, from novels to video games and movies. The course may include contemporary work by Miyao Miyazaki, Asma Abdel Aziz, and Octavia Butler, as well as such classics as Thomas More’s Utopia, Charlotte Perkins Gilman’s Herland, and Fritz Lang’s Metropolis.

Selected Materials:
- Atwood, The Handmaid’s Tale
- Blomkamp (Dir.), District 9
- Orwell, 1984
- Takami, Battle Royale
- Zamayatin, We

Cultural Memory and Resistance

CCEA-UH 1051 • FALL 2017

Counts as Pathways of World Literature in previous Core Crosslisted with Literature and Creative Writing and Theater

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 the plays of William Shakespeare, considering him both as an exemplar of Western literature and also as a world author whose influence can be felt throughout many cultures. We will approach the study of Shakespeare through three different sets of questions: 1) In what ways was Shakespeare a “global” author in his own day, adopting a “worldly” approach that transcends his English context? 2) How does the history of the publication, performance, and criticism of his plays transform “Shakespeare” into a global cultural commodity? 3) What is the cultural legacy of Shakespeare’s work throughout a variety of global media forms, including plays, films, novels, operas, and works of visual art? We will begin by looking at two plays, Othello and The Tempest, that have inspired adaptations in a variety of cultural contexts and genres. We will then devote a number of classes to investigating the global spread of Shakespeare’s most famous play, Hamlet, from 1603 to the present. The course concludes with a creative project inspired by Shakespeare’s lost play, Cardenio.

Selected Materials:
- Stoppard, Rosencrantz & Guildenstern Are Dead
- Hammond (Ed.), Double Falsehood
- Holderness, The Arab Shakespeare Trilogy
- Litvin, Hamlet's Arab Journey
- Burster, To Be Or Not To Be

Global Shakespeare

CCEA-UH 1055 • FALL 2017

Counts as Pathways of World Literature in previous Core Crosslisted with Literature and Creative Writing and Theater

What is memory? We tend to think it will be activated when the right moment comes, but our experiences may belittle our thinking, such as when we forget a name just when we need it. A variety of disciplines and theories approach the phenomenon of memory: cognitive science, computer science, biology, psychology, sociology, media theory, theory of perception, philosophy, history, cultural history and art history, trauma theory, heritage studies. And we can observe a huge variety of attempts to preserve memories: monuments, memorials, museums, libraries, archives, rituals, writing, filming, and even in seemingly more ephemeral forms such as blog posts or status updates (nothing gets lost in the web!). The course allows students to sample these various approaches without being restricted to any one of them as they explore fundamental questions about the relationship between memory and human identity: Is memory everything we can remember, or everything we can forget? How can we know memories from dreams or fantasies? Do we remember things as they really were or as they never were? Is memory what we take for granted and thus an impediment to creative thinking, or is it the prerequisite of creative activity?

Selected Materials:
- Assmann, Cultural Memory and Early Civilization
- Writing, Remembering, and Political Imagination
- Joffe (Dir.), Before I Go To Sleep (Film)
- Lapton, Chris Marker: Memories of the Future
- Le Poi devin, The Experience and Perception of Time
- Ramadanovic, Forgetting Futures. On Memory, Trauma, and Identity

Memory

CCEA-UH 1061 • FALL 2017

Counts as Art, Technology and Invention in previous Core Crosslisted with Art and Art History

What is memory? We tend to think it will be activated when the right moment comes, but our experiences may belittle our thinking, such as when we forget a name just when we need it. A variety of disciplines and theories approach the phenomenon of memory: cognitive science, computer science, biology, psychology, sociology, media theory, theory of perception, philosophy, history, cultural history and art history, trauma theory, heritage studies. And we can observe a huge variety of attempts to preserve memories: monuments, memorials, museums, libraries, archives, rituals, writing, filming, and even in seemingly more ephemeral forms such as blog posts or status updates (nothing gets lost in the web!). The course allows students to sample these various approaches without being restricted to any one of them as they explore fundamental questions about the relationship between memory and human identity: Is memory everything we can remember, or everything we can forget? How can we know memories from dreams or fantasies? Do we remember things as they really were or as they never were? Is memory what we take for granted and thus an impediment to creative thinking, or is it the prerequisite of creative activity?

Selected Materials:
- Assmann, Cultural Memory and Early Civilization
- Writing, Remembering, and Political Imagination
- Joffe (Dir.), Before I Go To Sleep (Film)
- Lapton, Chris Marker: Memories of the Future
- Le Poi devin, The Experience and Perception of Time
- Ramadanovic, Forgetting Futures. On Memory, Trauma, and Identity

Cultural Memory and Resistance

CCEA-UH 1051 • FALL 2017

Counts as Pathways of World Literature in previous Core Crosslisted with Literature and Creative Writing and Theater

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 the plays of William Shakespeare, considering him both as an exemplar of Western literature and also as a world author whose influence can be felt throughout many cultures. We will approach the study of Shakespeare through three different sets of questions: 1) In what ways was Shakespeare a “global” author in his own day, adopting a “worldly” approach that transcends his English context? 2) How does the history of the publication, performance, and criticism of his plays transform “Shakespeare” into a global cultural commodity? 3) What is the cultural legacy of Shakespeare’s work throughout a variety of global media forms, including plays, films, novels, operas, and works of visual art? We will begin by looking at two plays, Othello and The Tempest, that have inspired adaptations in a variety of cultural contexts and genres. We will then devote a number of classes to investigating the global spread of Shakespeare’s most famous play, Hamlet, from 1603 to the present. The course concludes with a creative project inspired by Shakespeare’s lost play, Cardenio.

Selected Materials:
- Stoppard, Rosencrantz & Guildenstern Are Dead
- Hammond (Ed.), Double Falsehood
- Holderness, The Arab Shakespeare Trilogy
- Litvin, Hamlet’s Arab Journey
- Burster, To Be Or Not To Be
Everything Is a Remix

CCEA-UH 1063 • FALL 2017

Crosslisted with Film and New Media

Is anything original? Before “remixes” had that name, they went by many others, including “tradition and the individual talent,” parody, pastiche, burlesque, adaptation, dialogism, collage, detournement, refunctivering, intertextuality, intermediality, transtextuality, and the carnivalesque. Asking what happens when we make something new from something old, this course explores artistic and interpretative remix practices that are both very ancient and extremely contemporary. While “remix” is a recent term that evokes studio production and internet culture, understanding its roots obliges us to go back to long-standing traditions in arts and culture generally. Although the course focuses on film adaptations of literary works, it should be of interest to students curious about music, film, and artistic adaptation in general, but also with our mass-mediated social environment that thrives on sampling, mash-ups, memes, and adaptation.

Selected Materials:
- Austen, Pride and Prejudice
- Bakhtin, Selected Readings
- Defoe, Robinson Crusoe
- Flaubert, Madame Bovary
- Gallagher and Navas (Eds.), The Routledge Companion to Remix Studies

ROBERT STAM University Professor and Professor of Cinema Studies

Professor Stam teaches about the French New Wave filmmakers. He has published widely on French literature, comparative literature, and on film topics such as film history and film theory. His books include: Flaging Patriotism: Crises of Narcissism and Anti-Americanism (Routledge, 2006); Francois Truffaut and Friends: Modernism, Sexuality, and Film Adaptation (Rutgers, 2006). Literature Through Film: Realism, Magic and the Art of Adaptation (Blackwell, 2005).

MARSHALL HODGSON ON THE GLOBAL CHALLENGE OF UNDERSTANDING HUMANITY:

“So far as there is moral or spiritual solidarity among human beings, apart from physical confrontations at any given time, the fate of each people is relevant to all human beings whether or not it had permanent external consequences otherwise. It is, then, also, and perhaps above all, as events and acts have altered the moral context of human life that they are of universal significance, for they have set irreplaceable standards and norms, and they have posed distinctive challenges and established moral claims which as human beings we dare not ignore.”

(From The Venture of Islam)

Literary Translation

CCEA-UH 1063 • FALL 2017

Crosslisted with Literature and Creative Writing

This course explores the craft of and the market for literary translation, and will teach students how to translate and to pitch works in translation to publishing houses. 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 plays a pivotal role in shaping inter-cultural exchange and globalizing literary markets and canons. The course familiarizes students with practices and theories of translation from different literary traditions. Case studies include comparative examples drawn from distinct genres such as the epic, forms of lyric poetry, drama and modern prose fiction.

Selected Materials:
- Ferrante (Tr. Goldstein), My Brilliant Friend
- Bolano (Tr. Andrews), By Night in Chile
- Luiselli (Tr. MacSweeney), The Story of My Teeth
- Lisperctor (Tr. Moser), The Noon of the Star
- Agra (Tr. Andrews), Ema the Captive
- Fernando (Tr. Horta), Lisbon Revisited
- Keneally (Tr. Miller), The Aeneid
- Virgil (Tr. Heaney), The Aeneid Book VI

PAULO LEMOS HORTA Associate Professor of Literature


Selected Materials:
- McClary, Feminine Endings: Music, Gender, and Sexuality
- Mozart, Feminine Endings: Music, Gender, and Sexuality
- Wagner, Tristan and Isolde
- Wyczynski, Spirit in the Ashes: Hegel, Heidegger, and Man-Made Mass Death

GWYNETH BRAVO Assistant Professor of Music

Professor Bravo is a musicologist, music educator, and cellist. Her research explores intersections between music, war, and politics in 20th-century contexts with a focus on German and Czech music, opera, nationalism, exile, aesthetics, hermeneutics, media studies, and transdisciplinary approaches to music pedagogy and education.
Jazz in New York

CCEA-UH 1021J • JANUARY 2018

Counts as Art, Technology and Invention in previous Core
Over the course of the past hundred years, jazz has been framed variously as an erotic display, 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 virtuosic art form, a revolting noise, and a radical performance of democracy and freedom. Jazz is, in other words, complicated—its densely textured sound world is entwined with a complex social history. This course immerses you in the world of jazz through an exploration of New York City, the undisputed capital of the genre. During our regular class sessions and a number of evening excursions, we 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. We 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. By the end of the term, your understanding of jazz and your understanding of New York will be forever changed. No previous experience with music is required.

Selected Materials:
Berlin, Thinking in Jazz: The Infnite Art of Improvisation
CBS, The Sound of Jazz (TV Series)
Stern and Avakian (Dir.), Jazz on a Summer’s Day (Film)
Adderley (Artist), Somethin’ Else; Mercy Mercy Mercy
Armstrong (Artist), Somethin’ Else; Mercy Mercy Mercy
Adderley (Artist), Somethin’ Else; Mercy Mercy Mercy
Stern and Avakian (Dir.), The Sound of Jazz (TV Series)

Jini Kim Watson
Associate Professor of English
Professor Watson received her PhD from Duke’s Literature Program, as well as a B.A. from the University of Queensland and a B.P.D (Architectural) from the University of Melbourne. Her teaching and research investigate the ways that cultural production of the Asia Pacific—literature, film, theoretical writings—have reckoned with ongoing questions of decolonization, national and global imaginaries, uneven development and political modernity. Her book The New Asian City (2011) examined the rise of so-called “Asian Tiger” economies and metropolises through the lens of literature and film; her current book project addresses literary responses to authoritarianism.

Ara Merjian
Associate Professor of Italian and Art History
Professor Merjian teaches Italian Studies and Art History at NYU New York. His areas of interest include 20th-century Italian and French Art History and Theory; Futurism and the Italian avant-garde between the World Wars; Nietzschean philosophy and modernist aesthetics; early avant-garde film theory and history; Pasolini and post-war Italian aesthetics and politics.

Fascism, Antifascism, and Culture

CCEA-UH 1022J • JANUARY 2018

Counts as Structures of Thought and Society in previous Core
The terms “fascism” and “culture” resonate in common parlance as opposites. We think immediately of sterile, bunker-like architecture, book burnings, and reactionary archaism. Much fascist culture certainly entailed these. Yet we ignore the centrality and complexity of culture to fascist ideas—in the early twentieth century and beyond—at our own peril. This course examines that centrality through particular case studies: Mussolini’s Italy, Nazi Germany, Popular Front and Viccy France, and international anti-fascist activity. Through the lens of particular cases we will tackle various questions: 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? Was the concept of an avant-garde inimical to fascist culture, or useful to it? To what extent was there a movement of international anti-fascist resistance? How did it play out in art, architecture, or literature? May we even speak of a clean, absolute break between an aesthetics of fascism and that of anti-fascism? Did fascism die with World War Two? If not, how (and where) does it live on?

Selected Materials:
Orwell, What Is Fascism?
Marsh, “Queen: Jazz review”
Eco, Eternal Fascism
Marinetti, War, Sole Cleanser of the World
Riefenstahl (Dir.), Triumph of the Will (Film)

Marti Daughtery
Assistant Professor of Music
A specialist in ethnomusicology, Professor Daughtery studies the intersection of music, sound, listening, and violence. His monograph, Listening to War: Sound, Music, Trauma, and Survival in Wartime Iraq (Oxford, 2015) won the Association of American Publishers PROSE award for best monograph in the Music and Performing Arts in 2016. His current projects deal with human and non-human voices in the anthropocene; jazz music in the US and elsewhere; and the acoustic imagination (i.e., the imagined “sounds” you “hear” in your “head”).

ARA MERJIAN

City of Encounters: Literatures of Indigeneity, Migration and Settlement

CCEA-UH 1068J • JANUARY 2018

Known for its beaches, sports grounds and stunning harbor views, Sydney is also Australia’s preeminent literary and cultural city. Additionally, it is the country’s first settler city, a site of continuous indigenous culture, as well as port-of-entry for much of the country’s vast immigrant population. Using literature and the spaces of Sydney as a lens, this course examines Australian culture as a place of encounters, movements and crossings. The course begins with literary representations of Indigenous histories, European invasion and settler colonialism, paired with walking tours of Sydney’s colonial architecture and indigenous art collections at the Australian Museum. We then work our way through literary reckonings of the “White Australia Policy” (dismantled in the late 1960s) and postwar waves of migration and settlement, to consider today’s fragile “multiculturalism” in an age of anti-refugee policies. Engaging with both literary and site-specific cultural texts, students will enhance their close reading, interpretative and writing skills. Students will also gain fluency in concepts such as indigeneity, settler colonialism, migration, and race.

Selected Materials:
Hague, White Nation: Fantasies of White Supremacy in a Multicultural Society
Lucashenko, Steam Pigs
Le, The Boat
Malouf, Remembering Babylon
Reynolds and Lake, Drawing the Global Color Line
Stead, Seven Poor Men of Sydney

MARIËT WESTERMANN
Executive Vice President for Programs
Professor Westermann stepped into her new role as Vice President of the Mellon Foundation in June 2010. Previously she served as NYUAD’s Provost. She began her career as an associate professor of art history at Rutgers University, and was director of NYU’s Institute of Fine Arts (IFA) from 2002 through 2008. She continues to publish widely in the field of Early Modern Netherlandish art.
Imagining the Renaissance City

CCEA-UH 1071 • JANUARY 2018

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 Florence in the 15th century. Students will get to know these cities intimately and figure out what made them tick, how they justified for power in Tuscany, and why their innovations have been so enduring. Our access to these Renaissance cities is largely through their art: their buildings, their paintings, and the words through 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.

Identity and Object

CCEA-UH 1004 • FALL 2017/SPRING 2018

Counts as Art, Technology and Invention in the previous Core Courses, the 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 the question: Do artists have a special way of thinking? Can we learn from artists to interrelate experience and practical ambition as well as ways of thinking and writing? Artists’ writings provide a context for their work rather than an explanation. They open up new horizons for reflection on their works and on cultural situations. Reading texts from artists such as Lygia Clark, Yoshirâ Jiro, and Agnes Martin, we will observe how linguistic form and intellectual structure influence. These theoretical studies will be accompanied by a practical task: learning from artists’ writings and experimenting with students’ own approach to writing in relation to their fields of study.

Selected Materials:
Graham, Rock my Religion
Frampton (Int), Nostalgia (Film)
Frampton, On the Camera Arts and Consecutive Matters
Clark, Letter to Mondrian
Jiro, Gutai Art Manifesto

GREGOR STEMMCHR Professor of Art and Art History
Professor Stemmchr is a Professor of Art History at Freie Universität Berlin who specializes in 20th- and 21st-century art, new technologies in contemporary art (film and video), media theory, history of exhibitions and art institutions, artists’ writings, art criticism, art theory, trans-cultural perspectives in art history, post-colonial critique, gender studies, and Bild-wissenschaften (attempts to theorize the image/picture).

JANE TYLUS Professor of Italian and Comparative Literature
Professor Tylus teaches Italian literature at NYU New York. Her research interests include late medieval and early modern Italy and Europe, particularly issues related to gender and religion; history of theatre; literature of 19th-century Sicily; the history and culture of Siena.

FIONA KIDD Assistant Professor of History and Art History
Professor Kidd is an archaeologist with more than a dozen years of excavation experience in the Near East and Central Asia, predominantly Uzbekistan. As a member of the Karakalpak-Australian Archaeological Expedition she excavated and continues to publish a major corpus of Central Asian wall paintings dated to the first century BCE— including a gallery of life-sized portraits— from the site of Ak-chakhan-kala in Khorezm.

The Idea of the Garden

CCEA-UH 1006 • SPRING 2018

Counts as Art, Technology and Invention in the previous Core Courses, the 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 the question: Do artists have a special way of thinking? Can we learn from artists to interrelate experience and practical ambition as well as ways of thinking and writing? Artists’ writings provide a context for their work rather than an explanation. They open up new horizons for reflection on their works and on cultural situations. Reading texts from artists such as Lygia Clark, Yoshirâ Jiro, and Agnes Martin, we will observe how linguistic form and intellectual structure influence. These theoretical studies will be accompanied by a practical task: learning from artists’ writings and experimenting with students’ own approach to writing in relation to their fields of study.

Selected Materials:
Conan, “Gardens and Imaginating: Cultural History & Agency”
Harrison, Gardens: An Essay on the Human Condition
Balmori and Morton, Transitory Gardens, Uprooted Lives
Bergasma, Pool, and Liebster, “Happiness in the Garden of Epicurus”
Marx, The Machine in the Garden: Technology and the Pastoral Ideal in America

SANDRA PETERS Assistant Arts Professor of Arts Practice
Professor Peters’ work emerges from her engagement with the architecture that surrounds her. Her artistic research focuses on architectural structures and their cultural contexts in terms of the (aesthetic, psychological, emotional) impact that sculptural interventions can have on our awareness of them.
Imagined Cities

CCEA-UH 1010 • FALL 2017/SPRING 2018
Counts as Pathways of World Literature in previous Core

This course examines the ways in which writers have responded to the social complexity of urban life and the difficult task of finding points of connection within the diversity of the city.

How do writers narrate both the order and the disorder of urban space? What intellectual frameworks do they call upon to find meaning in unfamiliar settings? How do these assumptions shape what is seen and unseen within the city? And most importantly, what do these city texts reveal about the potential for building new forms of belonging and community within the urban environment?

Readings will include philosophical works from ancient Greece, travel accounts of the medieval and early modern world, and fiction from writers such as Zola, Woolf, Mahfouz, Conrad, and Pamuk.

Selected Materials:
Calvino, Invisible Cities
Zola, The Kill
Mahfouz, Midaq Alley
Woolf, Mrs. Dalloway
Pamuk, Istanbul: Memories and the City

NADINE ROTH
Assistant Teaching Professor of History

An authority on pre- and post-war Europe, Professor Roth traces the changing role of public space in Germany from the years of occupation through the German Democratic Republic. Her work on the topic received the John Bullen Prize, Canadian Historical Association, and she is currently preparing a book manuscript on the subject.

Doubles and Masks

CCEA-UH 1012 • SPRING 2018
Counts as Pathways of World Literature in previous Core Crosslisted with Theater

Among the more significant activities of human beings is that of giving shape to fears and desires through art. All cultures participate in this form of emotional exteriorization, including creating “doubles” and “masks” through myths, literature, and other media. Concentrating on doubles and masks in several different cultures, students will chart the meaning and impact of the archetypal masked figures of the commedia dell’arte in French and British theatre; the obsessive concern with the grotesque (the monstrous mask) in French Romanticism and in Haitian magical realism; zombification, carnival figures, and ghostly doubles in Latin American, North American, and African cultural forms.

Students will build a repertory of approaches to interpreting and uncovering the many layers of masking and doubling via readings taken from anthropology, psychoanalysis, aesthetics, and literary theory.

Selected Materials:
Chaplin (Dir.), Modern Times (Film)
Goldoni, The Servant of Two Masters
Hugo, Notre Dame de Paris
Marquez, One Hundred Years of Solitude
Shelley, Frankenstein

JUDITH MILLER
Professor of French

Professor Miller is the former Dean of Arts and Humanities at NYU Abu Dhabi. She also previously served NYU New York as Chair of the Department of French and Director of Graduate Studies.

Money and the Good Life

CCEA-UH 1014 • SPRING 2018
Counts as Pathways of World Literature in previous Core

This course examines a variety of cultural conceptions of money and wealth, and the ethical questions that money or wealth allows a writer to probe. Is the value of men measured by the value of their money, or are there other criteria for wealth? Is someone’s wealth possible without someone else’s poverty? How is human ambition rewarded or punished in the “pecuniary culture”? The course looks for answers to these and other questions in key works of literature, sociology, economics, and other fields, reading classical texts ranging from Aristophanes’ Plurites, Ibsen’s A Doll’s House, and William Shakespeare’s The Merchant of Venice, to Honore de Balzac’s Père Goriot, Daniel Defoe’s Robinson Crusoe, and F. Scott Fitzgerald’s Great Gatsby.

Readings are supplemented by excerpts from works by Ibn Khaldun, Adam Smith, Thoreau, Veblen, Max Weber, and Alfred Hirschman.

Selected Materials:
Aristophanes, Wealth
Defoe, Robinson Crusoe
Balzac, Père Goriot
Fitzgerald, The Great Gatsby
Kananfi, Men in the Sun and Other Palestinian Stories

ALIDE CAGIDEMETRIO
Visiting Professor of Literature

Having taught at Venice, Strathclyde, Harvard, Wellesley, and Udine, Professor Cagidemetrio holds a Chair in American Studies at the Università degli Studi di Venezia (Ca’ Foscari). She is the editor of an extensive series of American classics for Marsilio, and her publications include the monographs Una strada nel bosco: Scrittura e coscienza in Diana Barnes (1979), Verso il West: L’autobiografia dei pionieri americani (1983), and Fictions of the Past: Hawthorne and Melville (1992), as well as numerous essays on British and American literature, most recently on Nabokov’s Lolita (2003), “Henry James and the Evolution of the American Snob” (2010), and John Hersey’s A Bell for Adano (2012).

dis/Abilities in Musical Contexts

CCEA-UH 1023 • SPRING 2018
Counts as Art, Technology and Invention in previous Core

In this course, we attempt to answer the following question: What means do we make of human differences? More specifically, the idea of “dis/Abilities” in musical contexts provides a way of framing this societally far-reaching question. Our focus here is not just on musicians with disabilities. Rather, we are interested in a wide spectrum of human musical capabilities. Some scholars argue that our relationship to music is necessarily embodied. In other words, we bring a unique set of physical, sensory, cognitive, and affective capacities into any musical situation. In this way of thinking, “the body,” with all its unique characteristics becomes an important consideration in our inquiry. In Western culture, people have a tendency to view musical ability on a continuum of “musical prodigy” to “tone deaf.” Of course, this bell-curve kind of thinking has its critics. Further into the semester, there will be a unit on Deaf musicians. Students will be exposed to a cultural view of music that remains largely out of sight of the hearing world.

Selected Materials:
Linton, Claiming Disability: Knowledge and Identity
Siebers, Disability Theory
Small, Musicking: The Meanings of Performing and Listening
Searl (Dir.), See What I’m Saying: The Deaf Entertainers Documentary (Film)
Riedelsheimer (Dir.), Touch the Sound: A Sound Journey with Evelyn Glennie (Film)

WARREN CHURCHILL
Lecturer of Music

Professor Churchill is a music educator and researcher whose work is informed through a wide range of areas that influence music education, including childhood development, disability studies, music therapy, exceptionalities, inclusion, music philosophy, and critical pedagogies. His current research is focused on individuals who are affiliated with Deaf culture (users of signed languages), who also identify as musicians or sound artists.
Nationalism and the Popular: European Romanticism and the Arab Renaissance

CCEA-UH 1065 • SPRING 2018

This class asks if there is a relation between the rise of nationalism and the concurrent development of new entertainment forms. We contrast two movements: European Romanticism and the Arab Renaissance. Read broadly as intellectual movements that embraced new political and aesthetic theories, Romanticism and the Arab Renaissance share a drive to 1) reimagine the relation between the nation and state and 2) explore new artistic genres and mediums. We begin with the rise of nationalism in Romantic-era philosophy and political theory, putting these ideas in conversation with Romantic drama and the novel. We then take up the Arab Renaissance, specifically focusing on how Syrian writers used Romantic-era texts in theorizing Arab Nationalism. Equally important is their use of new media forms—theatre, novels, and newspapers—in imagining an Arab nation. We conclude with a brief examination of the rise and fall of Arab Nationalism under Nasser, and how theatre, film, and popular music participated in this trajectory. Authors examined will include Johann Gottfried Herder, Friedrich Schiller, Victor Hugo, Alexander Dumas, Jurlı Zaidan, Sati al-Husri, Farah Antun, and Antun Sadaah.

Selected Materials:
Herder, Treatise on the Origin of Language
Byron, The Two Foscari
Haykal, Zaynab
Murtagh, “The Arab Awakening”
Lal-Hakim, Return of the Spirit

Edward Ziter
Professor of Drama
Professor Ziter is a theater historian with specialization in nineteenth-century British theatre and contemporary Arab theatre. His book, Political Performance in Syria: From the Six-Day War to the Syrian Uprising, received the Joe A. Calloway Prize for Best Book on Drama or Theatre. He is also author of The Orient on Victorian Stage. His article “The Syria Trojan Women: Rethinking the Public with Therapeutic Theatre” will appear this fall in the journal Communication and the Public.

Selected Materials:

ANDREW EISENBERG
Assistant Professor of Music
Professor Eisenberg is a musical ethnographer and sound culture researcher specializing in urban Africa and the Indian Ocean world. He received his Ph.D. in ethnomusicology from Columbia University in 2009, and carried out postdoctoral research between 2010 and 2013 as a participant in the European Research Council’s “Music, Digitization, Mediation” project led by Professor Georgina Born at Oxford University.

Selected Materials:

Cultural Appropriation

CCEA-UH 1069 • SPRING 2018

Virtually unknown outside of academic discourse until very recently, the term cultural appropriation has become a commonplace in social and popular media, as activists and public intellectuals have highlighted what they see as problematic uses (or abuses) of cultural symbols, artifacts, or expressive modes connected to marginalized groups. But what exactly is cultural appropriation, and under what circumstances can it be said to constitute a form of exploitation or violence? This course approaches these questions both philosophically and empirically, asking, on the one hand, What is culture, and how can it be “owned” or “stolen”, and on the other, How have practices of adopting or using culture been implicated in processes of social subjugation or marginalization? Course readings are drawn from a range of disciplines across the humanities and social sciences, including cultural anthropology, art theory, music studies, and philosophy. By engaging with a rich corpus of ideas through in-class discussions, oral presentations, and written reflections, students will develop critical perspectives on cultural appropriation as well as the broader concepts of culture, race, and ethnicity.

Selected Materials:
Born and Hesmondhalgh (Eds.), Western Music and Its Others: Difference, Representation, and Appropriation in Music
Kunaru, White Tears
Latt, Love & Theft: Blackface Minstrelsy and the American Working Class
Ziff and Rao (Eds.), Borrowed Power: Essays on Cultural Appropriation

Questioning and Writing the Self: Memoir and Anti-memoir, CADT-UH 1027 • SPRING 2018

Counts as Pathways of World Literature and Art, Technology, and Invention in previous Core, Crosslisted with Cultural Exploration and Analysis and Literature and Creative Writing
Core Competencies:
Data and Discovery

LEARNING TO EXPERIMENT AND EVALUATE

Data and Discovery courses develop the ability to use experimental and quantitative methods to understand the world. Numerous Data and Discovery courses are offered every semester. The courses specified in the following pages are offered periodically, typically each year in the semester indicated.

Space
CDAD-UH 1002Q • FALL 2017

Counts as Experimental Discovery in the Natural World in previous Core

What’s out there? For centuries, curious astronomers peered up into the night sky and saw stars, planets and the occasional comet. Nowadays, astronomers have a suite of tools at their disposal to observe objects in space and help to answer the fundamental questions about the intricate workings of the universe we live in. From arrays of radio dishes that span continents, to ultraviolet, X-ray and gamma-ray detectors on satellites in orbit around the Earth, astronomy is now truly multi-wavelength. This course is a journey of discovery, where objects such as quasars, stellar nurseries, galaxy clusters, supernovae, black holes, protostellar discs, extrasolar planets, neutron stars, molecular clouds and gamma-ray bursts appear quite different as seen through various telescopes. Research and presentation will form a core part of this course, and experimental and quantitative methods will be used to bear on understanding worlds beyond the Earth. Students will discuss how these results and their relevance to society, including spin-off technologies, can be communicated to the scientific community and to the public.

Data and Discovery Core courses develop the ability to use experimental and quantitative methods to understand the world—and in this course—other worlds!

Selected Materials:
Wynn-Williams, Surveying the Skies: How Astronomers Map the Universe
Bisi, Visible and Invisible: The Wonders of Light Phenomena
Inglis, Astrophysics Is Easy!: An Introduction for the Amateur Astronomer

David Russell
Assistant Professor of Physics
Professor Russell’s research interests concern accreting compact objects—black holes and neutron stars—and their energetic output in the form of radiation and jets. His work, analyzing a wealth of broadband (radio-infrared-optical-ultraviolet-X-ray) observations of X-ray binaries, has led to a deeper understanding of the accretion process in the extreme gravitational fields near compact objects.

The Mind
CDAD-UH 1007EQ • FALL 2017

Counts as Experimental Discovery in the Natural World in previous Core

This course explores definitions and theories of the mind and how it may work. Students will learn how philosophers, psychologists, computer scientists, and neuroscientists have studied the mind and will consider several demanding but stimulating questions about thought, memory, and behavior. Readings and discussions will review the historical and scientific developments that led to contemporary understandings of the mind and the challenges and answers that these views pose to our common-sense understanding of, for instance, the unconscious mind, the irrational mind, and the subjective nature of memories.

Selected Materials:
Sacks, The Mind’s Eye

Shaalan Farouk
Senior Lecturer of Psychology
Professor Farouk completed his PhD on teachers’ emotions at work at Birkbeck College, in 2008. His research studies emotions from the perspective of cognitive appraisal theory and narrative psychological research on adolescents.
naturally occurring crystals. animate and inanimate phenomena that include micro-animals, eventually by using sophisticated microscopes to make observations. The fundamental optical systems used to magnify objects, and particles. In this course, microscopy is explored, first by examining advances in microscopy that have allowed scientists to observe invisible to the naked eye. His careful observations gave way to peer into a world of microorganisms that would otherwise be

rain water.” This quote is attributed to Anton van Leeuwenhoek, “In the year of 1657 I discovered very small living creatures in previous Core Counts as Experimental Discovery in the Natural World in previous Core. 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. In this class, students will explore the development of our understanding of the universe through the historical development of observational tools and techniques. The course will start with the instruments of the ancients and progress to the modern era using data from today’s most advanced observatories which are no longer limited to light our eyes can see. However, humanity is still limited almost exclusively to what the universe chooses to show us through electromagnetic or other types of radiation, since even our deepest space probes have only barely left the solar system. This course will entail several observations at night.

Selected Materials: Fleury, Mysteries of the Microscopic World De Krul, Microbe Hunters Dante (Dir.), Li: The Patterns of Nature (Film) Campbell (Dir.), Li: The Patterns of Nature (Film) Soderberg (Dir.), Contagion (Film)

Seven Wonders of the Invisible World CDAD-UH 1008EQ • FALL 2017

Observing the Universe CDAD-UH 1011EQ • FALL 2017

Heat in the Universe CDAD-UH 1019Q • FALL 2017

Coastal Urbanization and Environmental Change CDAD-UH 1006EJQ • JANUARY 2018

Counts as Science, Society, and History in the previous core. This course will explore how the understanding of heat and temperature developed and how it came to provide a key ingredient in the scientific toolbox, thereby allowing us to examine a wide class of phenomena in our natural world. These range from the cooling of the universe in the first minutes after the Big Bang to the role that temperature fluctuations have played in the emergence of varied life forms, in the Earth’s history and very recently to the threats posed by global warming. Readings will be in the history of science and in astronomy, biology, geology and physics.


IAN DOBBS-DIXON Assistant Professor of Physics Professor Dobbs-Dixon’s research interests are the study of planetary interiors and atmospheric dynamics, with a particular focus on elucidating their roles in influencing planetary evolution and shaping observable features. His main expertise lies in numerical modeling of hydrodynamical and radiative processes.

MAZIN MAGZOUB Assistant Professor of Practice of Biology Professor Magzoub is a biophysicist specializing in the development of novel methods for the delivery of antitumor agents and therapeutics for amyloid diseases (e.g. Alzheimer’s and prion diseases). Prior to joining NYUAD, Dr. Magzoub was a postdoctoral scholar at the University of California, San Francisco, where he developed novel biophysical methods for measurement of macromolecule diffusion deep in tissues such as tumors and brain.

MALLORY ROBERTS Assistant Professor of Physics Professor Roberts uses X-ray and radio telescopes to study sources of gamma-rays in the Galaxy. He has led surveys which have discovered some of the most interesting examples of these objects, and has written review articles on pulsar wind nebulae and eclipsing binary pulsars.

Selected Materials: North, Cosmos Moore and Inglis, Observer’s Year: 366 Nights of the Universe Additional scientific articles

J-TERM 2018

ANNA BURCH Associate Professor of Biology A marine biologist, Professor Burch uses the Arabian Gulf as a natural laboratory to study coral reef ecology in extreme environments and to understand how these may serve as a model for the possible impacts of future climate change on reefs elsewhere.
Forensic Science: Guilty or Not Guilty?

CDAD-UH 1005EJQ • JANUARY 2018
Counts as Experimental Discovery in the Natural World in previous Core
Not available to students who have taken PHYS-AD 318

“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 what is it about science that allows us to make these connections? And how are facts that are determined by scientific measurements different from those recorded during an interrogation? Does the word “fact” carry the same meaning in the legal system as it does to you? How about its meaning to an experienced scientist? In this course, students explore these questions while analyzing samples left at a crime scene using a combination of biological, chemical, and physical techniques used in forensics. Students will explore the underlying scientific principles and discuss how forensics relates to the criminal justice system and its impact on society. By analyzing adjudicated cases, both real and fictional, students will also tease out the capabilities, limitations, and misuse of forensic science.

Selected Materials:
Saferstein, Criminalistics, An Introduction to Forensic Science
Wecht and Kaufmann, From Crime Scene to Courtroom: Examining the Mysteries Behind Famous Cases
Westervelt, Wrongly Convicted. Perspectives on Failed Justice
Cho and Sankur, “Forensic Genetics and Ethical, Legal and Social Implications Beyond the Clinic”
Pixten and Howard, “Ethical Issues Raised By Whole Genome Sequencing”

Behavior

CDAD-UH 1009EJQ • JANUARY 2018
Counts as Experimental Discovery in the Natural World in previous Core

Why we behave in a particular way is one of the most fascinating and complex questions and one that we often cannot even explain to ourselves. What drives behavior? How can behavior be measured? And can behavior be changed? This course will examine behavior from the viewpoints of biology, neuroscience, psychology, economics, and philosophy. We will emphasize interpreting and designing experiments that measure behavior in both humans and animals. We will discuss topics as diverse as circadian rhythms, memory and anxiety, and examine how being part of a group affects behavior. We will also measure human and animal behavior and learn how to present quantitative data.

Selected Materials:
Weiner, Time, Love, Memory
Selected science papers

JUSTIN BLAU Professor of Biology
Professor Blau joined NYU in 2000. In his research, he studies how behavior is hard-wired into the nervous system, focusing on the internal biological clock that drives 24-hour (“circadian”) rhythms such as sleep-wake cycles.

Diversity

CDAD-UH 1000EJQ • JANUARY 2018
Counts as Experimental Discovery in the Natural World in previous Core

This course will investigate two fundamental concepts: identity (“Who am I?”) and diversity (“How am I different from other human beings?”). These concepts and questions will be addressed from cultural, environmental and biological perspectives. Students will examine the origin of human diversity, how human diversity is measured and analyzed, and how human perceptions of diversity have changed throughout history. Emphasis will be placed on recent progress in genetics and evolution and how this progress affects daily life and identity. Students will learn how genes illuminate human history, ancestry, and evolution. The laboratory component of the course will demonstrate how data are generated and analyzed, and will explore the difficulty encountered by scientists in inferring processes from observations and experiments. Students will have the option to collect and analyze genetic data from their own genome.

Selected Materials:
Gould, The Mismeasure of Man
Levi-Strauss, Race and History
Kenneally, The Invisible History of the Human Race
Lewontin, “The Apportionment of Human Diversity”
Henn, “The Great Human Expansion”

STÉPHANE BOISSINOT Program Head and Professor of Biology
Professor Boissinot is an evolutionary biologist who uses a combination of field-based, molecular, and computational approaches to address fundamental biological questions.

Social Chameleons

CDAD-UH 1014J • JANUARY 2018
Counts as Experimental Discovery in the Natural World in previous Core
Humans are deeply social animals, changing our thoughts and actions to fit in with others. In this course, students will learn about the reasons why we identity with groups, how groups shape our perceptions and behavior, and how we can influence the groups we belong to. This interdisciplinary course will examine the role of groups in human life, drawing insights from organizational behavior, political science, sociology, psychology, neuroscience, and evolutionary biology. In addition to readings, demonstrations, and discussion, students will have the opportunity to get their hands dirty with real research, designing and conducting studies on group processes in the classroom and the field. These activities will go beyond the typical classroom experience and allow students to make connections to real world issues, like conformity, diversity, and intergroup conflict.

JAY VAN BAVEL Associate Professor of Psychology
Professor Van Bavel is a member of NYU’s Psychology department. His research examines how collective concerns—ranging from our group identities to our moral values and political ideologies—can shape even the most basic elements of perception, evaluation, and decision-making. He studies these processes in a wide variety of domains, including implicit bias, dehumanization, cooperation, justice, partisan-ship, and intergroup conflict. His lab takes a social neuroscience approach to these issues, moving from the function of brain regions to behavior in large-scale social networks.

TESSA WEST Associate Professor of Psychology
Professor West is a faculty member in the Psychology department at NYU. Her research focuses on understanding the nature and dynamics of social perception. Nearly all of her work examines basic processes in person perception at the level of the dyad and group, addressing both theoretical and methodological issues in the study of interpersonal and intergroup relations.
Experimental inquiry is a key component with concepts like probability and understanding the human mind, data from pre-surgical brain mapping has been central to these efforts. A major challenge for pre-surgical language mapping, however, is the unavailability of the relevant tests in many of the world’s languages. Thus patients are often tested in a language other than their native one. This course explores the fundamentals of neurolinguistics and ways in which modern brain imaging technology has revolutionized our understanding of the human mind. It is students who will translate pre-surgical language mapping tests into as many languages as possible (as determined by the students’ own language background) and will run tests on at least one healthy participant whose brain activity is recorded with magnetoencephalography (MEG). Students will thus gain a hands-on experience collecting, analyzing, and presenting brain data at the Neuroscience of Language Lab at NYUAD. Knowledge of languages other than English—especially Arabic—is a plus!

Challenges in Global Health: Perspectives from Medical Anthropology

Addressing key global health issues requires a robust understanding of the history of health development, reasons behind successes and failures of public health initiatives in the developing world, including monitoring and evaluation. Through readings, lectures, and self-directed research students will explore the biological basis of primary public health challenges and will learn the primary methods used for monitoring and evaluating projects (M&E) in international development. Case studies will center on East Africa from the perspective of applied anthropology. Students will learn survey design, identification and definition of critical M&E variables, and analytic tools using real data from a current project. Students will work in teams on basic data manipulation, analysis, and visualization and will travel to the International Health Sciences University in Kampala, Uganda, to present findings to a group of donors, project planners, NGO staff, and other stakeholders interested in the project evaluation.

Selected Materials:
Clark, The Man with the Key Has Gone
Farmer, Kleinman, Kim, and Basilio (Eds.), Reimagining Global Health: An Introduction
Farmer and Sausset (Eds.), Partner to the Poor
Nichter, Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter
Wooding, There’s a Snake in My Cupboard

Neural Basis of the World’s Languages

What is the neural basis of our ability to speak and understand language? Answering this question is fundamental to understanding the human mind; data from pre-surgical brain mapping has been central to these efforts. A major challenge for pre-surgical language mapping, however, is the unavailability of the relevant tests in many of the world’s languages. Thus patients are often tested in a language other than their native one. This course explores the fundamentals of neurolinguistics and ways in which modern brain imaging technology has revolutionized our understanding of the human mind. It is students who will translate pre-surgical language mapping tests into as many languages as possible (as determined by the students’ own language background) and will run tests on at least one healthy participant whose brain activity is recorded with magnetoencephalography (MEG). Students will thus gain a hands-on experience collecting, analyzing, and presenting brain data at the Neuroscience of Language Lab at NYUAD. Knowledge of languages other than English—especially Arabic—is a plus!

Sustainable Development

Sustainable development is the most significant global challenge of our time. Humanity’s survival as we know it depends on finding ways to maintain societal progress while living healthfully within the Earth’s capacity. Numerous environmental, economic, and societal factors are at play at any given time, all of which are individually important, and all of which may vary around the world in dynamically changing societies. Rapid global change requires their understanding and effective use in decision making. 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 people, industries, ecosystems, and governments. From the environmental realm, topics covered 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, wealth, and justice are considered, and discovery of data needs and analysis are explored.

Selected Materials:
Graedel, Industrial Ecology
Henriques, “Understanding A Company’s Social Impact is Crucial to Sustainability”
Hoekstra, and Mekkon, “The Water Footprint of Humanity”
Junnila and Horvath, “Life-cycle Environmental Effects of an Office Building”
Sachs, “Sustainable Development Economics”
Cesaire, Notebook of a Return to the Native Land

“Experimental inquiry is a key component of the NYUAD Core. Analyzing (and in some cases collecting) primary data, as well as making some basic use of experimental data even when collected by others, exposes students to concepts of data analysis and the challenges of experiment design (how to deal with data coming from a bad experiment, for example). Many majors require such skills, but the D&D section of the Core offers additional contexts for refining and applying these skills in real-world situations and for learning to grapple with concepts like probability and uncertainty.”

MICHAEL MANIATAKOS, ASSISTANT PROFESSOR OF ELECTRICAL AND COMPUTER ENGINEERING
Where the City Meets the Sea

CDAD-UH 1016EQ • SPRING 2018
Counts as Experimental Discovery in the Natural World in previous Core

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

Symmetry

CDAD-UH 1017Q • SPRING 2018

Symmetries are ubiquitous in nature and permeate the arts. Beginning with 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 also examine the symmetries that underlie artistic creations, such as geometrical patterns in artwork, rhythm, and chord progression in musical composition, and meter and rhyme in poetry. After a thorough study of symmetry, the course will end with a discussion of asymmetries and broken symmetries in nature and aesthetics.

Selected Materials:
Du Sautoy, Symmetry: A Journey into the Patterns of Nature
Zee, Fearful Symmetry: The Search for Beauty in Modern Physics
Hofstadter, Godel, Escher, Bach: An Eternal Golden Braid

INGYIN ZAW
Assistant Professor of Physics

Professor Zaw studies active galactic nuclei (AGN), accreting supermassive black holes (SMBHs), millions to billions of times more massive than the sun, and their immediate environments, at the center of galaxies. She is exploring how material falls into SMBHs, how this process relates to the growth of these objects, and the interactions between AGN and their host galaxies. In order to answer these questions, she studies emission from clouds of water vapor which orbit SMBHs. Prof. Zaw is also interested in methods to identify AGN and whether AGN are responsible for the acceleration of ultra high energy cosmic rays, the most energetic particles in the universe.

JOHN BURT
Associate Professor of Biology

A marine biologist, Professor Burt uses the Arabian Gulf as a natural laboratory to study coral reef ecology in extreme environments and to understand how these may serve as a model for the possible impacts of future climate change on reefs elsewhere.

Writing with Numbers (And How to Read Them)

CDAD-UH 1018Q • SUMMER 2018
Counts as Experimental Discovery in the Natural World in previous Core

Arguments containing numerical or statistical claims are omnipresent in daily life. How should we evaluate such evidence? Are they believable, or 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 presentations of data analyses. We will learn how to write with numbers, as well as learn how to build datasets and analyze them using the R statistical programming language.

Selected Materials:
Huff, How to Lie with Statistics
McCloskey, “The Bankruptcy of Statistical Significance”
Wickham, docs.ggplot2.org

ANDREW HARRIS
Assistant Professor of Political Science

Professor Harris studies violence and political behavior in Africa (with a focus on Kenya) and quantitative methodology. His current research examines 1) the electoral incentives underpinning the distribution of local development projects, 2) the causes and consequences of ethnic violence, 3) strategies of electoral fraud, and 4) the effect of technical and informational interventions on voter registration.

JOHN ALLEN PAULOS ON THE IMPORTANCE OF QUANTITATIVE REASONING AND NUMERACY:

“Mathematics has as much to do with computation as writing has to do with typing. Imagine that throughout the course of one’s education all one ever did in English class was diagram sentences. It wouldn’t be surprising if one didn’t acquire a terribly keen appreciation of literature. Most students (and most adults) can’t interpret graphs, don’t understand statistical notions, are unable to model situations mathematically, seldom estimate or compare magnitudes, are immune to mathematical beauty and, most distressing of all in a democracy, hardly ever develop a critical, skeptical attitude toward numerical, spatial and quantitative data or conclusions.”

The following Arts, Design, and Technology and Structures of Thought and Society courses are also crosslisted with Data and Discovery: Please see the full descriptions under their primary listings on pages 28 and 80, respectively:

Language of Computers, CADT-UH 1013Q • SPRING 2018
Counts as Art, Technology and Invention and Experimental Discovery in the Natural World in previous Core
Crosslisted with Data and Discovery

Uncertainty in Science, CSTS-UH 1050Q • SPRING 2018
Counts as Science, Society, and History in the previous core
Crosslisted with Data and Discovery

66 CORE COMPETENCIES: DATA & DISCOVERY
Core Competencies: Structures of Thought and Society

Structures of Thought and Society courses allow students to examine past, current, and potential future global frameworks for thinking, social organization, and behavior. Numerous Structures of Thought and Society courses are offered every semester. The courses specified in the following pages are offered periodically, typically each year in the semester indicated.

Displacement and Dispossession in the Modern Middle East
ANTH-UH 2116 • FALL 2017
Counts as Structures of Thought and Society in previous Core Crosslisted with Anthropology
Dispossession and forced migration in the contemporary Middle East is often regarded as synonymous with the Palestinian population. At a stretch of the imagination, it might also take in the Kurdish problem. This course, however, situates both the Palestinian and Kurdish migrations of the twentieth century into the wider and pervasive involuntary movement of populations which has indelibly marked the region throughout the last 100 years. It firmly places the dispossession of peoples in the Middle East as part of the policy of empire, carried further by the colonial and neo-colonial and well as neo-conservative political encounters with the East and the West.

Selected Materials:
Barth, Ethnic Groups and Boundaries: The Social Organization of Cultural Differences
Chatty, Dispossession and Displacement in the Modern Middle East
Lioret (Dir.), Welcome (Film)
Shami, “Mobility, Modernity and Misery: Population Displacement and Resettlement in the Middle East” Winterborne (Dir.), In this World (Film)

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ANTH-UH 2116 • FALL 2017
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FALL 2017

Quantum Theory and Relativity: The Impact of a Scientific Revolution
CSTS-UH 1001 • FALL 2017
Counts as Science, Society and History in previous Core
At the beginning of the 20th century, a scientific revolution started that was destined to change radically the way we think about the physical world. Einstein’s theory of relativity completely altered notions of time and space, laying the theoretical foundation for the use of nuclear power. At the same time, a new quantum theory was developed to describe the behavior of atoms and nuclei. It led to great technological advances, with much modern technology crucially exploiting quantum effects. But the revolutionary advent of relativity and quantum mechanics came with significant consequences: Physics became detached from the public’s everyday experiences and intuitions. Challenging that notion of inaccessibility, this course analyzes some of the basic concepts of relativity and quantum theory.

Selected Materials:
Griffiths, Revolutions in 20th-Century Physics
Kuhn, The Structure of Scientific Revolutions
Segre, Faust in Copenhagen: A Struggle for the Soul of Physics
Ford, The Quantum World for Everyone

DAWN CHATTY Visiting Professor of Anthropology
Professor Chatty is Professor Emerita of Anthropology and Forced Migration Studies, University of Oxford. A social anthropologist whose ethnographic interests lie in the Middle East, she deals particularly with nomadic pastoral tribes and refugee young people. Her research interests include a number of forced migration and development issues such as conservation-induced displacement, tribal resettlement, modern technology and social change, gender and development and the impact of protracted conflict on refugee young people.

FEDERICO CAMIA Associate Professor of Mathematics
Professor Camia’s research focuses on statistical physics and probability theory, especially on phase transitions and spatial stochastic models. He has been awarded the Marie Curie Research Fellowship and grants from the US National Science Foundation and the Dutch Organization for Scientific Research, and has co-organized seminars and an international workshop on probability and stochastic systems.
Birth of Science

CSTS-UH 1008 • FALL 2017

Counts as Science, Society and History in previous Core

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

Selected Materials:
- Russo, The Forgotten Revolution
- Chalmers, What Is This Thing Called Science
- Heath, The Thirteen Books of Euclid’s Elements
- Taisbak, Euclid’s Data: The Importance of Being Given
- Heath, The Works of Archimedes Edited in Modern Notation

Astronomy & Cosmology: From Big Bang to Multiverse

CSTS-UH 1010 • FALL 2017

Counts as Science, Society and History, Structures of Thought and Society in previous Core

For thousands of years humans have studied the skies to help them grow crops, navigate the seas, and earn favor from their gods. We still look to the stars today to answer fundamental questions: How did the Universe begin? Will the Universe end, and if so, how? And what is our place in the Universe? Astronomy and Cosmology help us answer these questions. We have learned that our place in the Universe is not special: the Earth is not at the center of the Universe; the Sun is an ordinary star; and the Milky Way is an ordinary galaxy. Astronomers have even suggested that the Universe itself may not be unique. This course aims to understand the Universe from the Big Bang to its future.

Selected Materials:
- Tyson and Goldsmith, Origins: Fourteen Billion Years of Cosmic Evolution
- Yaqoob, Our Solar System in a Nutshell

Wealth of Nations

CSTS-UH 1012 • FALL 2017

Counts as Structures of Thought and Society in previous Core

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

Selected Materials:
- Olson, Power and Prosperity
- Klingsorge, Tropical Gangsters: One Man’s Experience with Development and Decadence in Deepest Africa
- Diamond, Guns, Germs, and Steel
- Parthasarathi, Why Europe Grew Rich and Asia Did Not: Global Economic Divergence
- Deaton, The Great Escape: Health Wealth, and the Origins of Inequality

Relationship of Government and Religion

CSTS-UH 1013A & CSTS-UH 1013B • FALL & SPRING

Counts as Structures of Thought and Society in previous Core

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

Selected Materials:
- Sexton and Brands, How Free Are We? Nagel, “Public Education and Intelligent Design”
- Sexton, “Toward a Constitutional Definition of Religion”

MARIO CHACON
Assistant Professor of Political Science

Professor Chacon studies comparative political economy and development, particularly in Latin American nations. He has published on democracy and on economic opportunities and inequalities in Colombia.
Gender and Globalization

CSTS-UH 1014 • FALL 2017

Counts as Structures of Thought and Society in previous Core

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? This course introduces students to select women’s issues (e.g., employment, political participation, reproductive rights and healthcare, feminism versus multiculturalism, gender-based violence, and peace-building) that have emerged in the global context and the international debates that surround them. In addition, the course looks at the relevance of women’s representation to address barriers to gender equality in the “democratic process” as well as the shortcomings of democratic mechanisms to achieve women’s rights and some proposed solutions to these limitations.

Selected Materials:

- King, Keishane and Verha, Designing Social Inquiry
- Oatley, “Globalization: Consequences and Controversies”
- Elias, “Stitching-up the Labour Market”
- Macklin, “Dancing Across Borders”
- Okin, “Is Multiculturalism Bad for Women?”

Legitimacy

CSTS-UH 1015 • FALL 2017

Counts as Structures of Thought and Society in previous Core

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

Selected Materials:

- Wolff, An Introduction to Political Philosophy
- Brown, Religion and State: The Muslim Approach to Politics
- Cheibub, Presidentialism, Parliamentarism, and Democracy

Why Is It So Hard to Do Good?

CSTS-UH 1031 • FALL 2017

Counts as Structures of Thought and Society in previous Core

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. The course 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 students will be better at analyzing and discerning the plausibility of policy proposals and ideas.

Selected Materials:

- Callier, The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It
- Singer, “Famine, Affluence, and Morality”
- Miller, “Immigration: The Case for Limits”
- Bass, Freedom’s Battle: The Origins of Humanitarian Intervention
- Zakaria, “The Rise of Illiberal Democracy”

RAHMA ABDULKADIR
Assistant Professor of Political Science

Professor Abdulkadir’s research interests are in comparative politics and peace and conflict studies with a specialization in experimental methodology.

ADAM RAMEY
Assistant Professor of Political Science

Professor Ramey is a scholar of American politics, political methodology, and comparative legislative institutions. His research focuses on two broad areas: legislative institutions and political methodology. His current research (with Gary Hollibaugh and Jonathan Klingen) explores how personality and ideology come together to shape legislative behavior.

RAHUL SAGAR
Global Network Associate Professor of Political Science

Professor Sagar is Global Network Associate Professor of Political Science at NYU Abu Dhabi and Washington Square Fellow at NYU New York. He was previously Associate Professor of Political Science at Yale-NUS and Assistant Professor of Politics at Princeton University. Sagar’s primary research interests are in political theory, political ethics, and public policy.

History and the Environment: The Middle East

CSTS-UH 1052X • FALL 2017

Counts as Structures of Thought and Society in previous Core

Crossroads Studies, History

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? Does focusing on the roles of non-human actors obscure other human dynamics like class, race, gender, and sexuality? Further, the scholarly consensus on climate change and the varied responses to that consensus have motivated historians to contribute to the public discussion more actively. What is the relationship between understandings of environmental history and environmental activism? 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 field trips, interviews, and research into the digital humanities in the final part of the course.

Selected Materials:

- Chakrabarty, “The Climate of History: Four Theses”
- Mikhail, “Saudi Arabia”
- Neill, “Mountains of the Mediterranean World”
- Mitchell, “Can the Mosquito Speak?”

NORA BARAKAT
Assistant Professor of History and Arab Crossroads Studies

Professor Barakat is a historian of the Ottoman Empire and the modern Middle East. Her research interests focus on the legal, economic, social, and environmental histories of the Ottoman Arab world. She is currently working on a book manuscript titled Bedouin Bureaucrats: Property, Law and Nomads in Ottoman Syria.
Understanding Urbanization

CS-TS-UH 1053 • FALL 2017

Crosstied with Social Research and Public Policy

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 about the different recent trajectories of urbanization in light of economic and political dynamics. Why have some trajectories been more successful than others? What factors have shaped a certain trajectory? What lessons we can 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 dualities: development/underdevelopment, wealth/poverty, formal/informal, 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, 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.

Selected Materials:
- Davis, Planet of Slums
- Hohenberg, “The City: Agent or Product of Urbanization”
- Holston, “Cities and Citizenship”
- Martens (Dir.), Africa Shifted: Under One Roof (Film)
- Mirafath and Ruqba (Eds.), Cities of the Global South Reader

History and Globalization

HIST-UH 2010 • FALL 2017

Counts as Structures of Thought and Society in previous Core Crosstied with History

History offers a unique perspective on the process of globalization, by virtue of its insistence that human experience be understood in its spatial and temporal contexts. Rigorous global history questions and even supplants common understandings of globalization as Westernization. But how does history do this, and can a global historical framework enhance all forms of historical, humanistic, and social scientific inquiry? Following an assessment of modern Western frameworks for understanding global history, students examine how and why people around the world have variously embraced and rejected such foundational accounts and read and debate cutting-edge new approaches. Readings address all world regions, including Asia, Africa, the Americas, Europe, the Middle East, and Oceania, and familiarize students with state-of-the-art knowledge about globalization.

Selected Materials:
- Cushman, Gwano and the Opening of the Pacific World
- Osseo-Assare, Bitter Roots: The Search for Healing Plants in Africa
- Ricci, Islam Translated: Literature, Conversion, and the Arabic Cosmopolites of South and Southeast Asia

Michael Harsh, Assistant Professor of Practice in Social Science

Professor Harsh’s research examines why and when security, effective governance and development emerge in fragile, conflict-affected countries. He is currently leading a project that aims to explain “islands of stability” within Afghanistan, Iraq and Somalia. His book, The Power of Dependence: NATO-UN Cooperation in Crisis Management, was published by Oxford University Press in 2015. He is a Non-Resident Fellow at the Center on International Cooperation (CIC) in New York.

Peacebuilding

PEACE-UH 1113 • FALL 2017 (7-WEEKS)

Counts as Structures of Thought and Society in previous Core Crosstied with Peace Studies and Political Science

This course will help students build an analytical understanding of the potentials and pitfalls of international intervention in conflict-affected societies. Postwar peacebuilding has become a growing, yet highly controversial international activity. The experiences with attempts to promote peace and increase state capacity are sobering, in particular in terrains such as Somalia, the DRC and Afghanistan. How can the international community promote peace in these hard cases? What are the flaws of the existing “best practices” approach to peacebuilding and what are promising alternatives to it? The course will examine the current debates on peacebuilding and will invite practitioners from international organizations to discuss their approach to promoting peace in some of the world’s most challenging regions.

Selected Materials:
- Tsu, The Art of War
- Pinker, The Better Angels of Our Nature
- Paris, At War’s End: Building Peace after Civil Conflict

Aan, Interventions: A Life in War and Peace
- Teitel, Transitional Justice

The following Arts, Design, and Technology course is also cross-listed with Structures of Thought and Society. Please see the full description under the primary listing on page 10:

Lies and Lying, CADT-UH 1019 • FALL 2017

Counts as Art, Technology and Invention in previous Core Crosstied with Structures of Thought and Society

Democracy and Its Critics

CS-TS-UH 1023J • JANUARY 2018

Counts as Structures of Thought and Society in previous Core Crosstied with Peace Studies and Political Science

Although democracy and equality have long been linked in political thought, critics argue that formal equality among citizens has rarely prevented substantive economic and political inequalities that belie the very democratic character of self-described democratic states. Do such inequalities play a necessary structural role in democracy? Should democratic societies strive to eliminate them? The course approaches this debate by examining one of history’s most radical and influential democracies, ancient Athens. Readings and discussions include Thucydides, Aristophanes, Isocrates, Plato, and Aristotle. Their ancient arguments will be compared to subsequent ones by Madison, Mill, Marx, Rawls, Prawdzinski, and Sen in an attempt to appreciate the interplay between discourses of equality and inequality in ancient and modern times. After discussing recent arguments for and against “global democracy,” the course concludes by recreating the intellectual dynamics of Athenian democracy. Students will assume roles and debate questions about democratic procedures, voting rights, religion and free speech, foreign policy, etc.

Selected Materials:
- Ober and Carnes, The Threshold of Democracy: Athens in 403 BCE
- Plato, Republic
- Dahl, Shaprio, and Cheibub (Eds.), The Democracy Sourcebook

J-Term 2018

PHILLIP MITISI Alexander S. Onasiss Professor of Hellenic Culture and Civilization, Global Network Professor of Literature and Philosophy

Professor Mitisi works on Greek epic and tragedy as well as in ancient philosophy and its reception in Byzantium and the early modern period. He has taught a wide variety of humanities courses at NYU that focus on ancient, medieval, and modern philosophical, historical, and literary texts.
Children's Palace; Art Museum; Propaganda Poster Art Center.

ing, Persian and Mughal miniatures, Montaigne's essays, John
ty poetry, Ming ceramics, Italian European Renaissance paint-
America, Europe, and China: Confucian analects, Song dynas-
emphasizes historical, medical, and cultural perspectives on
children? Is a child a “blank slate” or a prepackaged set
places? To whom do children really belong—the parents, the
Counts as Structures of Thought and Society in previous Core

Selected Materials:
- Ping, Mulberry Child: A Memoir of China
- Bousse, The Examination
- Chen (Dir.), Vote for Me (Film)
- Yimou (Dir.), Not One Less (Film)

PERRI KLASSE
Professor of Pediatrics and Journalism
Professor Klass is Professor of Journalism and Professor of Pediatrics at New York University. She attended Harvard Medi-
School and completed her residency in pediatrics at Children's Hospital, Boston, and her fellowship in pediatric infectious
diseases at Boston City Hospital.

LARRY WOLFF
Silver Professor of History
Professor Wolff works on the history of Eastern Europe, the Habsburg Monarchy, the Enlightenment, and on the history of
childhood. He tends to work as an intel-
lectual and cultural historian. He has been most interested in problems concerning East and West within Europe: whether
concerning the Vatican and Poland, Ven-
ice and the Slavs, or Vienna and Galicia.

The City in Crisis: Refuge and Resilience

The aim of this class is to explore and analyze classic theories of
culture and context in the field of psychology, with a specif-
ic emphasis on understanding how these processes shape hu-
man development. We also examine research that focuses on
cultural and contextual variability and similarity among youth
and families from different parts of the world and how differ-
ent forms of oppression and prejudice shape the developmental
trajectories of youth.

Selected Materials:
- Davis, Planet of Slums
- Tekin, Berjti Kristin: Tales from the Garbage Hills
- Rawlence, City of Thorns

SOPHIA KALANTZAKOS
Global Distinguished Professor of Environmental Studies and Public Policy
Professor Kalantzakos spent the first half of her career as a policy maker, an elect-
ed member of Parliament, and Member of the Greek Government until 2009. She
joined NYU in 2010. She writes widely on economic, labor, and environmental
issues and has recently completed a book on the geopolitics of rare earths and the
implications of China's near monopoly of these strategic materials.

Culture, Context and Psychology

The Cultural Nature of Human Development

The Cultural Nature of Human Development

Meeting at the Crossroads

Harris, Muslim Youth
Brown and Gilligan, Meeting at the Crossroads
Rogoff, The Cultural Nature of Human Development

NIobe way
Professor of Applied Psychology
Professor Way is Co-Director of the Cen-
ter for Research on Culture, Development,
and Education at NYU and the past Presi-
dent for the Society for Research on Ado-
lescence. She received her doctorate from
Harvard University in Human Develop-
ment and Psychology and was an NIMH
postdoctoral fellow in the psychology de-
partment at Yale University.

Selected Materials:
- Alarid and Yamada, “The Polio Endgame”
- Henderson, Smallpox: The Death of a Disease
- Kruger, Ashes to Ashes: America’s Hundred Year Cigarette
War, the Public Health, and the Unabashed Triumph of
- Phillip Morris
- Shilts, And the Band Played On: Politics, People, and the AIDS
Epidemic
- Sullivan-Mars, “Is It Time for a Public Health Nursing Ap-
proach to Aging?”

CHERYL HEALTON
Director of the
NYU Global Institute of Public Health,
Dean of the College of Global Public
Health and Professor of Global Public
Health at NYU
Professor Healton's career in the field of
public health has earned her national rec-
ognition and praise. The recipient of nu-
merous prestigious awards, she has been
honored with the Secretary of HHS award
for Innovation in Public Health for her
work to reduce prenatal transmission of
HIv through rapid dissemination of cul-
turally tailored education to increase use
of medical therapy in pregnancy and the
Public Health Award from NYC Depart-
ment of health for her work in advancing
public health practice.
Green Mobility and Cities

CSTS-UH 1054J • JANUARY 2018

Green Mobility and Cities. Transportation systems connect people, goods, places, and ideas. They both shape and respond to urban growth. Moreover, 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 futures across a range of global contexts. What transportation investments, technologies, operational enhancements, urban designs, institutional reforms, and pricing regimes offer the most promise in bringing about sustainable urban growth and mobility in coming decades? How might urban planning combine with emerging technologies to promote green mobility and sustainable, resilient cities? Drawing from international experiences and best practices, this course challenges students to apply social-scientific knowledge to take on these and similar questions.

Selected Materials:
- Casaroli, “The Mobility DNA of Cities”
- El-Geneidy et al., “Sustainable Urban Mobility in the Middle East and North Africa”
- Kutzbach, “Megacities and Megatraffic”
- Sperling, “An Innovative Path to Sustainable Transportation”
- Suzuki, Cervero, and Luchs, “Critical Challenges Facing Cities and Urban Transport”

ROBERT CERVERO Visiting Professor of City and Regional Planning
Professor Cervero is Carmel P. Friesen Chair in Urban Studies and Director of the Institute of Urban and Regional Development at the University of California—Berkeley. He works in the area of sustainable transportation policy and planning, focusing on the nexus between urban transportation and land-use systems. His current research focuses on the intersection of infrastructure, place-making, and economic development, integration of BRT and hybrid services, bikeway network performance, and sustainable transportation policies for the Global South.

SPRING 2018

Thinking

CSTS-UH 1006 • SPRING 2018

Counts as Science, Society and History, Structures of Thought and Society in previous Core

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 the computer revolution. The class will discuss the underpinnings of the main fields of psychology (e.g. behaviorism, Freudian, cognitive), as well as to how thinking has been viewed in a broader historical and multicultural context. Students will explore how thoughts on thinking have shaped our understanding of who we are, and how metaphors of thought have been inspired by technological developments and shaped by culture.

Selected Materials:
- Dennett, Darwin’s Dangerous Idea
- Freud, “The Anatomy of Mental Personality”
- Chiang, Exhalation
- Foeker, How the Mind Works
- Hume, A Treatise of Human Nature

DARYL FOUGNIE Assistant Professor of Psychology

Professor Fougnie’s research attempts to characterize the amount that we can perceive, attend to, and remember about our environment. He studies these limits for vision, audition, and memory through a mixture of psychophysics and computational modeling.

Theory of Everything

CSTS-UH 1009 • SPRING 2018

Counts as Science, Society and History, Structures of Thought and Society in previous Core

This course provides a global viewpoint on the most theoretical foundations of science, within and across theoretical physics and mathematics. “Everything” is about the concept of the infinite in math and also about 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. Topics and questions 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 unifying theme in mathematics or a set of principles underlying all its branches? If so, would this set be complete? 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 quantum theory and general relativity. Is this a reasonable or attainable quest? What would its consequences be? Fourth, are the above quests related? Are unifying themes in one aspect of nature (e.g. physics) expected to reflect similar themes in another (e.g. math)?

Selected Materials:
- Rucker, Infinity and the Mind: The Science and Philosophy of the Infinite
- Stillwell, Roads to Infinity: The Mathematics of Truth and Proof
- Kisak, A Theory of Everything
- Barrow, Theories of Everything
- Hawking and Mlodinow, The Grand Design

HISHAM SATI Assistant Professor of Mathematics

Professor Sati’s research is interdisciplinary and lies in the intersection of differential geometry, algebraic topology, and mathematical/theoretical physics. He is mainly interested in geometric and topological structures arising from quantum (topological) field theory, string theory, and M-theory.

Aristocrats

CSTS-UH 1019J • JANUARY 2018

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 remained a ruling class, reinvented through democracy. This course draws on history, political science, anthropology, and literature to raise the following questions: How did the aristocracy’s fate vary when democracy was established? And how do these varying fortunes affect democratic politics? The course’s first half, in Abu Dhabi, will focus on conceptual and theoretical questions, comparing the UK, Zambia, Japan, the US, South Asia, and the Middle East. The course’s second half will include a field trip to India, where the aristocracy suffered a significant political decline, but was not wiped out, and has recently been reinventing itself. We will spend a week with members of the old aristocracy, including those who are politically successful now and those who failed, and visit their constituencies to understand what their success and failure means for democratic representation.

KANCHAN CHANDRA Professor of Political Science

Professor Chandra (Ph.D 2000, Harvard), Professor of Politics at NYU, works on questions of ethnicity, democracy, violence, and party politics. Her most recent book is Democratic Dynasties (Princeton University Press, 2016). In addition to her academic work, she has also contributed occasional articles on identity politics and South Asian politics to Foreign Policy, Foreign Affairs, The Washington Post, and the Times of India.
Boundaries

CSTS-UH 1021EQ • SPRING 2018
Counts as Structures of Thought and Society in previous Core
How are boundaries created, and what are their roles in society? In this class students will discuss natural, political and human boundaries as concomitants of divergences in genetics, linguistics and culture. The course will then investigate changing boundaries over time in various places to see how these changes lead to both socioeconomic and political outcomes today. Students will be exposed to various literature drawn from anthropology, genetics, political science, and sociology, and will learn to create their own digital maps using both archival and contemporary resources. Students will also work with these novel data to present their own research.

Selected Materials:
Brotton, History of the World in Twelve Maps
Brotton, Trading Territories
Barth, Ethnic Groups and Boundaries: The Social Organization of Culture Difference
Scott, The Art of Not Being Governed
Davies, Vanished Kingdoms

CHRISTOPHER PAIK Assistant Professor of Political Science
Professor Paik is a political economist who specializes in the study of institutions, ethnicity, and violence from both historical and contemporary perspectives. His current research involves various topics including long-run determinants of economic growth, sources of enduring cultural differences, and the application of geo-spatial statistics to the study of socioeconomic processes.

The Body

CSTS-UH 1047 • SPRING 2018
Counts as Structures of Thought and Society in previous Core
The body seems to be an essential part of our sense of individuality. Nevertheless, our bodies and the ways we perceive them are also the result of social and collective forces. This course will study how the body has been perceived and experienced across different cultures and societies. It will explore multiple artistic, scientific, and literary representations of the body, as well as the body’s social, institutional, and political dimensions. It will seek to understand the role played by the body in the definition of the boundaries between human and non-human, in power relations and political regimes, and in the human quest for knowledge.

Selected Materials:
Biss, On Immunity: An Inoculation
Earle, The Body of the Conquistador
Foucault, Discipline and Punish
Kuriyama, The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine

MARTIN BOWEN-SILVA Assistant Professor of History
Professor Bowen's research analyzes the relationship between communication and politics in the Atlantic World. His main areas of interest are Latin America and the Iberian Atlantic during the Age of Revolution. Before joining NYU Abu Dhabi, he taught at Pontificia Universidad Católica de Chile.

Concepts and Categories: How We Structure the World

CSTS-UH 1049 • SPRING 2018
Counts as Science, Society and History in previous Core
Humans have a strong tendency to group and divide objects, people, emotions, and events into different concepts and categories. These seemingly effortless acts pose fundamental questions about our understanding of the self and the nature of the world. This course examines texts from history, literature, philosophy, and scientific sources to ask why we conceptualize the world in particular ways, whether any categories are fundamental, and the degree to which concepts and categories are innate or learned. From the conceptual taxonomies proposed as fundamental from thinkers such as Aristotle and Kant, to the findings from psychology and neuroscience that inform us about our predilections for object concepts and social groups, students will reflect on what this knowledge can tell us about the forces that shape self and society.

Selected Materials:
Orwell, 1984
Calvino, Invisible Cities
Empedocles, On Nature
Pinker, “The Metaphorical Mind”
Sacks, “The Man Who Mistook His Wife for a Hat”

OLIVIA CHEUNG Assistant Professor of Psychology
Professor Cheung's research program aims to understand how the human brain perceives the visual world, and how perception is influenced by experience and learning. The techniques she uses include a combination of behavioral and functional magnetic resonance imaging (fMRI) methods. She holds a Ph.D. in Psychology from Vanderbilt University. Before joining NYU Abu Dhabi, she did postdoctoral research at Harvard Medical School, at the Center of Mind/Brain Sciences (CIMeC) in Trento, Italy, and at Harvard University.

RAHMA ABDULKADIR, ASSISTANT PROFESSOR OF POLITICAL SCIENCE:
“STS courses expose students to important characteristics of the human social structures drawing on key theoretical frameworks from various disciplines (behavioral psychology, economics, history, anthropology, philosophy). They also expose students to variety of methodologies (historical institutionalism, empiricism, rationalism, historical inquiry), thus helping students understand, for example, how hierarchies of gender, race, class, and nation find expression in human societies.”
Identity and Culture in Politics

**CSTS-UH 1051 • SPRING 2018**

Counts as Structures of Thought and Society in previous Core

Crosslisted with Political Science

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 combines materials from across the social sciences, including political science, political philosophy, economics, mathematics, anthropology and history, to address questions including the following: Does ethnic diversity—based on race, colour, 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 systems should employ in responding to identity-based claims? And how should we evaluate public policies designed to respond to such claims, including affirmative action, federalism, cultural rights, educational policies and electoral systems? The aim is to train students to think critically and comparatively about the dilemmas facing multi-ethnic democracies, using a combination of social science texts and real world examples drawn from across countries.

**Selected Materials:**

- Alexia, *A Guide to Gambling, Love, the Stock Market & Just About Everything Else*
- Gionick and Smith, *Calculated Risks: How to Know When Numbers Deceive You*
- Kaplan and Kaplan, *Chances Are...Adventures in Probability*
- Oreskes and Conway, *Smokes to Global Warming*

**MALLORY ROBERTS** Assistant Professor of Physics

Professor Roberts uses X-ray and radio telescopes to study sources of gamma-rays in the Galaxy. He has led surveys which have discovered some of the most interesting examples of these objects, and has written review articles on pulsar wind nebulae and eclipsing binary pulsars.

**KANCHAN CHANDRA** Professor of Political Science

Professor Chandra (Ph.D 2000, Harvard), Professor of Politics at NYU, works on questions of ethnicity, democracy, violence, and party politics. Her most recent book is *Democratic Dynasties* (Cambridge University Press, 2016). In addition to her academic work, she has also contributed occasional articles on identity politics and South Asian politics to *Foreign Policy, Foreign Affairs, The Washington Post*, and the *Times of India*.

**MELINA PLATAS** Assistant Professor of Political Science

Professor Platas’s research focuses on comparative political and human development. The regional focus of her research is sub-Saharan Africa, where she has worked and conducted fieldwork in Uganda, Rwanda, Malawi, Nigeria, South Africa and Ghana.

**Welfare States in Comparative Perspective**

**SRPP-UH 2618 • SPRING 2018**

Crosslisted with Social Research and Public Policy

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 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 redressed gender inequalities.

**Selected Materials:**

- Haggard and Kaufman, *Development, Democracy and Welfare States*
- Korpi, *The Democratic Class Struggle*
- Orloff, “Gender and the Social Rights of Citizenship*
- Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time*

**ELISABETH ANDERSON** Assistant Professor of Sociology

Professor Anderson completed her Ph.D. training at Northwestern in 2013. Her areas of specialization are historical and comparative sociology, political sociology, and social theory. She is broadly interested in why states enact social policies to protect groups that cannot or do not advocate for themselves, and the role policy entrepreneurs play in such reforms.
In addition to the six required Core courses, all students will enroll in a First-Year Writing Seminar (FYWS) during one of the first two semesters. FYWS introduces students to the reading, writing, oral expression, and critical-thinking skills essential to a liberal arts education. In addition to taking the FYWS, all NYUAD students receive extensive writing and communication practice in Core courses and will come to learn that each discipline has its own conventions for advanced writing. Throughout the NYUAD experience, students can benefit from one-on-one consultations in the Writing Center.

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 are advised to take their FYWS in the spring.

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 results from 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 individual conferences with faculty.

To ensure a unified and consistent experience for students, all sections of FYWS 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 FYWS 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 FYWS section require 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 with 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.
FYWS: Taste, Culture & the Self
WRIT-UH 1100 • FALL 2017/SPRING 2018

“There’s no accounting for taste,” the old saying goes, implying that we like our favorite shoes, cars, and paintings for reasons that simply can’t 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 constructions. 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 constructions.

Selected Materials:
Adorno and Horkheimer, “The Culture Industry”
De Maupassant, “The Necklace”
Gladwell, “The Cool Hunter”
Kleiss, Steal Like an Artist
Solomon, “Masters of Desire”

MARION WRENN Senior Lecturer, Director of the Writing Program

Professor Wrenn is a media critic, cultural historian, and literary editor who writes essays and creative non-fiction. She earned her Ph.D. from NYU’s Department of Media, Culture and Communication and has received grants and awards from NYU, the AAUW, and the Rockefeller Archive Center. She is currently completing her book Inventing Warriors, the story of America’s Cold War initiative to recruit international journalists.

SAMUEL ANDERSON Lecturer in the Writing Program

Professor Anderson is an ethnographer of West African expressive culture and its encounters with religion, politics, and public health. His work has been funded by the Social Science Research Council, the Charlotte W. Newcombe Foundation, the U.S. Fulbright Program, and a Mellon Postdoctoral Fellowship with the Mahindra Humanities Center at Harvard. His current research in Sierra Leone tracks a former militia commander who redeployed defensive mystic powers he gained in wartime for touring spectacles promoting reconciliation, Islam, and development projects.

FYWS: Saving Strangers: Debates about Humanitarian Intervention
WRIT-UH 1113 • FALL 2017/SPRING 2018

Can humanitarian intervention ever be morally justified? Humanitarian intervention is one of the most controversial concepts of international politics, and the list of arguments for and against using military force to address extreme human suffering, such as genocide and ethnic cleansing, is long. It seems that no single argument—legal, political, or ethical—adequately captures the principal views on the justice of the phenomenon and that perspectives on these questions are as diverse as the individuals and groups who either implement them or are the object of interventions. Thus fundamental questions remain: Does our membership in a common humanity require us to engage in the act of killing to save others? Or is it an unacceptable onslaught on state sovereignty? This FYWS will pursue these questions through various writing exercises and assignments designed to help students explore and engage with different arguments about the ways we understand humanitarian intervention today.

Selected Materials:
Walzer, Arguing About War
Butler, Frames of War—When Is Life Grievable
Dallaire, Waiting for First Light: My Ongoing Battle with PTSD

CAMILLA BOISEN Lecturer in the Writing Program

Professor Boisen joined NYUAD from the University of Witwatersrand where she was a Postdoctoral Research Fellow. Her research focuses on the history of international political thought in relation to the development of different ideas of colonization and their influence on contemporary problems such as post-colonial restitution in South Africa. She has been published in numerous journals including History of European Ideas, Grotiana, Settler Colonial Studies and Journal of International Political Theory.

FYWS: Contextualizing Travel Narratives
WRIT-UH 1114 • FALL 2017/SPRING 2018

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 participated, often unknowingly, in the creation of persistent stereotypes about the cultures depicted. In order to understand the origins and influence of such representations and stereotyping, we will carefully examine the context and impact of travel narratives. By closely analyzing films, plays, prose, and travelogues that share a narrative theme of journeying into foreign territories students will ask how preconceived notions about others originate. Informed by Edward Said’s influential theory on orientalism—as well as by postcolonial, cultural and gender studies—the seminar will explore how power imbalances might influence the ways in which cultural encounters are depicted and interpreted.

Selected Materials:
Hwang, M. Butterfly
Soyinka, Death and the King’s Horseman

PIIA MUSTAMÄKI Lecturer in the Writing Program

Professor Mustamäki joined NYUAD from the Writing Program at NYU Shanghai. Prior to that she was a Writing Instructor in NYU’s Liberal Studies Program. Her current research interests include travel and tourism as performative acts, global citizenship, and travel narratives. Her academic work has been published in Journal of Dramatic Theory and Criticism and Nordic Theatre Studies. She is the co-founder of 1001worlds.com and an avid travel blogger.

FYWS: The Art and Aesthetics of International Aid
WRIT-UH 1114 • FALL 2017/SPRING 2018

In communities beset by war, disaster, or poverty, art may seem at first to be an unaffordable luxury, yet expressive culture flourishes in concert and in combat with crisis, not merely in spite of it. As globally recognized emergencies and their internationally funded responses dictate the conditions of life in more and more spaces around the world, they inspire new forms of sensory experience and engagement. Aid agencies not only directly sponsor art and media through sensitization campaigns and the promotion of local craft industries. They and their beneficiaries also arrange the perception of everyday living, whether through the choreography of resource distribution, the sculpting of infrastructure, the architecture of refugee camps, the staging of post-conflict justice and reconciliation, or the orchestration of political participation and debate. The ways in which such projects mobilize the senses are fundamental to their reception, implementation, and impact. While policy makers commonly define development and humanitarianism through rhetoric that vacillates between morality and pragmatism, it is often the aesthetics of such interventions that determine which problems are visible or invisible, which people are audible or inaudible, and which acts are sensible or senseless.

Selected Materials:
Arturo, Encountering Development: The Making and Unmaking of the Third World
Ndaliko, Necessary Noise: Music, Film, and Charitable Imperialism in the East of Congo
Biehl, “Vita: Life in a Zone of Social Abandonment”
FALL 2017

FYWS: Contemporary Debates of Islam
WRIT-UH 1102X • FALL 2017

Scarcely a day goes by without some controversy or critical comment about “Islam” and its role and significance in the 21st century. Yet trying to make sense of the sheer volume of information and diversity of opinions about what constitutes “Islam,” who speaks for it, what it represents for the modern era, and how it relates to the non-Muslim world can seem an almost impossible task. To complicate matters further, what tends to pass as informed commentary on “Islam” often turns out to be colored by competing agendas, experiences, and narratives within and beyond the realms of “Islam.” With these challenges in mind, this FYWS will focus on contemporary debates about the history, society, and culture of Islam. The course begins by grappling with contesting representations of “Islam” by Bernard Lewis, Edward Said, Robert Spencer, and Samuel Huntington. It then delves into some prominent sites of conflict and tension brought to the fore by such events as the Charlie Hebdo affair and the Burka controversy as well as the rise in Islamophobia in Europe. For the research paper, students will be asked to determine how we see the rest of the world.

Selected Materials:
- Esposito, What Everyone Needs To Know about Islam
- Said, Covering Islam: How the Media and the Experts Determine How We See the Rest of the World
- Huntington, “The Clash of Civilizations?”
- Lewis, “The Roots of Muslim Rage”

SOHAIL KARMANI
Senior Lecturer in the Writing Program

Professor Karmani is an educator, applied linguist and photographer. He has extensive experience in the field of second language education and applied linguistics. His academic publications have appeared in TESOL Quarterly, Applied Linguistics, ELT Journal and most recently in the Encyclopedia of Applied Linguistics. He has written and researched in the areas of language policy, the cultural politics of English as an “international” language, and critical applied linguistics.

DEEPAK UNNIKRISHNAN
Lecturer in the Writing Program

Professor Unnikrishnan is a writer from Abu Dhabi, and an editor at The State. His fiction and essays have appeared in GnuNica, Drunken Boat, Nimal Suriyavans, Bound Off, The State Vol IV: Dubai and in the anthology The Apex Book of World SF 4, among others. In 2016 he won the inaugural Restless Books New Immigrant Writing prize for his novel Temporary People.

FYWS: The Outsider
WRIT-UH 1105 • FALL 2017

What does it mean to be an “outsider”? Artists, filmmakers, journalists and activists have described and adopted this position for a range of purposes. This FYWS sets out to discover why outsiders are both essential and potentially dangerous. The figure of “the outsider” is often clueless—or in over his head—or ignorant. But ignorance can be liberating, fostering open-mindedness and a chance to weave complexity back into dead narratives. Crucially, analyzing the role of the outsider across a range of texts and cultures will help us question the act of belonging. Biss’s Notes from No Man’s Land will aid in our investigation, as will essays by Binyavanga Wainaina and Suketu Mehta. In order to understand outsiders with adopted countries the course will consider Katherine Boo’s book about Mumbai’s destitute, Behind the Beautiful Forevers. Documentaries by Mads Brugger and Joshua Oppenheimer help explore how “the outsider” is sometimes seen as a master manipulator and exploiter. Such readings lead us to ask: who exploits whom?

Selected Materials:
- Biss, Notes From No Man’s Land
- Boo, Behind the Beautiful Forevers
- Deliège, Pygogurte
- Martínez, The Beast
- Sacco, Journalism

SPRING 2018

FYWS: Imagined Geographies
WRIT-UH 1101 • SPRING 2018

We think of locales as something physical, something experienced. We know where we are (and where we are from) partly because we have physical experiences of those places: a grandmother’s kitchen, a smell of the city, the particular light on Scandinavian summer nights, or the sound of the jungle. But what if our sense of geographies—and their relation to identity (national and/or personal)—comes from written sources and visual texts rather than direct experience? How do texts “imagine” geographies? This FYWS takes up a variety of fiction and non-fiction texts in order to investigate how space and national and/or personal identity is imagined. Students will investigate how texts open a space for readers to imagine unknown worlds and geographies. Readings include essays, short stories, and poems that all attempt to capture an experience of self in relation to a locale. Writers will include Joan Didion, Richard Blanco, Tony Kushner, and Jamaica Kincaid. Theoretical texts include work by Edward Said, Benedict Anderson, Judith Butler, and Gayatri Chakravorty Spivak.

Selected Materials:
- Butler and Spivak, Who Sings the Nation State
- Kushner, Homebody

KEN NIELSEN
Senior Lecturer and Associate Director for the Writing Center

Professor Nielsen is a scholar of theater history, cultural studies, and composition. His interdisciplinary research focuses on the cultural construction and representation of the USA and Scandinavia in intercultural performance. Most recently he has studied how gendered and sexualized American identities are produced through scenic representation in Western Europe. His current research project on “geographies of desire” is a study of how nation states are eroticized through cultural performance.

Selected Materials:
- Kushner, Homebody

DEEPAK UNNIKRISHNAN
Lecturer in the Writing Program

Professor Unnikrishnan is a writer from Abu Dhabi, and an editor at The State. His fiction and essays have appeared in GnuNica, Drunken Boat, Nimal Suriyavans, Bound Off, The State Vol IV: Dubai and in the anthology The Apex Book of World SF 4, among others. In 2016 he won the inaugural Restless Books New Immigrant Writing prize for his novel Temporary People.

ANDREW BUSH
Lecturer in the Writing Program

Professor Bush is an anthropologist specializing in Islamic Studies. He has conducted ethnographic research with Iraqi Kurds for more than ten years in the United States and the Kurdistan region of Iraq. Research interests in ethics, literature, and gender and sexuality have led him to examine kinship, Sufi poetry, Islamist movements, and Islamic law in Kurdistan.

KEN NIELSEN
Senior Lecturer and Associate Director for the Writing Center

Professor Nielsen is a scholar of theater history, cultural studies, and composition. His interdisciplinary research focuses on the cultural construction and representation of the USA and Scandinavia in intercultural performance. Most recently he has studied how gendered and sexualized American identities are produced through scenic representation in Western Europe. His current research project on “geographies of desire” is a study of how nation states are eroticized through cultural performance.
FYWS: Ghastly Beauty
WRIT-UH 1103 • SPRING 2018
Why do Shakespeare's tragedies offer us hope? How does a beautiful painting or song make us cry? Art flourishes in a world of opposites and contradictions. Art is reflective and provocative, reactionary and thoughtful, private and public. As one of our oldest methods of documenting what we see it also reconfigures and transforms what we imagine. This FYWS serves as an introduction to these tensions, and to the social, political and material roles that art plays in our lives. It will familiarize you with academic writing, and further develop your critical reading, thinking and writing skills as it draws from a range of art forms that explore current social issues and enduring questions. The course texts range from Paleolithic cave painting and sculpture to contemporary mural painting—including the work of Haring, Rivera, Fazlalizadeh, Banksy, and Zabou. Art, nature, and the paradox of tragic beauty are explored through the work of Frida Kahlo, Odd Nerdrum, Evelyn de Morgan, Sue Coe, and more.

Selected Materials:
Heaney, The Burial at Thebes
Sacco, Palestine
Shakespeare, Macbeth

FYWS: Understanding Shari'a
WRIT-UH 1104X • SPRING 2018
The universality of Shari'a is a topic of intense debate in the contemporary world. Some assume the universality of Shari'a as they outline the necessity of its reform. 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, farwa councils in contemporary Egypt, and divorce proceedings in Iran. Through creative and critical writing assignments, students explore the contexts, motives, and forms of evidence brought to bear by authors who contribute to ongoing debates about the ways we understand Shari'a today.

Selected Materials:
Asad, Genealogies of Religion
Emon, Islamic and Jewish Legal Reasoning
Kant, Political Writing
Mir-Hosseini, Men in Charge?
Tucker, Women, Family, and Gender in Islamic Law

FYWS: Street Food
WRIT-UH 1107 • SPRING 2018
What is the relationship between food and food habits, between what is eaten in cities and what people crave, 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 trucks, and ice cream; fiction by surrealists, and films about noodle makers and couscous masters. Drawing on your analysis of these texts, you will be asked to produce several essays in draft and final form in which you make original arguments about Abu Dhabi's food scene/culture. Fact: there's little written about Abu Dhabi's street food. Our goal will be to try to rectify that and to determine how food is connected to the city's evolving soul. "Street Food" is a class about observation and immersion: you will have mandatory off-campus assignments, requiring you to venture into the city, sample cheap eats, and comment and write about what's being eaten, what ingredients are most sought after, what's good, and what's not.

Selected Materials:
Bourdain, Kitchen Confidential
Romig, Msada Dosa to Die For
Itami (Dir.), Tampopo (Film)
Butta (Dir.), The Lunchbox (Film)

SOHAIL KARMANI Senior Lecturer in the Writing Program
Professor Karmani is an educator, applied linguist and photographer. He has extensive experience in the field of second language education and applied linguistics. His academic publications have appeared in TESOL Quarterly, Applied Linguistics, ELT Journal and most recently in the Encyclopedia of Applied Linguistics. He has written and researched in the areas of language policy, the cultural politics of English as an “international” language, and critical applied linguistics.

DEEPAK UNNIKRISHNAN Lecturer in the Writing Program
Professor Unnikrishnan is a writer from Abu Dhabi, and an editor at The State. His fiction and essays have appeared in Guernica, Drunken Boat, Himal Southasian, Bound Off, The State Vol IV: Dubai and in the anthology The Apex Book of World SF 4, among others. In 2016 he won the inaugural Restless Books New Immigrant Writing prize for his novel Temporary People.
### Course List Table

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Professor Stimpson’s essay is first in a series by faculty and students on what we teach in the Core, why, and how.

In 2012, I published an article, “The Ideals of the Liberal Artisan: Notes toward an Evolving Group Biography,” in which I coined the term “the liberal artisans.” The name signifies the fact that the practitioner of the liberal arts is an artist, a crafts-person. My second ambition was to provide a group biography of the liberal artisans, and are still changing. They have been responsive to new circumstances and needs. History: liberal arts, globally, have changed and are still changing. Today’s global liberal artisans embrace both the trivium and the quadrivium. How do we write about this?

Perhaps the most common cliché about the liberal arts is that they were divided into the trivium (three ways) and the quadrivium (four ways). The trivium tended to be language oriented: grammar, logic or dialectic, rhetoric. Literature could slip into grammar or rhetoric. The quadrivium tended to be mathematical and scientific: arithmetic, geometry, music (mathematical), astronomy. Obviously, we can update all of these. Rhetoric includes media studies, social media studies, and cinema studies. Astronomy includes space studies and space travel. The quadrivium makes room for laboratory psychology, for statistics, for robotics. 1 Today’s global liberal artisans embrace both the trivium and the quadrivium, in all their ongoing revisions. Is writing, globally, a part of the trivium? Yes, and this is not trivial. The trivium must include translation studies. It must also include not only writing but reading and listening. Listening is the deep engagement with the Other. Moreover, the trivium can turn its attention to the quadrivium. How do we write about the rhetoric of science? About numbers? About visualized data? What is the ethics of robotics and relations between machine and human? An even larger point is that writing well, thinking well, is fundamental to the world demands being a citizen of both trivium and quadrivium. Perhaps the social sciences best exemplify this, but the borders between trivium and quadrivium are porous, open to all. In general, but not exclusively, the modern purpose of the liberal arts is not to know God, but to know man, or more accurately for me, men, women, transgender persons, and animals and the environment. More specifically for many, the new purpose of the liberal arts is to provide the tools to become a democratic citizen. Or, at the very least, a cosmopolitan. This is the overarching idea of an astute, subtle new book by Danielle Allen, Education and Equality. 2 Hannah Arendt and Amartya Sen are influences on her. Allen not only lays the groundwork for being a contemporary liberal artisan, but also argues persuasively that you can be both a liberal artisan and a participant in the social and economic world. You can prepare yourself to read both Socrates and spreadsheets.

I am a strong believer in democracy and cosmopolitanism, but the liberal arts must interrogate these concepts and practices. For example, does cosmopolitanism erase blind liberal artisans to the defiant par-ticularities of the local? Another question: what are global differences of thought about democracy as the “best” form of government? But no matter what our theories of the best government might be, a broad new theory of the liberal arts should be globally acceptable. Let us assume that the liberal arts are to develop human potential or human capacities or human capabilities. Liberal artisans want liberal artisans—nascent or adolescent or maturing—to have capacities, but capacities for what?

For critical thinking or for social cohesion or for empathy or for all of these? This is a crucial global debate: what are liberal artisans to become as sentient, active beings? Here, at NYU Abu Dhabi, I teach in the Core Curriculum. I am to explore the large questions about existence. My course is called “Law and the Imagination.” In it we ask whether law and imagination are friends, frenemies, or activities often in collision. Is the imagination a flaming aster-oid bearing down on settled body of law? I also require writing, a lot of it. I focus on two major genres, which are global in their usefulness and which all young liberal artisans would do well to master: 1) The short (150 words) response paper to what we are reading. This provides practice in being concise, precise, able to identify and represent an argument and to respond to it efficiently. A witty student compared it to writing a Twitter message. In a classroom with a variety of languages, where English is probably not the first language of many, I often ask myself how I would fare in such a situation if the language of instruction was Wolof or Arabic or Mandarin or Farsi or Portuguese or Spanish. I remember John Locke’s Some Thoughts Concerning Education (1690), and have devised what I call the “John Locke test.” He tells parents not to be impatient with their children. He is also radical in his aversion to the beating of children; he hates such violence. Children, he writes, are “strangers” in this world. They must learn everything. Imagine, Locke tells his English readers, what would it be if you were suddenly asked to live in Japan without knowing Japanese. My “John Locke test” is to ask how I would perform if I were a stranger, or partial stranger, in a classroom not conducted in my mother tongue of English. 3

But, in my classroom, with its 150 word exercises, the most common difficulty is getting from one sentence to another. This means avoiding both jumping from one idea to another, being scattered, and the deployment of filler language. Filler language is what happens when you simply must fit some word limit and don’t know what to do. Example: “As I was reading this book, xxx by yyyy, what struck me the most was...” Why, I ask my students, are you moving from one sentence to another? What is the connection? The metaphor I use is LEGO. Your sentences


2) Hannah Arendt, in Lego Land.
Thanks to

CORE CURRICULUM COMMITTEE 2016-2017
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Cristina Vataulescu | Arts & Humanities
Douglas Cook | Engineering
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Lujain Ibrahim—Class of 2020
Sebastian Rojas Cabal—Class of 2017
Samridha Man Shrestha—Class of 2020
Jacob Chagnon—Class of 2019

ACADEMIC AFFAIRS COORDINATOR, PROVOST OFFICE
Kate Nordang
### MY CORE CURRICULUM CHECKLIST

<table>
<thead>
<tr>
<th>Course</th>
<th>COURSE #</th>
<th>F/J/S YY</th>
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<tbody>
<tr>
<td>Core Colloquium</td>
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<tr>
<td>Arts, Design, &amp; Technology</td>
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### OTHER GRADUATION REQUIREMENTS

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<td>Quantitative Reasoning</td>
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